

# Witton Church Walk CE Primary School

## Relationship and Sex Education (RSE)

### Policy 2021



#### **'Where Every Door is Opened and Every Gift is Unlocked'**

Governors, parents and school staff worked together to agree a vision for Witton Church Walk Primary School which they felt was represented in the following quotation...

**'Where Every Door is Opened and Every Gift is Unlocked'**

At Witton we are a partnership of school, church, home, the Diocese and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We all appreciate and value what it means to be a positive member of a diverse and multicultural community. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for *'Everyday Excellence'* and believe in themselves. Understanding and valuing their self-worth and the importance of their place and purpose in our community to be the person they are fully capable of being.

Our school works within the recommendations of The Equality Act 2010.

#### **What is RSE?**

The term Relationships and Sex Education – RSE – 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. This reflects our Christian ethos.

According to the latest DfE guidance RSE is *'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health..'* DfE 'Sex and Relationship Guidance'.

#### **Intent**

Our RSE aims to promote the belief that all children should cherish themselves as unique and wonderfully made, keeping themselves safe and able to form healthy relationships founded in dignity and respect.

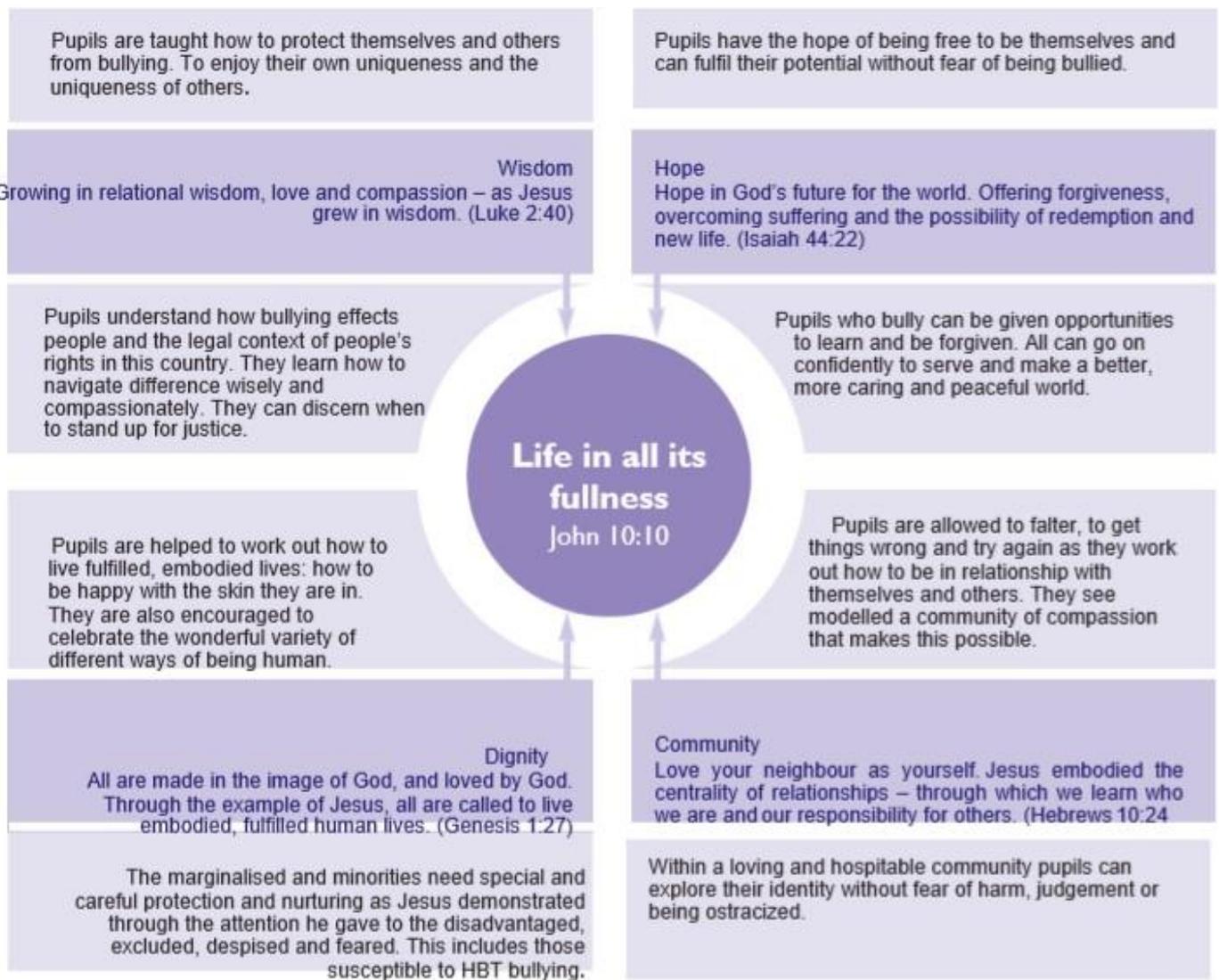
We aim to equip children with the skills to navigate and contextualise a world in which many will tell them how to behave and what to think.

Our RSE, alongside of our vision and values aims to promote our children's spiritual, moral, social, and cultural development and prepare pupils for opportunities, responsibilities and experiences of life. This work is achieved through full partnership with parents and carers. Our aim is to provide children with the factual and moral knowledge and understanding to be able to make informed decisions regarding sex and relationships.

**"Church schools are built on the conviction that every child is created, loved and called into fullness of life by God by ensuring they offer a safe and welcoming place for all God's children"**

**Archbishop of Canterbury**

Our RSE curriculum support the underpinning belief that everyone should be treated with dignity as people made of God's image and loved equally by God. Pupils are given the opportunity to grow in wisdom to protect and appreciate uniqueness and difference whilst promoting loving and hospitable communities and hope for positive relationships absent of bullying, discrimination and marginalisation. Living 'Life in all its fullness' John 10:10 sits at the heart of our vision and values and our RSE policy.



## Morals and Values Framework

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or to be taken advantage of
- The right of people to follow their own sexuality, within legal parameter

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RSE
- Access to help from trusted adults and helping services

## Implementation

### Relationships Lessons

Following the DfE guidance, through our PSHE and myhappymind the children will engage in compulsory relationships lessons. By the end of their time at Witton Church Walk, pupils should know -

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| <p>Families and people who care for me</p> | <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>  |
| <p>Caring friendships</p>                  | <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>  |
| <p>Respectful relationships</p>            | <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |
| <p>Online relationships</p>                | <ul style="list-style-type: none"> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> </ul>  |

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|            | <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>   |
| Being safe | <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul> |

## Sex Education Lessons

In addition to the above table, as previously stated, our curriculum offer will include some Sex Education lessons. These lessons will occur throughout Key Stage 1 and 2 with age-appropriate content and language to ensure that both boys and girls are prepared for the changes in their body and relationships that adolescence brings. It will be based on honest and medically accurate information from reliable sources of information, including about the law and people's legal rights. It will distinguish between knowledge and opinion so pupils can learn about their bodies and sexual and reproductive health.

During Summer Term A all stakeholders (teachers, senior leaders, governors and parents) are involved in the careful planning of Sex Education lessons, taking into account the age and physical and emotional maturity of the pupils undertaking the lessons. This is completed each year to ensure not only that RSE is tailored and individualised to our school and its vision and values but also to the needs of the children as a whole school, within each key stage/cohort and in some cases, to the needs of individual children.

Towards the end of Summer Term A, well in advance of the teaching of Sex Education lessons, all parents and carers will be contacted by letter by their class teacher with information on the content and delivery of these lessons so parents and carers have the opportunity to ask any questions or raise concerns they may have. As a school, we will sought permission before any of these lessons are delivered, as parents and carers have the right to withdraw their child from these lessons, in consultation with the school. This information will also be made available via the website at the start of Summer Term B, on the Curriculum Subjects PSHE page.

## Equal Opportunities

RSE involves consideration of a number of sensitive issues which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. Our school aims to approach RSE in a faith and culture sensitive manner. We aim to be transparent and open with our curriculum content and delivery and welcome views from parents and pupils.

Our RSE will be delivered in a way that affords dignity and shows respect to all that make up our diverse community. It will not discriminate against any protected characteristics in the Equality Act and will be sensitive to the faiths and beliefs of those in the wider school community. RSE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning backdrop for relationships. It will encourage the skills needed to disagree without being disagreeable and to appreciate the lived experience of other people and what it means to live well together, in line with our vision statement 'Love Thy Neighbour as Yourself.' Mark 12:31.

Our RSE will promote healthy, resilient relationships set in the context of character development. We aim within RSE and our vision and values to promote hopeful and aspirational relationships. At the centre of our RSE are virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and justice.

We will take particular care to meet the individual needs of all pupils, including those with special needs and disabilities. Teachers will ensure any resources are accessible and sensitive to the learning needs of the individual children within their class. We acknowledge the potential vulnerability of pupils who have special education needs and disabilities and recognise the rights of SEND pupils to high quality RSE.

### **Whole School Approach**

A whole school approach will be adopted to RSE that actively involves the whole school community. All stakeholders have a responsibility and duty of care to the safeguarding of the children and to our duty to adequately prepare our children during relationship and sex education. This is why we uphold the importance of teachers, senior leaders, children, parents and carers and governors have a voice in the curriculum and evaluation of RSE.

### **Approaches to Teaching and Learning**

RSE takes place within mixed sex classes with the pupil's class teacher and teaching assistants that are familiar to the pupils and are able to plan the learning designed in a bespoke way for each individual learner in their class.

Teaching is conducted in a safe learning environment through the use of ground rules so that pupils are not on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

### **Ground rules and distancing techniques**

Teachers are careful to ensure that their personal beliefs and attitudes do not obstruct a balanced approach to teaching RSE. To this end, ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- No one (teacher or pupil) is to share personal information from the lessons unless for safeguarding reasons.

### **Answering children's questions**

Children are bombarded by sexual imagery in the media and are aware, but often ill-informed and confused, about many sex and relationship issues. They may have genuine questions and concerns. In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PHSE lead for advice and support. Teachers will also adhere to the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the pupils of the ground rules.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils will have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.
- If a teacher is concerned that a pupil is at risk the Head teacher should be informed and the usual child protection/ safeguarding procedures followed.

### **Parental concerns and withdrawal of pupils**

Parents have a legal right to withdraw their children from dedicated 'Sex Education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science, where RSE issues arise incidentally in other subject areas or from statutory Relationships or Health Education - 2021.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision we will take time to address their concerns, answer any questions they may have and allay any fears / misconceptions. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

### **Pastoral support for pupils who experience difficulties**

#### **The nature of support available to pupils including those with SEND**

The school takes its role in the promotion of pupil well being seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. The school nurse offers a health and support service to pupils. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. In all but exceptional cases (such as child protection/safeguarding) parents/carers are fully consulted and involved. The school will keep up to date about the development of local services and national helplines for children and form working relationships with local agencies that are relevant to children's needs.

#### **Confidentiality and informing parents/carers**

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection/safeguarding procedures must be followed when any disclosures are made.

#### **Dealing with bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, transphobia, biphobia, or relating to another person's appearance and other sex/relationship issues. The school takes the issue of bullying very seriously. This is reflected in the school's Relationships, Anti-bullying and e-Safety policies. Pupils will be encouraged to report any incidents.

### **Impact**

#### **Monitoring and evaluation**

The curriculum and its implementation is regularly evaluated by the RSE/PSHE coordinator and all stakeholders. The views of pupils, parents, teachers, governors and senior leaders are used to make changes and improvements to the programme on an ongoing basis.

#### **Dissemination of the Policy**

The policy will be shared with all staff, the Governing Body and may be accessed by parents via our school website or can be made available by request through the school office.

## **Policy Review**

Due September 2022

### **Sources of Further Information**

This policy has drawn on –

DfE 'Relationship Education Relationship and Sex & Health Education' (2019)

Church of England Vision for Education (2016)

Valuing All God's Children (2019)

Relationships Education, Relationships and Sex Education in Church Schools (2019)

Fruit of the Spirit – Character Education (2015)

Programme for Study – PSHE Education. The PSHE Association (2020)





