

Christ Church Primary School

'Starting the journey well'

As a Church of England community school, we
believe we can impact God's world for good,
grow in learning, love, wonder and faith and
seek together to flourish in the fullest way possible.

RSE Policy

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Approved by:

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1. Intent

At Christ Church, we understand that our children are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also trials and risks. Our PSHE and RSHE curriculums, alongside the teaching of science, oracy, computing, the *Skills Builder* programme, our six core values (friendship, peace, hope, forgiveness, courage and thankfulness) and British values, prepares them for these opportunities and challenges. Teaching about mental wellbeing is also central to this as is encouraging children to develop their sense of self-worth by playing a positive role in contributing to school life and impacting God's world for good. With this in mind, we believe that RSE and PHSE provide every child an equal opportunity to develop the skills and knowledge they need to flourish now, at the start of their journey, and in the future.

2. Statutory requirements

We provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Christ Church CE Primary School we teach RSE as set out in this policy.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

4. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

At Christ Church CE primary School we define our sex education curriculum as

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting

sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

Through the science curriculum children learn about the reproductive cycles of plants and animals. The children are familiar with language associated within these topics. Whilst in year 6, the children will apply this knowledge to help them understand the reproductive cycle of humans. For more information about our RSE curriculum, see Appendices 1 and 2.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

5.1 Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

6. Use of external organisations and materials

We will make sure that an external agencies and materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for the resources used in teaching. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks to ensure the teaching of RSE is balanced, age-appropriate and in line with pupils' developmental stage
- Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the sex education components as defined within this policy.

7.3 Staff

Class teachers are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the specific sex education sessions.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE coordinator through: planning scrutinies, learning walks, and lesson observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Scheme of Work: LifeWise (lifewise.co.uk)

EYFS

There is no sex education content in the EYFS curriculum.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lifewise EYFS Programme	Planting Our Food Cities, Towns, Land and Sea Gentle Hands and Hearts	Taking Good Care of Myself Being Curious Managing Feelings	Sleep The Great Outdoors Trusted Adults	Animals Fire Safety Water Safety	Follow My Lead Making Mistakes Road Safety	Sharing Sounds, Music and Noise Technology

Key Stage 1

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lifewise Year 1 Programme	Braving the Weather Road Safety Understanding Difficult Feelings	Emergency Services Being Happy First Aid/CPR	Being Mindful Communication A Problem Shared is a Problem Halved	Trust Respecting Others Safety Symbols	Food Safety & What Not to Eat Water Safety My Body Belongs to Me	Getting Your Sleep Hygiene & Me Signalling & Sign Language
Lifewise Year 2 Programme	Forest Survival Happiness It's Okay Not to be Okay	Feeling sad Dealing with Loss Personal Goal Setting	The Art of Failure Fight or Flight Relaxation	My Body is Growing Fire safety Medicines & Drugs	Desert Island Navigation Environment	Wildlife Protecting Our Planet Cyber Safety

Lower Key Stage 2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lifewise Year 3 Programme	Relationships with Others Helping Others to Get Help Growth Mindset Mindfulness	Self-image Anxiety Anger - Difficult Feelings & Behaviours Stress	Problem solving & Time Management Self-worth Personal Hygiene	My Body, Your Body Vaccinations & Disease Sun Safety	Who Can We Trust Exercise BV - Democracy & Law (Freedom to Choose)	BV - Culture & Liberty Screen Time Staying Safe Online
Lifewise Year 4 Programme	Respect Problem Solving & Resourcefulness Leadership	Bullying Keeping My Body Safe Being Responsible	A Balanced Diet Healthy Eating The Importance of Physical Activity	Where Does my Food Come From? Sleep Screen Time	Family Relationships BV - Government & Rules BV - Freedom in Beliefs	Everything Will Be All Right Try and Try Again Relaxing to Re-Charge

Upper Key Stage 2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lifewise Year 5 Programme	Learning	Dealing with Adversity	Respecting Others – Boundaries & Beliefs	You Get Out What You Put into Life	Supporting the Community	Junk Food
	Resilience	Responsibility & Inspiration	My Body Changes	Communicating Effectively	BV - Freedom of Speech and Movement	Nutritional Values
	Teamwork	Body Language & Communication	The NHS	The Digital World	Saving Money	The Human Body
	BV - Laws & Parliament				Borrowing Money	Keeping My Body The Same
Lifewise Year 6 Programme	Tax	Organisation of Life	From Learning to Working	The Government	Drugs, Alcohol & Smoking	BV - Rights & Radicalisation
	Entrepreneurship	Pensions	How to Write a CV	Law	My Amazing Body	Feeling Anxious
	Banks	Power of Negotiation	Self-Perception	BV - Lawmakers & Activists	Transition	Recognising and Controlling Anger
	First Aid					

Sex education will be taught separately to boys and girls in years 5 and 6.

PSHE will be delivered by a familiar teacher and all RSE content will be delivered by the class teacher.

Specific sex education sessions will be delivered by the class teacher alongside a member of the leadership team.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

Right to Withdraw from Sex Education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
<p>Agreed actions from discussion with parents</p>	

Signed (head teacher): _____ **Date:** _____

