

Billinghay C of E Primary School

Relationships, Sex and Health Education (RSHE) Policy, September 2024

This policy covers our school's approach to Relationships and Sex Education. It was produced by D Clarke, (PSHE Co-ordinator), and written in accordance with the DfE guidance document 'Sex and Relationships Education Guidance' 2000 and Supplementary SRE Guidance 2014 (PSHE Association, Brook and Sex Education Forum).

Believe to achieve, empowering a community of hope and aspiration.

'Ask and it shall be given, seek and you will find, knock and the door will be opened.' Matthew 7.7 ensures our community knows that with hard work, determination and God's help they can open doors to a brighter future.

We are inspired by the life of St Thomas and like him we are on a journey with our values supporting us as we travel. Our pupils will have the courage to challenge and ask questions with curiosity. St Thomas empowers us to learn from past and current events to be able to shine bright with hope and raise our aspirations to go out and change the world.

Our Vision statement:

Working together to raise aspirations, empowering a community of hope. We seek to develop resilient, curious and creative minds, inspiring everyone to shine bright and be positive members within our church school community.

We promote a culture of mutual respect between all the people who work in or visit our school. We aim to create an inclusive curriculum creating a culture where everyone can shine bright living well in their own skin and be happy for others. Our school is a place where everyone is able to flourish within a culture of love that accepts and forgives.

Every person in our school is to be revered and respected as a member of a community where all are known and loved by God. By doing this we will create an environment which maximises the potential of everyone, ensuring they are resilient, curious, creative and aspirational for the future.

As a Church of England School, we have at our heart a belief that all everyone is loved by God, are individually unique and that we aim to express God's love by ensuring we offer a safe and welcoming place for all God's children. Everyone at Billinghay Church of England Primary School should be able to grow freely and be comfortable and confident within their own skins without fear or prejudice. We at Billinghay Church of England Primary School have a mission to help each person to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. We have a duty to try to remove any factor that might represent a hindrance to a fulfilment. Our core purpose as a Church School is to maximise the learning potential of everyone within the love of God.

Introduction and Rationale

Our Curriculum for RSHE describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum, DfE and Ofsted guidance.

It also reflects best practice described by the Sex Education Forum.

We define Relationships, Sex and Health Education as a lifelong learning about physical, moral and emotional development. It gives children essential skills for building positive, respectful, non-exploitative relationships and skills for staying safe both on and offline.

Some elements of our RSHE curriculum are part of the compulsory National Curriculum for Science (eg, the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

Children learn about sex and relationships from the very youngest age through media and ICT, even if we don't talk about it with them. Some of the things they learn are incorrect, confusing and even frightening. RSHE should be set within the wider school context and support family commitment, love and respect as well as affection, knowledge and openness. Family is a broad context; it includes a variety of types of family structure, and acceptance of different approaches without promotion of any particular family structure. The important values are love, respect and caring for each other.

Roles and Responsibilities

This policy was developed through discussions with staff and governors. Questionnaires were used to gain pupil views. The policy will be presented to all staff and governors and a copy made available to them. This policy will be available to parents via our school website, or alternatively parents can either ask Mrs Sedlan in the school office or Mr Allen to provide them with a physical copy.

Mrs Clarke (PSHE Co-ordinator) and Mr Allen are responsible for the delivery of the curriculum.

All staff are trained with how to deal with child protection issues, as detailed in our Child Protection Policy.

Safeguarding

RSE will take place in a safe, secure and mutually supportive learning environment. Children will however be made aware that teachers cannot offer unconditional confidentiality. All staff involved in delivering RSE should be aware of signs of either neglect or abuse. See our schools separate Child Protection Policy. RSE may potentially bring about disclosures and if this is the case, staff concerned will follow the necessary procedures for reporting such issues.

Aims, Objectives, Safe and Effective Practice

Our RSE Curriculum aims to encourage children to develop the skills of listening, empathy, talking about feelings and relationships with friends and family:

- To provide a secure, sensitive and caring framework where learning and discussion can take place.
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils.
- Encourage the use of correct vocabulary (medical names from Y1).
- To foster self-worth and awareness, together with a sense of moral responsibility.
- To help the children to acquire and practise important life skills such as critical thinking, decision-making, communication and assertiveness.

Inclusion and Differentiation

RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.

Delivery of RSHE

RSHE is taught as part of the broader PSHE curriculum. Biological aspects of RSHE are taught within the Primary Science Curriculum and some elements may be taught alongside the RE and Computing Curriculum.

All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers. The RSHE Curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all humans are created in the image of God (Genesis 1: 26-7) and that Christians are called to respect and honour everyone (Peter 2: 17).

Curriculum Design

The biological elements of sex and relationships education will be taught within science and PSHE lessons, as set out in the National Curriculum.

As part of science, children will be taught:

(EYFS)

- Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (People and Communities ELG)
- Children talk about features of their own immediate environment and how environments may vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. (The World ELG)

(KS1)

- 1b, that animals including humans, move, feed, grow, use their senses and reproduce
- 2a, to recognise and compare the main external parts of the bodies of humans
- 3f, that humans and animals can produce offspring and these grow into adults
- 4a, to recognise similarities and differences between themselves and others

(KS2)

- 1a, that the life processes common to humans and other animals include nutrition, growth and reproduction
- 2f, about the main stage of the human life cycle

Our RSE programme is an integral part of our whole school PSHE education provision. As a school we use the 1Decision Programme of resources to support the topics of **Keeping and Staying Safe, Relationships, Relationships, Feelings and Emotions, Computer Safety** and **Our World/A World without Judgement**. These topics will cover:

Reception: settling in; being a good friend; sharing and turn taking; resolving conflict; staying safe online; people who help us; trusted adults; stranger danger; family life, customs and routines; different and varied families

Year 1: Being a good friend; sustaining and resolving friendships; recognising kind and thoughtful behaviours; jealousy and how to cope with uncomfortable emotions; body language; online bullying; common features of family life; ways in which family is special and unique

Year 2: How to keep safe; recognising safe and risky choices; bullying; body language; how to see a situation from another person's view; recognising and dealing with feelings of worry and anger; online actions and activity; image sharing; themes of permission

Year 3: Themes of trust and trusted adults as well as people who help us; appropriate and inappropriate touch; personal space and boundaries; the names of human body parts; feelings of grief and loss and how to deal with these; making friends online safely and responsibly

Year 4: Appropriate touch; different types of relationships; healthy and unhealthy relationships; how to ask for help; dealing with emotions like loneliness or jealousy, resolving disputes; positive online relationships; difference and equality

Year 5: Managing peer pressure; growing and changing; puberty; dealing with emotions during this change; themes of anger; online pressure and influences; image sharing; inclusion; acceptance; overcoming barriers

Year 6: Conception; reproduction; themes and laws around consent; dealing with worry and change; online safety; online apps and age restrictions; British Values; Democracy; Individual liberty; mutual respect; tolerance; all religions can live in cohesion

Our PSHE and Relationships Education curriculum is supplemented with the use of a bank of books we call '**Educate and Celebrate**' (these are identified in the long-term plan), as well as **Embrace Challenges** from the Lincolnshire Ethnic Minority Service. The Educate and Celebrate texts may feature LGBTQ characters such as 'And Tango makes Three' or they may challenge gender stereotypes like in the books 'Julian is a Mermaid' and 'Amazing Grace'. These supplementary resources help to provide our children with life experiences, outside of Billingham enabling learners to have the compassion and respect for difference and diversity. In this way, we strive to foster **collaborative, respectful and adaptable** learners within our school.

Monitoring, Assessment and Reporting

Assessment of RSE takes place formatively through discussions, observations and analysis of children's work. Pupils also self-assess against the lesson objectives. Pupils will have opportunities to review and reflect on their learning during lessons and pupil voice will be influential adapting and amending planned learning activities. The PSHE coordinator is responsible for the monitoring cycle that provides an overview of the quality of teaching and learning taking place in RSE lessons.

Parental Partnerships

Parents and carers are the key people for their child's learning about sex and relationships and school should always work in partnership with home. Parents have the right to see and discuss the content of RSE lessons that their child will receive. Parents will be notified when these lessons will take place allowing them to discuss lesson content or indeed exercise the right to withdraw their children from relationships and sex education where it does not form part of the statutory curriculum.

This policy will be available via our school website, or alternatively parents can ask either Mrs Sedlan in the school office or Mr Allen to provide them with a physical copy.

Review Date

This policy will be reviewed every 2 years to ensure it continues to meet the needs of pupils, staff and parents as well as ensuring that it is in line with current Department for Education advice and guidance.