



# RHSE Policy

## **British Values Curriculum Policy Statement**

**Ainsdale St. John's CE Primary School** is a school built on Christian beliefs and values. However, we recognise that our children are part of the wider British society, which is multi-cultural and multi-faith in its composition. We also understand that we have a crucial role to play in ensuring that our children become valuable and fully rounded members of society, who treat others with respect and tolerance and are fully prepared for life in modern Britain.

Where it is appropriate and pertinent we aim to teach, reinforce and develop our inherent British values both within our school practices (please refer to our British Values Statement) and within our curriculum coverage.

This statement outlines the key British values we actively promote within the curriculum.

- **Democracy**
- **Mutual Respect**
- **Individual Liberty**
- **Tolerance for those of different faiths and beliefs**
- **The Rule of Law**

## Relationships and Sex Education Policy

Jesus said, 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools and to gain every opportunity to live fulfilled lives.

In order for this to happen, the Liverpool Diocesan Schools Trust (LDST) works with schools and families to ensure children learn about (and have modelled for them) good, healthy relationships, so that they can secure, develop and sustain such relationships and recognise when and how relationships go wrong. Relationships and Sex Education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies* (DfE 2019), which states:

*"The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."*

*"The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools."*

Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to RSE, we believe that we can promote the development of the whole child so that children can grow in *wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritual, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

LDST believes Teachers, Parents, Carers, Pupils and all members of each school's community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish, and to do this, we aim to work with parents and carers in a spirit of hope and compassion. This Policy sets out how we will achieve this together.

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

The following are extracts taken directly from *'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies'* (DfE 2019)

## **What are we aiming to do?**

Ainsdale St. John's aims to provide a programme that follows the statutory need to include RSE in their curriculum from September 2020 and within the ethos of our Christian school.

ASJ aims:

- to adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about healthy and respectful relationships, what respectful behaviour looks like, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- to equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- to ensure that all children develop confidence in talking, listening and thinking about feelings and relationships.
- develop their self-esteem, body confidence and sense of responsibility.
- are able to name parts of the body and describe how their body works.
- are prepared for puberty.
- can protect themselves and ask for help and support.
- To develop a curriculum that addresses cultures of sexual harassment and teaches that sexual violence and sexual harassment is always wrong;
- Understand the importance of equality and the damage that stereotyping and prejudiced behaviour can do.

## **How do we achieve these aims?**

RHSE (Relationship, Health and Sex Education) is integrated within the wider themes of the Personal, Social, Health, Citizenship & Economic education and (PSHCE) curriculum, and will be delivered through discrete PSHCE lessons.

This allows the natural linking of RHSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure, sexual harassment and abuse, and other risk-taking behaviour such as drugs, smoking and alcohol. However, there are also links between RSE and science, amongst other subjects, so aspects of the RHSE curriculum may be touched upon in other lessons.

Our RHSE will ensure that content is relevant to the age, experience and maturity of pupils.

RHSE is delivered by class teachers, although support from outside agencies, such as the school nurse and charitable organisations, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

As with all curricular areas we encourage children to take an active role in their learning during RHSE sessions, and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

We have established systems for children to confidently report abuse, knowing their concerns will be treated seriously.

### **Parental Involvement**

We recognise that there is a strong link between school and home in the issues covered in RHSE, as parents are key figures in helping their children to cope with both the physical and emotional aspects of making friends, sustaining friendship groups and growing up. Therefore, before any RHSE lessons, all parents receive a letter, informing them of the intended coverage of the sessions. Parents are encouraged to contact the class teacher if there are any issues they wish to discuss prior to the sessions; all lesson materials can be made available upon request (parents have access to an overview document containing their year groups statutory and non-statutory elements of the RHSE to help inform their decision making).

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Any requests must be made in writing to the headteacher. Following a discussion, we will respect the parents' request to withdraw the child.

### **Confidentiality**

We appreciate that the content of RHSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling safeguarding issues.

The subject leader will keep up to date with RHSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.

## Appendix 1

### Monitoring Audit for Governors

This checklist is to support the school's process of self-evaluation and should be completed in partnership with governors and those responsible for RSE in the school.

Criteria	Fully	Partly	Not Evidenced
The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure the needs of the children and young people are being met.			
The policy has been ratified by the full governing body.			
The policy is in line with National and local Diocesan guidance, consistent with the mission and ethos of the school.			
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/ carers, pupils and outside agencies.			
Findings from any review and monitoring processes are written into the school's development plan.			
There is a statement included in the school's prospectus regarding the school's approach to RSE.			
Details of the RSE curriculum are published on the school's web site.			

<p>There is a designated senior member of staff responsible for RSE in the school.</p>			
<p>There is a designated governor to monitor RSE.</p>			
<p>Governors are aware of how RSE is taught across the school and have had opportunity to view and ask questions of the resources used.</p>			
<p>The school has in place a range of resources to meet the age-appropriate needs of all pupils.</p>			
<p>Clear schemes of work, demonstrating appropriate progression, identifying the elements of RSE across the curriculum, are in place. These show how the requirements of RSE and PSHE and the National Curriculum are covered.</p>			
<p>Parents / carers are regularly made aware of how RSE is taught throughout the school.</p>			
<p>Parents / carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.</p>			
<p>The school has in place a plan to support parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home.</p>			





Dear Parents / Carers

Throughout the year, your child has been taking part in statutory Relationships Education lessons. This term, we will be introducing aspects of Sex Education to these lessons. This will take the form of a series of **x** lessons that will be delivered in an age appropriate manner and will build upon the knowledge gained in their National Curriculum Science lessons. These sessions will be delivered by....(insert either teacher or outside agency, within the presence of the teacher.)

Church of England schools have the right to teach this according to the tenets of their faith, whilst still being consistent with the requirements of the Equality Act. They have flexibility of **how** to teach this that allows delivery within the integrity of the Christian ethos and in such a way that the school community, especially the children, experience “life in all its fullness.”

We would like to invite you to view the materials and resources that will be used to teach your child’s class. This will be an opportunity to raise any questions you may have with the teacher. This will take place on....(insert date, time & location)

Following this, if you feel that you would like to exercise your right to withdraw your child from these non-statutory sessions and take a more active role in being the primary educator for this information at home, you will need to request this of the school in writing. If you would like support from the school to enable you to do this, please contact....

Should you decide to withdraw your child, the school will make appropriate arrangements for alternative lessons within a different class.

To support you in your conversations with your child following these session, you will be able to view the resources used.

Yours sincerely

Thank you for agreeing to come and support our school in the delivery of Sex Education.

By reading and signing this statement, you are confirming that you have read the RSE policy of the school and agree to abide by the Christian ethos that underpins this policy.

Any safeguarding or confidential issues that may arise during these sessions, you agree to follow the school's procedure for safeguarding, as read on entering the school and will respect the confidential nature of the issue outside of the school boundaries.

I agree to the above statement.

Signed:

## **Resources**

### **Let's Work Together – Lucy Emmerson**

Jessica Kingsley Publishers ~ £12.99

*A practical guide to schools and parents working together in this area*

### **Messy Church – Real Me – Bishop Rachel Treweek**

The Bible Reading Fellowship 2017

### **The Underwear Rule**

[www.nspcc.org.uk](http://www.nspcc.org.uk)

## **Early Years Foundation Stage**

### **Getting Started – Early Years**

Stonewall 2017 [education@stonewall.org.uk](mailto:education@stonewall.org.uk) [www.stonewall.org.uk/get-involved/education](http://www.stonewall.org.uk/get-involved/education)

## **Key Stage One**

### **Love and Sex Matters KS1**

The Salisbury Diocesan Board of Education [www.salisbury.anglican.org](http://www.salisbury.anglican.org)

**The Christopher Winter Project** [www.tcwp.co.uk](http://www.tcwp.co.uk)

**Growing up with Yasmin & Tom** <https://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primaryschools> Interactive RSE resource for Primary schools

## **Key Stage Two**

### **Love and Sex Matters KS2**

The Salisbury Diocesan Board of Education [www.salisbury.anglican.org](http://www.salisbury.anglican.org)

**The Christopher Winter Project** [www.tcwp.co.uk](http://www.tcwp.co.uk)

**Body and Soul (9-11's) ~ UKS2 RE Today Services** [www.retoday.org.uk](http://www.retoday.org.uk) / [admin@retoday.org.uk](mailto:admin@retoday.org.uk)

1020 Bristol Road

Selly Oak

Birmingham

B29 6LB

### **Liedentity – Gloucester Diocese ~ UKS2 / KS3**

<https://www.gloucester.anglican.org/parish-resources/communications/liedentity/>

**CEOP – National Crime Agency Command** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Internet safety resource, inclusive of materials on Social Media Photos & Selfies