

PSHE and Relationships and Sex Education Policy

As a Church of England School, our Christian vision is central to all we do. We aim high in our hearts and minds as we blossom in God's garden. "For nothing is impossible with God" (Luke, 1:37) We strive to bring the Gospel to bear in all aspects of school life and policy and this inspires us to live out our Christian values and celebrate life in all its fullness which Jesus offers.

Through the PSHE and RSE curriculum we aim to develop children's knowledge, skills, opinions, strategies and confidence-enabling them to cope with life's challenges and to live safely and happily in the modern world. We believe in providing every pupil with open, honest, accurate and age-appropriate lessons about all relationships. Every member of our school community is encouraged to respect and value each other. We make close links between our values, worship and PSHE curriculum.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi-faith and ever-changing nature of the United Kingdom and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them. At our school we embrace the British Values of: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

Our PSHE and RSE curriculum is inclusive and meets to needs of all children, including those with special educational needs or disabilities (SEND). We aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Our focus is on teaching the fundamental building blocks and characteristics of positive relationships. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Definition

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.

RSE is not about the promotion of sexual activity. At primary school level we teach about respectful, positive relationships, the importance of self-respect and key facts about puberty and the changing adolescent body.

PSHE (personal, social, health and economic) education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

Aims and Objectives

The aim of Sex and Relationship Education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviours. This should take place with consideration for the qualities of relationships within families.

The aims of Relationship and Sex Education are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;

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- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier safer lifestyle;
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood.

Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Curriculum

Following the statutory guidance for Relationships Education (Primary) and guidance from the PSHE Association, we teach RSE and PSHE in three modules over the year:

- Relationships,
- Health and well-being,
- Living in the wider world.

We concentrate on each module for one term, and there are 8 lesson plans provided for each term.

The No Outsiders lessons are embedded into our curriculum to support each module and taught throughout the year. We also use No Outsiders assembly pictures to reinforce the school-wide inclusive ethos. The Relationships module also includes a CSE (Child Sexual exploitation) lesson plan in every year group and a Domestic Violence lesson plan in Year 3 and year 6. Sex and relationships lesson plans are taught in Y3 and Year 6 during the Living in the wider world module.

We have used the RSE Guidance for September 2020 (DfE 2019) and referenced the “By the end of primary school” objectives for each lesson plan. Each plan supports one of the five areas of the guidance for primary schools: Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe.

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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.
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	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
Respectful relationships	<p>Pupils should know</p> <p>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.</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. <ul style="list-style-type: none"> • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face

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	<p>relationships, including the importance of respect for others online including when we are anonymous.</p> <ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources

The No Outsiders lesson plans listed here are found in “No Outsides in our school: Everyone different, everyone welcome” by Andrew Moffat (Speechmark, 2020)

Parental and Community Involvement

We highly value the partnership between school and home and will promote open and informative two-way communication. Working with parents is a vital part of our whole school approach to PSHE and RSE. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children. Parents and carers are invited to join in events in school and are regularly informed of events and developments on the website and the school newsletter.

We have a close relationship with our local church St Edith’s, who lead worship in the school and in church. We aim to involve outside agencies, including the School Liason Police Officer, Healthbox team and St John’s Ambulance to deliver aspects of the PSHE curriculum where possible.

Parents’ right to withdraw

Parents’ do not have the right to withdraw their children from relationships and health education. Parents’ have the right to withdraw their children from the sex education classes delivered in Year 6. The school will always write to parents before this content is delivered. Requests for withdrawal should be put in writing and addressed to the principle. Alternative work will be given to pupils who are withdrawn from sex education.

Relationship and Sex Education (RSE)

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Statutory Regulations

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020.

From September 2020, all primary schools must deliver Relationships Education.

Documents that inform the school's Relationship and Sex Education policy include:

- Education Act (1996)
- Equality Act (2010)
- Keeping children safe in education (2016)
- Children and Social Work Act (2017)
- Valuing All God's Children (updated 2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Sex and Relationships Guidance: A Christian Perspective (Chester Diocesan Board of Education)

Relationships Education is learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

We recognise that Relationships and Sex Education is a sensitive topic, but we firmly believe that effective RSE makes an essential contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Due to our status as a Church of England School, we will teach within a framework of Christian values. Relationships and sex education at Shocklach aims to develop morality and individual responsibility, in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and Relationships education is taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief
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Whilst pupils are given the opportunity to explore their own attitude and beliefs and to develop a moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We must not let our adult knowledge and bias prevent us from seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

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Teaching Sensitive and Controversial Issues

Sensitive and controversial issues can arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address can be sensitive and controversial because they may have a political, social or personal impact or deal with values and beliefs, e.g. family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions, but also respect that others have the right to a different opinion.

Both formal and informal PSHE and RSE issues arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

No Outsiders – LGBTI and Equality

The Dfe RSE guidance says:

'Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).' - Para 27 page 13 *'Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.'* - Para 31 page 13

To support this guidance, we use **No Outsiders**, which is an LGBT-inclusive education programme. Its aim is to educate children about the characteristics protected by the Equality Act 2010. The Act states that it is against the law to discriminate against anyone because of:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Race
- Religion or belief
- Sex
- Sexual Orientation

Pupils

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

Assessment and Recording

Monitoring is the responsibility of the curriculum lead for Relationships and Sex Education and the Safeguarding Governor. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

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Special Educational Needs and Inclusion

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.

Training

Staff are trained on the delivery of RSE through our continuing professional development calendar. The SLT will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring and Evaluation

Monitoring is the responsibility of the HT, curriculum lead for Relation and Sex Education and the Safeguarding Local Governor. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning through lesson observation, the sampling of teachers' planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy was written in January 2022

Review date: January 2024

- **Reviewed by M Gilbert. Jan 2024.**
- **Reviewed by M Gilbert September 2024.**

- **Next review date: September 2026**

