



Our School Vision

Our vision is of a Christian school that has high expectations of its children and the adults who work here. We aim to develop the full potential of all our pupils whilst nurturing the strong links between school, home, church and the wider community. "Our school is the good ground that enables everybody to flourish". Our children will,

- Learn to wonder, "Seek and you will find" (Luke 11.5 - 13)
- Grow in wisdom, "Happy is the man who finds wisdom" (Proverbs 3:13)
- Shine like stars, "Shine like stars in the universe" (Philippians 2:15)

RSHE Policy Vision

At Staining CE Primary School we provide excellent education within a Christian context. Each child is treated as an individual and we respect everyone's opinions, faiths, races and gender. This policy should be read in conjunction with other policies, including Whole School Safeguarding and Child Protection Policy and the Mental Health and Wellbeing Policy, to support the whole school vision and values.

We aim:

- To provide a broad, well-taught curriculum, enabling all pupils to develop at their own pace and reach their full potential academically, physically, socially and spiritually.
- To develop children's curiosity, imagination, love of learning and sense of fun.
- To create a happy, supportive and safe environment where children can become friends, learn to help each other and gain a greater understanding of community.
- To foster self-discipline and independence, teaching children to make good choices and take responsibility for their actions.

Aim

"We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain". That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

The aims of relationship and sex education at Staining CE Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.



- To enable pupils to understand the qualities of healthy relationships, including the importance of marriage and lifelong commitments.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Provide a framework in which sensitive discussions can take place.
- To value all of God's children and understand the importance of respecting others and accepting those who differ. To understand and respect the Christian teaching on Marriage.
- To know how to 'love your neighbour' even when we might disagree.

RSHE Statutory Requirements

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSHE contributes to this duty. Further, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty

Staining Church of England Primary school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSHE) and Health Education



Policy Development and Review

This policy has been developed in consultation with staff, pupils, Governors and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group gather all relevant information including relevant national, diocesan and local guidance.
2. Governors consultation - all school governors were given the opportunity to look at the policy and make recommendations
3. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation - parents and any interested parties were invited to read and respond about the policy
5. Pupil consultation - we investigated what exactly pupils want from their RSE
6. Ratification - once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every three years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

The term relationships, sex and health education (RSHE) is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, mental wellbeing and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

Relationships Education

Is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education



Is a programme of work that covers romantic relationships, sexual health, contraception linking to our Science Curriculum, which covers Human Reproduction as set out in the National Curriculum.

Health Education

Is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

Right to be excluded from Sex Education:

It is important for parents to note that at primary level the Relationships Education and the Health Education is statutory so there is no option to withdraw from these subjects

The Sex Education at primary level includes puberty, conception, reproduction and birth. Puberty is statutory under Health Education and National Curriculum Science as are birth and reproduction so there is no right to withdraw from these. This leaves conception. This part of sex education is **non statutory** and as a school we have opted **not** to teach this aspect. We do however have access to recommended teaching materials (SCARF) and should parents wish to address this aspect you can find the documents on our school website.

For more information please view the school's curriculum overview on our website at www.stainingschool.co.uk

Delivery of RSHE

RSHE is taught as the personal, social, health and education (PSHE) curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). RSHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class.

Outline of teaching

These skills are taught within the context of family life. At Staining C of E Primary School, we follow the SCARF (Coram Life Education) scheme of work.

Teachers follow the schemes of work for Years R - 6 as outlined in the appendix

Dealing with Difficult questions/situations



Our school's Relationship, Sex and Health Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. There are also sensitive or controversial topics over which some staff, parents and governors may have reasonable concerns. Every child has the right to ask questions openly about their body and understanding of it in relation to RSHE, therefore if a child asks a question which staff feel is not appropriate to explore within our RSHE provisions it will be referred to our Learning Mentor and families to discuss with their child/ren. At parental request, school can also refer these questions to the school nurse, who will discuss it with the child/ren.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's Safeguarding procedures. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken to safeguard the child will always be in the pupil's best interest following PREVENT procedures. This includes topics surrounding:

- Racism
- Extremism
- Ideology
- Terrorism
- Radicalization

Roles and responsibilities

The Governing Board:

The governing board will approve the RSHE policy and hold the headteacher to account for its implantation.

The Headteacher:

The headteacher is responsible for ensuring that RSHE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff:

Staff are responsible for:



- Teaching in-line with this policy.
- Delivering RSHE with sensitivity.
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.
- Following PREVENT procedures if required.

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

Pupils:

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

Parents

At Staining we are aware that the primary role in children's RSHE lies with parents and carers. We wish to build positive and supporting relationships with the parents at our school through mutual understanding, trust and cooperation.

Training:

All staff will be supported and trained on the delivery of RSHE. The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSHE or to further train staff. Any visitor's will follow the school policy and deliver in line with this policy and supporting the ethos and values embedded in this school.

Monitoring Roles and Responsibilities

The delivery of RSHE is monitored by the Headteacher, Deputy Headteacher, Learning Mentor and RSHE leader through:

- Planning and book scrutinises
- Learning walks
- Pupil voice/pupil conferencing



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Relationships, Sex and Health Education (RSHE) Policy

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment process. This policy will be reviewed annually, at every review, the policy will be approved by the headteacher.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSHE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.



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Dear Parents and Carers,

Re: Growing Up - A Guide to Puberty

During their time in Year 5 children are taught about 'Growing Up'. Within some of these lessons, we cover 'puberty changes that will happen to our bodies as we grow up'. Boys and girls are split into separate groups during some of these sessions but both groups will receive the same information.

Our school's 'Relationships, Sex and Health Education Policy' outlines what is taught in greater detail and is available on the school website. If you have any concerns regarding these lessons, please contact school for clarification.

Yours sincerely

Jennifer Shoulders
Headteacher