

# RSE Policy

April 2023



Our school offers a supportive, inclusive, nurturing and inspiring learning environment, where each member is known, loved and empowered to reach their full potential. Children are encouraged through an aspirational and engaging curriculum to develop their knowledge, skills and character so that they can truly flourish, both now and into the future.

Joy   Hope   Forgiveness   Love   Resilience

This set of values is reflected in all our policies.

Date agreed: April 2023   Signed..... (Chair of Trustees)  
Review date: April 2025

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### **1) Vision and Values**

Our Christian vision guides our journey to provide a rich, well-rounded education enabling all to become the very best that God intended. We treat adults and pupils with love and dignity in a space where Christian values are developed and everyone can flourish.

As a Christian School Community, we believe that the ethos of our school should be built on a foundation of core Christian Values. The staff, children and governors have agreed the following five core values that we feel support our school motto which is 'Believe, achieve, aspire'.

- Love
- Forgiveness
- Joy
- Hope
- Relisience

These core values will help us sustain an ethos which supports our aim for children to live happy, safe, healthy and fulfilling lives, to become confident individuals and responsible citizens who make a positive contribution to society.

We hope that our core values will help children understand that there are some central beliefs that people hold, and learn to fall back on these when making choices and decisions using these core values as an important guiding tool.

## **Aims**

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). The aims of relationships and sex education (RSE) at our school are to:

- Enable children to understand how to keep themselves and others safe

- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others.
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships.
- Develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene.
- Enable children to make responsible and informed decisions about their health and well-being.

## 2) Statutory requirements

As a Primary School we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are required to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the Science curriculum. In teaching RSE, we are required to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. At St Laurence in Thanet CE Junior Academy we teach RSE as set out in this policy.

## 3) Policy development

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

- **Review** –The PSHE lead pulled together all relevant information including relevant national and local guidance.
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
- **Governor consultation**- this included wider reading around RSE, the equality act, and debate around the Church of England’s guidance documents.
- **Parent/stakeholder** consultation – The policy was made available to parents on the website for two weeks and they were invited to discuss any points
- **Ratification** – once amendments were made, the policy was shared with governors and ratified.

## 4) 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. RSE is not about the promotion of sexual activity.

## **5) Curriculum**

Our curriculum is set out in Appendix 1. This will be reviewed and adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our curriculum content is based on resources provided by the PSHE Association. Teachers will use the objectives and always take into account the needs and feelings of our pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

## **6) Delivery of RSE**

At St Laurence in Thanet CE Junior Academy RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. It also compliments content covered in Science, Computing and PE, and other aspects are included in Religious Education (RE). We use The Christopher Winter Project as our main teaching resource <https://cwpresources.co.uk/home/> This is a PSHE Association approved resource.

**Appendix 1** shows how our PSHE curriculum covers all the strands of the statutory guidance

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

## **7) Inclusion**

### **Equality**

St Laurence in Thanet CE Junior Academy is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development (SMSC), including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equality Policy
- Health and Safety Policy
- Computing Policy and E Safety Policy
- RE Policy
- PSHE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

## **SEND**

At St Laurence in Thanet CE Junior Academy Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

### **8) Roles and Responsibilities**

#### **The Governing Body**

The governing body will hold the Headteacher to account for the implementation of this policy.

#### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.

#### **The Curriculum Leader**

The Curriculum Leader will:

- develop a differentiated curriculum;
- work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils;
- ensure that the teaching delivered by a specialist teacher fits with the planned programme;
- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress in this area;
- ensure sufficient and up to date resources are in place.
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;

- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required.
- review and monitor the implementation of the policy and curriculum;
- annually report to the Governing Body on the success and development of this policy.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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.

### **Pupils**

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

### **9) 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/non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

### **10) 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.

### **11) Monitoring Arrangements**

The delivery of RSE is monitored by the Lead for PSHE and the Headteacher through: Learning Walks, child conferencing/ pupil voice and work sampling.

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

This policy will be reviewed by PSHE lead and the Learning and Development committee on a bi-annual basis or in the event of updated statutory guidance. At every review, the policy will be approved by Governing Board.

## Appendix 1: Curriculum Map Expectations

St Laurence in Thanet CE Junior Academy

PSHE (including RSE) Curriculum Map (including KS1)

<p><b>Expectation at the end of Key Stage 1</b> Children should be able to answer the following questions:</p>	<p><b>Expectation at the end of Lower Key Stage 2</b> Children should be able to answer the following questions:</p>
<p><b>Relationships:</b> Who is in my family? What does my family do for me? What makes a good friend? How should I treat my friends? What is bullying and what can I do about it?</p> <p><b>Health and Wellbeing:</b> Where do babies come from? How have I changed since I was a baby? How are other children similar or different to me? Why are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies? Who can I ask if I need to know something? Who can I go to if I am worried about something or feel unsafe? What things do I need to keep safe and healthy?</p> <p><b>Living in the Wider World:</b> What can people do with money? How can I look after other people? How can I look after the wider world? What different jobs do people do?</p>	<p><b>Relationships:</b> Why might friendships change? How can I be a good friend? What are some of the bad ways people can behave towards one another? How do I know if I am being bullied and what can I do about it? Why are some parents married and some not? Why don't all families look the same?</p> <p><b>Health and Wellbeing:</b> How and why is my body changing? How do boys and girls grow differently? Why are we all different? Is it ok to be different? What makes good and bad feeling? How can I tell how other people are feeling? What are good habits for looking after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? Why does having a baby need a male and female? What are eggs and sperm? How do different animals have babies? What happens when you get older?</p> <p><b>Living in the Wider World:</b> What is a community? What is my role in a community? What is the different between good and bad choices? How might my choices affect people around me? How might my choices affect the environment?</p>

**Expectation at the end of Upper Key Stage 2**  
Children should be able to answer the following questions:

**Relationships:**

What are the important relationships in my life now?  
What is love? How do we show love to one another?  
Can people of the same sex love one another? Is that ok?  
What are the different kinds of families and partnerships?  
What do the words 'lesbian' and 'gay' mean?  
What should I do if someone is being bullied or abused?  
Can relationships be harmful?  
Why are families important for having babies and bringing them up?  
How can I say 'no' to someone without hurting their feelings?

**Health and Wellbeing:**

What is puberty? Does everyone go through it?  
What changes happen during puberty to boys and girls?  
How can I look after my body now I am going through puberty?  
How can girls manage periods (menstruation)?  
How will my body change as I get older?  
What kinds of feelings come with puberty? What are sexual feelings?  
What are wet dreams? What is masturbation? Is it normal?  
How can I cope with these different feelings and mood swings?  
What is sexual intercourse?  
What happens during conception?  
Does conception always occur or can it be prevented?  
How do families with same-sex parents have babies?  
How does a baby develop? How is it born?  
Where can I find information about puberty and sex? How can I find reliable information about these things safely on the internet?

**Living in the Wider World:**

What jobs might I like to do?  
What things might I need to do to get that job?  
What things can I do to earn money safely?  
How can I save money?  
Where can I keep my money?  
What is the media?  
Should I believe everything I read online?  
What things can I share on social media?  
What should I do if I see something inappropriate online?  
Can I believe everything I see on TV about perfect bodies/relationships/girls and boys... to be true?



## Appendix 2

### Curriculum Map

#### QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	What makes a community?	What keeps us safe?	Why should we eat well and look after our teeth?	How can we be a good friend?	What are families like?	Why should we keep active and sleep well?
Year 4	How can we manage our feelings?	How can we manage risk in different places?	How do we treat each other with respect?	What strengths, skills and interests do we have?	How can our choices make a <u>difference</u> to others and the environment?	How will we grow and change?
Year 5	What makes up a person's identity?	How can friends communicate safely?	What jobs would we like?	How can drugs common to everyday life affect health?	What decisions can people make with money?	How can we help in an accident or emergency?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

### Appendix 3: Additional Reference Links

Resources for teaching : The PSHE Association <https://pshe-association.org.uk/>

DFE Guidance – ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’2019. This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Church of England Vision for Education – ‘Deeply Christian, Serving the Common Good’; Autumn 2016. Our church schools must be committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus’s promise of ‘life in all its fullness’ (John 10;10), regardless of their family arrangements, beliefs or sexual or gender orientation.

<https://www.churchofengland.org/more/education-and-schools/vision-education>

The Equality Act 2010. The Act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Valuing All God’s Children (VAGC) published by the Church of England’s education Office; Summer 2019 (2nd Edition). This document seeks to offer guidance and support in tackling homophobic, biphobic and transphobic bullying in schools

[https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)

Pastoral Principles for Living Well Together; Church of England; April 2019. These principles help shape the way we all relate to one another. The document can be found here:

<https://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf>

The Church of England’s Education Office publication, ‘RSHE Principles and Charter’ – This document explores the pastoral principles in more depth and how they relate to delivery of RSE in schools.

[https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf)

Relationships Education, Sex Education and Health and Mental Wellbeing guidance for Church of England Primary Schools in Canterbury Diocese

<https://d3hgrlq6yacptf.cloudfront.net/5f209069c4808/content/pages/documents/1583856815.pdf>