

Dawley C of E Primary Academy



Enriching Learning, Enriching Life'

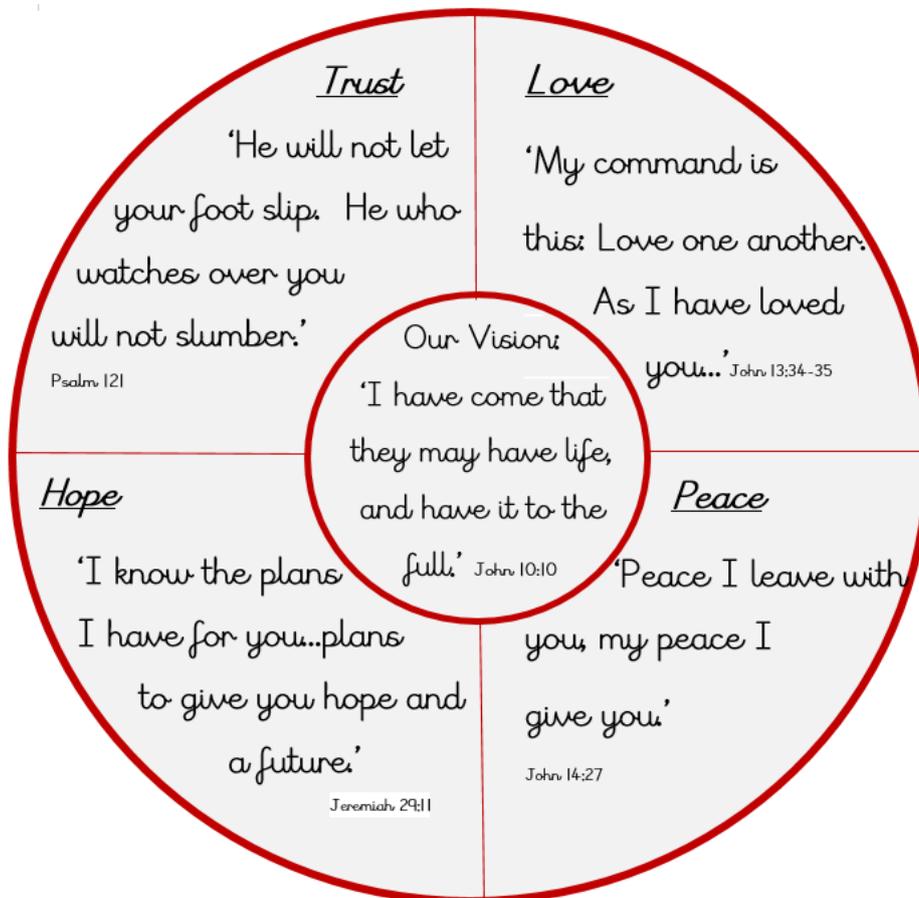
John 10:10 '...I have come that they may have life, and have it to the full.'

RSE Policy (2021-2022)

Vision

'I have come that they may have life, and have it to the full. John 10:10

Our vision is to develop flourishing, caring children, equipping them with the skills to reach their potential. We believe in a curriculum that enriches lives, ignites interests, and engages children in real-life experience, as global citizens with an inclusive respect for others, readying them for their future, to live life to the full.



RSE Intent

This policy aims to ensure that all children at Dawley C of E Primary Academy are offered a meaningful and engaging RSE curriculum that meets the requirements of the National Curriculum, allowing them to make caring choices about how they treat others and recognise how they, in turn, should be treated. It is our intent for all of our children to understand the choices they can make about their relationships, both online and face to face, and their bodies, including hygiene and changes in the body as they grow, empowering them to be responsible global citizens who understand the implications of their relationships with others.

Definition

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. 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. It is not about the promotion of sexual identity or sexual activity.

RSE in our school is part of the PSHE curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

The Lichfield Diocesan Board of Education

Sex and Relationship Guidance: A Christian Perspective 2008) states that 'Sex and Relationship 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

"In Church of England schools, RSE will be rooted in the teachings of the Church, including the importance of trust, loyalty, fidelity and the Christian understanding of marriage as the context for sexual relationships, as well as the understanding of abstinence and celibacy as positive life choices.

In partnership with parents, schools have a vital role to play in the formation of our children. Taking that responsibility seriously means we are not prepared to leave their development to the distorted representations of sex and relationships that are just a few clicks away on their phones and computers, but will actively promote staying safe, developing healthy relationships, and protecting self-esteem and good mental health. That's what good RSE should aim for as it contributes to an education that develops dignity and respect.

Nigel Genders the Church of England's Chief Education Officer
2019 response to DfE guidance

Statutory requirements

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

This policy is cross-referenced and consistent with other policies such as Safeguarding, PSHE and RE.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

Core Values, Moral and Values Framework

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies. The RSE Policy is complimentary with the Religious Education Policy and the Personal, Social and Health Education Policy. Our own Core Values: Love; Peace; Hope and Trust, are prevalent in our teaching of, and understanding of RSE within our Academy, through teaching about loving relationships, trusting in those we depend on, and experiencing hope and peace from healthy, fulfilling relationships and our place in God's world as socially responsible global citizens.

Intent of our RSE curriculum

RSE in our school is part of the PSHE curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of our Academy.

It is our intention to provide a planned, age appropriate scheme of work, designed to respond to pupils' questions and capitalise on the fascination and interest that children have

about their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and age appropriate scheme of work, devised to meet the following aims and objectives:

Aims and Objectives:

Our scheme of work aims to empower our young global citizens by:

- Raising and promote positive self-esteem.
- Helping pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others.
- Helping pupils understand and communicate their feelings and emotions.
- Provide pupils with skills necessary to keep themselves happy and safe.
- Prepare pupils for the physical and emotional changes of growing up.
- Offer opportunity for pupils to develop and clarify their attitudes and values.
- Counteract myths, misinformation and false assumptions.
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities.
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions.
- Provide reassurance that change is part of the lifecycle and help pupils accept variations.
- Develop the confidence to seek help, support and advice.
- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
- To promote equal opportunities for all.
- Know that they are a unique creation of God, able to grow in self-respect developing a positive attitude to themselves, their feelings and sexuality
- Understand the Church's teaching on sexual activity outside marriage, and on issues concerning human sexuality.
- Understand the church's teaching and belief in the importance of marriage for family life and brining up children
- To have an understanding of and to give consideration to the beliefs, values, culture and circumstances of others and how that impacts on family life.

- Recognise the importance of forgiveness and saying sorry in relationships.

RSE implementation

The Academy aims to:

- give RSE a cross-curricular emphasis rather than treat it as a stand-alone lesson.
- develop the children's confidence in managing risk and making choices as young citizens.
- help children see RSE as a means to understanding appropriate and healthy relationships with others.
- develop an understanding of themselves and others, as well as the world in which they live, its laws and its risks.

Cross-curricular RSE Opportunities

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practice and apply the skills, knowledge and understanding acquired through RSE lessons in other areas of the curriculum. This is evidenced in books and through pupil voice and observations. RSE should be observed throughout the curriculum.

Teachers should also approach RSE when their children need it, tailoring it to their experiences and lives so that it is meaningful. Relationships, sex and health education will be linked to the following subjects in particular:

Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

PSHE – pupils learn about respect and difference, values and characteristics of individuals

RSE in context.

Contextual RSE will occur when teachers feel there is a specific need, in order to address a specific topic. For example, should children use inappropriate behaviour, it may be necessary to revisit the NSPCC PANTS campaign. For RSE lessons which are taught explicitly, we will use the Respect Yourself resources by Shropshire Council.

Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy. Before delivering the session, the school will discuss

the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of 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.

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 ensure 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, 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).

In the Early Years Foundation stage (Reception) children are given opportunities to:

- Begin to understand Healthy Relationships, for example, using the NSPCC PANTS programme, and developing positive friendships through play.
- Begin to understand the need for online safety.
- Know who their trusted adults are
- Create a positive self-image and share positives about their peers.

By the End of Key Stage 1 children should be able to understand what bullying is and how to use strategies to help themselves and others, including what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens. They learn about and can identify things that keep bodies and minds healthy (activity, rest, food); hygiene routines and healthy choices; naming appropriate body parts correctly. They can identify different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling and increase their confidence in sharing feelings. They also know rules for keeping safe in different places; including online; asking for help; including in an emergency, respecting own and others' rights and needs.

At Key Stage 2, children know what makes a healthy and happy relationship, identifying different relationships; what makes positive, healthy relationships; recognise when

relationships are unhealthy and identify committed, loving relationships (including marriage and civil partnership). They learn about human rights, why and how laws are made; taking part in making and changing rules; the importance of human rights; rights of the child. They learn about their right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence, including how to recognise, respond to and report abuse online; illegal forms of sharing content and the consequences, and how to recognise online hate speech. Children know about money, finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; researching and debating health and wellbeing issues, including online scams, news, adverts, images and reviews. They know the differences between media manipulation and reality; pressure that online advertising/images may have on feelings and emotions regarding money. They are also aware of how to manage risk, showing increased independence and responsibility; having learned strategies for managing risk; an understanding of different influences; how to resist unhelpful pressure; manage their personal safety (including managing requests for images).

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert a DSL about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

RSE Impact

Assessment

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Tests
- Written assignments
- Group presentations
- Group tasks
- Projects
- Pupil voice

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

Monitoring quality

The delivery of RSE is monitored by the principal and the PSHE lead through a variety of the following as appropriate:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny
- Pupil voice

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

Roles and responsibilities:

The governing board

The governing board will hold the principal to account for the implementation of this policy. They are responsible for approving this policy.

The principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The Principal and subject lead will ensure that members of staff responsible for teaching the subjects undergo training as needed, to ensure they are fully equipped to teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE.

Parental roles in consultation

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Withdrawing from the subjects

Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

Parents **do** have the right to request to withdraw their child from all or part of the sex education curriculum. The principal will automatically grant withdrawal requests for the sex components of the subject, however, the principal will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The principal will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded. The principal will keep a record of the discussion between themselves, the pupil and the parent. The principal will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum. The parent will be informed in writing of the principal's decision.

Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

Conclusion

This policy also needs to be in line with other School Policies and therefore should be read in conjunction with the following School Policies:

- Staff Handbook
- Teaching and Learning Policy
- Marking policy
- Special Educational Needs Policy

This policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. by the subject leader and the Academy Principal.