

Relationships and Sex Education Policy

John 15:12

Love one another as I have loved you.



**Celebrating Faith,
Learning and Success**

St Botolph's Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Date of approval: November 2021

Date for review: November 2022

This policy has been adapted from the Church of England policy guidance and in accordance with the DEMAT RSE Policy Statement and PSHE Association guidance.

1. Our school's vision.

1.1 Relationships Education in Our School

Consistent with the statutory Church School Ethos Statement, Relationships, Sex and Health Education (RSHE) is based upon the premise that all life is from God and we are created in the image of God. We are called to love, as God is love. The Christian values of trust, honesty, forgiveness and loving and caring for one another are lived out in a church school's everyday life. Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of a church school, where all are respected, valued and encouraged.

RSHE in our school is based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.

RSHE in our school will be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it will also uphold Christian values regarding relationships and marriage.

1.2 Intent of Our Relationships Education Curriculum

The Church of England Education Office faith-sensitive and inclusive approach to RSHE is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them.
(Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. It is our intention that:

- St Botolph's will act within the requirements of the law, including the Equalities Act of 2010 and will offer age- appropriate provision.
- The teaching of RSHE at St Botolph's is undertaken in a faith-sensitive and inclusive way. Our approach seeks to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. We afford dignity and worth to the views of pupils from the faith and other communities represented in the school.
- We ensure that their RSHE curriculum protects, informs and nurtures all pupils.
- We differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.

- We ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others.
- We provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. We ask parents and carers to share this responsibility with the school.

Please see **Appendix F**

1.3 Context of Wider Personal, Social, Health and Cultural Education (PSHCE)

St Botolph's follows a PSHE curriculum based on HeartSmart to build character, emotional health and resilience in children. It equips them with foundational principles, skills, habits and a mind-set that will improve their mental health, relationships and academic achievement.

We strive to be a healthy school; both in the food that the kitchen prepares for children each lunchtime, and also by encouraging children to think about the origins of food, having a go at growing fruit and vegetables, and making sensible, informed decisions about their diet.

We encourage walking, scooting and biking to school as a way of creating a more pleasant environment and for the children to play a part in the conservation of our world. We also ensure children take part in regularly, high quality physical education by following the Cambridge curriculum.

When relationships are tested, or children need advice, staff of the school are on hand to listen and discuss how to make things work. Children are encouraged to solve their friendship problems with support and to put right the things they have done which have a negative effect on others through our Restorative Justice strategy.

We aim to provide education for a connected world – making links between healthy lifestyles and the use of social media and online information. This compliments our computing curriculum, where children also learn about e-safety.

In addition, we seek to enrich this curriculum with activities that promote healthy relationships within families, and our communities by volunteering our time and creativity to those who live close the school. We also engage with fundraising initiatives and education around supporting those in wider communities, including global concerns.

Our school code of conduct is based on RESPECT; Respect yourself, respect others, respect the environment.

2. Implementing Our Policy

2.1 Development of the Policy

This policy has been devised and written in consultation with staff and governors of the school and is based on our school values of Community, Courage and Compassion as well as the academy trust's values of Love, Community, Trust, Respect and Ambition.

2.2 Consulting on our Policy

Governors of the school have ratified this policy and it should be read in conjunction with DEMAT Relationships Education Policy Statement (Including Sex Education).

Parents and carers have been consulted about this policy and their comments have been noted and, where possible, have led to amendments in the policy.

2.3 Equality

God has made each of us unique and we are all equally valued: As a church school we recognise and celebrate this. Through our Relationships Education provision we will always recognise and respect cultural differences within the school and the wider community. We will never tolerate abusive, disrespectful or judgemental comments or attitudes. We will always give regard to the age of the children being taught and teach them about tolerance of others in an age-appropriate way.

We take a sensitive and honest approach when teaching about Protected Characteristics, including LGBT+, and address these issues in an age-appropriate way. We fully integrate up-to-date discussions and learning about the models of different families so that all children know they are included and accepted, whatever their circumstances.

2.4 Safeguarding

All adults who work with children (members of staff or volunteers) are required to attend annual Safeguarding updates and adhere to the most current *Keeping children Safe in Education* guidance, *Working Together to Safeguard Children (2018)* and *Guidance for Safer Working Practice for Those Working with Children and Young People in Educational Settings (2019)*. In addition, they are required to adhere to the school's Behaviour Policy to promote sociable and respectful conduct among our children.

All adults are trained to promote the following aims of Safeguarding by:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

(Working Together to Safeguard Children 2018)

3. Involving the Whole School Community

3.1 Working with Staff

St Botolph's ensure that teaching staff are well-equipped to deliver the RSHE curriculum at each stage. Where needed, training is given to staff to enable them to convey the importance of RSHE through high quality teaching. HeartSmart offers teaching advice and our Subject Leaders stay abreast of developments in the subject. Teachers are not expected to deliver teaching or training that would normally fall under the remit of a medical professional, especially one-to-one with a pupil. Teachers are not trained as mental health professionals, but are given guidance about recognising the signs of poor mental health and how to make a referral.

3.2 Engaging with Pupils

Our values of Community and Compassion intertwine with the core messages we teach in RSHE. As such, all children are engaged in Relationships Education on a daily basis in myriad situations. PSHCE lessons take place each week with additional opportunities for circle time in each class – the length of which varies.

Our Learning Mentor will work with individual children with specific social, personal or emotional needs for a short series of activities or longer term. Teachers can refer children to the Learning Mentor.

We also engage the services of qualified professionals to work with individual children with significant needs in this area. Children's needs are considered by the SENCo, Head Teacher, teachers and Learning Mentor in partnership with parents.

3.3 Working with Governors

Governors monitor the safeguarding of children at St Botolph's as part of their statutory duty, and this encompasses the provision for Relationships, Sex and Health Education (as well as the more specialised services in section 3.2). Governors are kept up to date with Safeguarding developments by the Designated Safeguarding Lead and ensure those updates are conveyed appropriately through Relationships Education and the broader curriculum.

3.4 Communicating with Parents/carers

We consult with parents and carers regarding the teaching of Relationships, Sex and Health Education and keep parents informed of units of work in the following ways:

- A consultation process open to all parents.
- This RSHE Policy is published on our school website.
- Our PSHE curriculum is published on our school website which includes work on Relationships Education.
- We contact parents by letter to inform them of specific units of Relationships and Sex Education that they may wish to know more about or withdraw their

child from. Parents cannot withdraw their child from Relationships Education nor aspects of the Science curriculum. See Section 5.

- We have an open and honest approach to answering parent and carers' questions regarding RSHE when they arise.

4. Curriculum Organisation and Delivery

4.1.1 HeartSmart

The six units that are covered by a series of lessons in **all year groups** are:

- Get Heart Smart
- Don't forget to Let Love in
- Too Much Selfie Isn't Healthy
- Don't Hold on to What's Wrong
- Fake is a Mistake
- No Way Through Isn't True

These units of work are specially adapted to correlate with our Church of England identity. The full curriculum is explained in detail in **Appendix B**, a curriculum overview is available in **Appendix H**.

4.1.2 Cambridgeshire PPDP is used to teach Sex Education in **Years 5 and 6**. Please see Section 5 and **Appendix G**.

4.2 Safe and Effective Practice

4.2.1 In all circle time lessons, and in our work with individual children, we nurture a culture of trust and openness: Children discuss the school's values of courage, compassion and community in this context.

However, we recognise that the nature of circle time can place children in a vulnerable position – either with their peers, or with keeping their own thoughts and emotions in balance. Teaching staff, therefore, lead circle times carefully, maintain clear and age-appropriate purpose at all times. If a child should disclose anything of a concerning nature, the teacher will divert or conclude the conversation with the wider group. Then Child Protection procedures will be followed to resolve or manage the disclosure. This may involve informing the parents of a comment or conversation that has taken place.

Teachers can seek advice from colleagues in their approaches to teaching of Relationships Education and/or to take appropriate action following a lesson.

No member of staff will ever promise to keep a secret in the context of RSHE learning.

Teachers will always lead RSHE lessons in an age-appropriate manner:

- By using vocabulary that is understood by children and is suitably matched to the context of the lesson.

- By building on children's experience outside school, in school and in previous lessons.
- By using HeartSmart lesson plans and resources, and routines in circle time that children are familiar and comfortable with.
- By establishing and maintaining rules of circle time to uphold each child's trust and sense of security.

4.2.2 Consideration for Special Educational Needs and Disabilities.

Under the SEN Code of Practice we regularly review and evaluate the breadth and impact of the support we offer to SEND learners in the delivery of RSHE. We make reasonable adjustments, including pre-teaching, the support of an additional adult or adapted resources, to prevent them being put at a disadvantage in lessons. By doing so we aim to prevent discrimination, to promote equality of opportunity and to foster good learning for all pupils.

4.3 Assessment, Recording, Reporting

Our curriculum and its delivery is monitored by the PSHE subject leaders and by senior leaders. We examine the intent of the curriculum and align it with what has been implemented in actuality. This is achieved by looking at children's work. We also evaluate the success of the content and delivery by listening to children and gathering other evidence to share as good practice.

Where elements of the curriculum have proved to be lacking, we will review the planning and delivery and make adjustments as needed.

A child's development of RSHE is recorded and shared in the annual report to parents.

The PSHE Subject Leader will report to the head teacher on the above annually.

5. Sex Education Policy

5.1 Consultation about Sex Education

Relationships and Sex Education takes place in Years 5 and 6 as a unit of work with consultation of parents beforehand by:

- Leading a face-to-face meeting in which staff share the content of the lessons with parents and answer any questions.
- Sending a letter to parents informing them of units' content and of their right to withdraw their child from any or all of the lessons.

5.2 Content of Sex Education

Sex Education in Years 5 and 6 is taught following the Cambridgeshire Primary Personal Development Programme.

Please see **Appendix G** for the curriculum objectives.

5.3 Delivery of the Sex Education Curriculum

The Sex Education curriculum is delivered by qualified teachers who are familiar to the children. At the start of the teaching sequence, ground rules are made to establish an atmosphere of trust, confidentiality and respect for others' contributions to discussions. Children discuss the school's values of courage, compassion and community in this context.

Children are made aware of an anonymous questions box, which will then be emptied and the questions addressed at the start of subsequent lessons. If questions raise a safeguarding concern, teachers will encourage a child to make themselves known in a discrete way or will take more direct action to identify a child if the matter is time-critical. If questions are of a highly personal nature, it is our protocol to offer an individual conversation to a pupil and/ or refer the question to the child's parents/ carers if appropriate.

Lessons are taught in a sensitive and factual way. Teachers do not impart their personal opinions or beliefs. Teachers encourage debate and discussion, especially around societal and moral questions, so that children develop a well-informed understanding of their sexual health and sexual relations. There will be discussion about the meaning of consent.

Sex Education at St Botolph's is underpinned by our Christian faith and we make links to the teachings of other major faiths in this area so children of faith, or none can relate to the subject in a more personal way.

5.4 Right to be excused from Sex Education

As detailed in 5.2., Parents are made aware of their right to withdraw their child from any or all of the RSHE lessons in a parent meeting and in a letter that is sent to all.

Children reserve the right to leave a lesson they are finding uncomfortable. Parents will be informed when this happens.

5.5 Monitoring, Review and Evaluation

Senior leaders will monitor the delivery of Sex Education lessons by conducting learning walks and by questioning teachers.

Reviews of each lesson take place between the Year 5 and 6 staff, in which they will evaluate the effectiveness of the lesson and the next steps in teaching the series of lessons. In some cases, re-teaching or exploring a subject further may be necessary.

6. Appendices

- A. Church of England Charter for faith sensitive and inclusive Relationships Education, Health Education and Sex Education.
- B. HeartSmart curriculum: <https://www.youtube.com/watch?v=cZZC2Tu4QJs>
- C. Valuing All God's Children (Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying)
- D: Pastoral Principles for Living Well Together
- E. DEMAT Relationships Education Policy Statement (Including Sex Education)
- F. Church Of England: Key Principles

- G: By the End of Primary: Cambridgeshire PHSE Relationships and Sex Education

Year 5

Section A – Body Knowledge

1. To identify male and female sexual parts confidently and describe their functions. (BS*)
2. To know terminology for sexual parts appropriate for use in different situations. (BS)

Section B – Body Functions and Changes

3. To know and understand about the physical changes that take place at puberty and how to manage them. (CAB)
4. To understand that physical changes affect people in a variety of ways and at different rates. (CAB)

Section C – Body Awareness and Image

5. To understand how the media, families and friends can influence attitudes to their bodies.

Section D – Personal Hygiene

6. To know about aspects of personal hygiene relevant to puberty and the implications of these.

Section E – Illness/Disease Prevention

7. To understand that safe routines can stop the spread of viruses and bacteria. (HP)

Section F – Processing the Learning

8. To understand what I have learned and be able to share it with others.

Year 6

Section A - The Human Lifecycle

1. To know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)

Section B - Growing Up

2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB)

Section C - Personal Responsibilities

3. To understand that they have some responsibility for the feelings and wellbeing of others. (MW)

Section D - Parents, Carers and Families

4. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP)

5. To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. (FP)

6. To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. (FP)

Section E - Processing the Learning

7. To understand what they have learned and be able to share it with others.

H: By the End of Primary: HeartSmart curriculum Relationships and Sex Education



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