

## Christ Church CE Primary School

### Relationships, Sex and Health Education Policy 2021

At Christ Church CE Primary, we understand our responsibility to deliver a high-quality and age appropriate relationships, sex and health curriculum for all of our pupils. This policy sets out the framework for our policy providing clarity on how it is informed and delivered.

#### Ouseburn Learning Trust RSE Statement of Intent

In the Ouseburn Learning Trust we believe that Relationships and Sex Education (RSE) is a crucial part of children's social and emotional development; helping them to understand and recognise similarity and difference within their lives and those of their peers, as well as learning what constitutes healthy and positive relationships.

The RSE curriculum, within OLT schools, recognises and teaches children to understand that families can be represented in different ways: single parent families, two parent families; adoptive parents; foster parents, LGBT parents etc. Some children may also have different structures of support around them (for example: looked after children or young carers).

OLT schools are committed to delivering a truly inclusive RSE curriculum, ensuring that all children are supported to navigate their lives in a safe, healthy and responsible way; treating one another with kindness, respect and tolerance.

#### 1. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

#### 2. Policy development

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

1. A draft school policy was produced drawing on relevant national and local guidance and as well as a policy produced by the Durham Diocesan MAT.
2. Staff and governor consultation – all school staff and governors on the curriculum committee were given the opportunity to look at the policy and make recommendations.
3. The policy and scheme were available on the school website and/or parents could ask for a paper copy from the office.
4. Pupil consultation – we discussed with our pupils what exactly they wanted from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

### 3. Definition

For the purposes of this policy, “Relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy “Health education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

### 4. Intent

#### ***Vision - Reach for the Stars – Living Life in all its fullness***

Thriving on diversity and underpinned by Christian values, Christ Church is an inclusive school where everyone is welcome and valued. Our vision is to shepherd each other in a safe, loving environment, whilst building a solid foundation to encourage and inspire us to reach for our own star.

#### **Values**

- ❖ As a church school our foundations for living and learning are the life and teaching of Jesus Christ. The message of God’s love for all and the Christian values of **respect, friendship, love, forgiveness, trust, and perseverance** are at the heart of all school life.

At Christ Church, we believe that the RSHE policy and programme of study supports our school vision and values and has a role to play in delivering our mission.

#### **Our school mission is to:**

- ❖ develop independent learners with active and creative minds whilst providing opportunities to reflect and ask some of the “*big questions*” of life;
- ❖ put the wellbeing and spiritual development of our children first, enabling them all to flourish and be the best they can be;
- ❖ help children to become confident and successful learners by discovering their gifts and talents. We appreciate hard work, encourage perseverance and resilience and celebrate achievement.
- ❖ seek to engender the joy and wonder of learning;
- ❖ promote moral development, aspiration and hope.
- ❖ develop social growth and an understanding and compassion for others. Through the practice of forgiveness and reconciliation we encourage good mental health to enable all to live well together.

- ❖ create a school environment that embraces difference where all children are equal. We cherish ourselves and each other and form healthy relationships offering respect, kindness and dignity.

## **5. Implementation - Delivery of RSHE**

At Christ Church, RSHE is taught:

- through the school's Christian values and inclusive ethos;
- within the personal, social, health and economic (PSHE) education curriculum;
- biological and health aspects within the science curriculum;
- in religious education (RE);
- by providing a creative and challenging curriculum using the local community and beyond which makes learning vivid, real, enjoyable and fun;
- through opportunities for our children to engage in social action and be courageous advocates for change in our local, national and global communities;
- through team work , listening to children, considering their views and their parents and involving them in decisions that affect them;
- through partnerships with governors, parents, our local parish community and the diocese. We promote partnerships locally, nationally and globally in order to become active citizens, global champions and responsible stewards of our world.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils.

## **6. Roles and responsibilities**

### **a) The governing board**

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

### **b) The head teacher**

The Head teacher is responsible for:

- the overall implementation of the policy;
- ensuring staff are suitably trained to deliver the subjects;
- ensuring that parents are fully informed of this policy;
- reviewing requests from parents to withdraw their children from the subjects;

- discussing requests for withdrawal with parents;
- reporting to the governing board on the effectiveness of this policy;
- reviewing this policy on an annual basis.

**c) The PSHE coordinator** is responsible for:

- overseeing the delivery of RSHE;
- ensuring the teaching of RSHE is age-appropriate and high-quality;
- ensuring teachers are provided with adequate resources to support teaching of RSHE;
- ensuring the relationships, (sex) and health curriculum is inclusive and accessible for all pupils;
- monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

**d) Staff**

Staff are responsible for:

- delivering RSHE in a sensitive way which upholds the school's Christian values and mission statement;
- modelling positive attitudes to RSHE;
- using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils;
- ensuring they do not express personal views or beliefs when delivering the programme;
- responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy;
- acting in accordance with planning, monitoring and assessment requirements for the subjects;
- liaising with the School Nurse, where appropriate, to support the delivery of the curriculum;
- working with the PSHE lead to evaluate the quality of provision;
- responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory/non-science) components of RSE.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the head teacher.

**e) Pupils**

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

## **7. Curriculum**

At Christ Church CE Primary School, we use the Durham Diocesan Programme of study. It has two main areas:

1. Relationship Education
2. Physical Health and Mental Wellbeing

These areas include the following components:

### **Relationship Education**

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Being safe
- Online relationships

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).

### **Physical Health and Mental Wellbeing**

- Basic First Aid
- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Changing Adolescent Body
- Health and Prevention

In upper Key Stage 2, primary sex education in science lessons is compulsory and all children take part. It includes:

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

For more information about our curriculum, see our *Relationships, Sex and Health Education* programme of study (Durham Diocesan MAT).

## 8. Parents' right to withdraw

Parents **do not have the right to withdraw** their children from **relationships education**, or from **science** lessons.

**Parents do have the right to withdraw** their children from the non-statutory/non-science components of **sex education** within RSE (see last page of programme of study). Parents will be informed when this is to be studied.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education

## 9. Training

Staff are trained on the delivery of RSHE as part of their continuing professional development. Staff may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## 10. IMPACT

A successful *Relationships, Sex and Health Education* programme (RSHE) will ensure that:

- children flourish and become the best they can be;
- children and their families and the whole school community feel valued, respected and safe;
- healthy relationships are formed offering respect, friendship, kindness and dignity;
- there is a positive culture around issues of sexuality and relationships;
- children have an understanding and compassion for others;
- through the practice of forgiveness and reconciliation they have good mental health and all live well together;
- children become independent learners with active and creative minds whilst providing opportunities to reflect and ask some of the "*big questions*" of life;
- children know the importance of physical health, fitness, a healthy diet and life-style, and know how to achieve it;
- children are prepared for puberty, and have an understanding of sexual development and the importance of health and hygiene;
- they can use the correct vocabulary to describe themselves and their bodies;
- children know how to keep themselves safe including online.

## **11. Monitoring and Assessment Arrangements**

The effectiveness of RSHE is monitored by the PSHE Co-ordinator through:

- Learning walks
- Pupil voice
- Lesson observations
- Informal observations of daily interaction in school.

Pupils' development in RSHE is assessed informally by class teachers and the PSHE lead using the knowledge descriptors in the programme of work.

## **12. Policy Review**

This policy will be reviewed by the PHSE co-ordinator every 2 years. At every review, the policy will be approved by the governing board.

Policy Consultation: October 2021

Policy Adopted: November 2021

Policy to be reviewed: November 2023

### Appendix 1 Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child			
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Head teacher signature	

