

# Cavendish Church of England Primary School



## RSE Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Autumn Term 2023
Date to be Reviewed:	Summer Term 2025

## **Our Vision**

In our school our Christian vision shapes all we do.

*Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

### **Introduction**

We are aware at our school that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral and social lives in a positive way. We aim to provide effective Relationships and Sex education, within the wider framework of PSHE, in order that our children make responsible, informed and healthy decisions about their lives both now and in the future. We will ensure that Relationships and Sex education is available to all children, regardless of gender, ability, cultural or religious background in line with the school's commitment to equality of opportunity and inclusion. Parents and carers are entitled to withdraw their child from the Relationships and sex education part of our provision, but not from content which is covered by the National Curriculum for Science, or the statutory parts of Relationships and Health Education within our wider PSHE framework. This policy should be read in conjunction with our PSHE policy.

### **The purpose and aims of RSE in our school**

Our school is committed to relationship and sex education, which:

- Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetables lessons.
- Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills and provides a framework for sensitive discussions.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
- Includes learning about how to get help from sources such as the school nurse and other health and advice services, including relatable information online
- Fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, questioning, other) equality and challenges all forms of discrimination in RSE lessons and in every day school life.
- Meets the needs of all pupils with their diverse experiences – including those with special educational needs and disabilities to help them stay safe.
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

*Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*

- Is committed to promoting equality and respect, including all protected characteristics, and is informed by the Church of England documents 'Valuing All God's Children' and 'Deeply Christian, Serving the Common Good'
- Seeks the views of families. All families were invited to share their views through consultation in reviewing our school provision summer 2020.

### **The vision for safe and effective RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). There are a number of cross curricular links for RSE. New statutory legislation defines three distinct areas of the curriculum. Relationships Education and Health Education are compulsory; parents and carers do have the right for their child not to attend the Relationships and Sex Education component following a written request and discussion with the Headteacher, (but not the right to withdraw from the national curriculum content for science). The purpose of the discussion is not to attempt to change the viewpoint or wishes of a family, but to explain the coverage and content the child's peers will receive, so any child withdrawn will not be disadvantaged in any subsequent communication amongst the peers themselves.

As a school our RSE programme focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure children develop respect and understanding for the wide range of home circumstances which may be represented, but that every child and family member is entitled to live amongst those who love, care and respect them.

### **Intended Outcomes**

- RSE is about the understanding of the importance of a stable and loving relationship.
- RSE is about the emotional, social and cultural development of children, 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.
- Our curriculum is also designed to support children growing up in an increasingly complex and digital world.
- We aim to support children to make the right decisions and keep themselves safe and happy, whilst showing respect, reflecting the aims of our vision statement: Challenge, Creativity Compassion: Create a pure heart in me – Psalm 51:10

### **Roles & Responsibilities:**

Governors will:

- Ensure the curriculum is well led, effectively managed and well planned
- Evaluate the quality of provision through regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations

- Ensure that materials reflect our vision statement and Christian ethos.

The Headteacher will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from the non statutory components
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- Report to the governing board on the effectiveness of this policy

Class teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENDCO to identify and respond to individual needs of pupils with SEND

Parents and Carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education
- Read supporting materials sent home to enable the best support for their child

### **Curriculum Design**

Our RSE curriculum meets national criteria and is organised into four distinct stages – EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. Please see progression maps for coverage and content. Key Stage 1, Lower Key Stage 2 and Upper Key Sage 2 follow a two year rolling programme in line with our other curriculum subjects. Within this framework, teaching and content can be differentiated to meet individual pupil need.

Resources selected to support teaching are nationally recognised and we use the Suffolk County Council RSHE Portal resource to ensure materials are appropriate and up to date. Key resources used to inform teaching include Channel 4 Living and Growing series; Stonewall materials – Different Families, Same Love; Childline, NSPCC materials, eg, Pants are Private; CEOP - ThinkUKnow.

In Foundation Stage and Key Stage 1 Science, children will learn about life processes and living things. This will include learning that humans and other animals can produce offspring, and that these offspring grow into adults.

In Lower Key Stage 2 (years 3 & 4) children will learn about the various stages of the human life cycle and how they may develop as they grow older. They will begin to think how their responsibilities will change and increase as they grow and consider a wide range of relationships. Children in year 4 will learn about human birth.

In upper Key Stage 2 (years 5 & 6) children will have the opportunity to learn about emotional and physical changes they will face as they approach puberty. All children will be able to learn about male and female body changes. Children will learn about the importance of loving safe relationships and how ensure they show respect and are respected. Children will have the opportunity to ask questions to ensure they have confidence in their understanding. Children will be taught how to keep themselves safe online and how question the use of stereotypes in media and advertising.

Before each teaching block commences, families will be given the opportunity to attend a workshop which will cover specific content in more detail. Feedback from our parental consultation indicated this is something families value. In addition to looking at teaching materials, families will be able to have clarity on which key vocabulary will be used in the block, another feature from consultation which was requested.

### **Inclusivity and Equality of Opportunity**

In the teaching of RSE, as with all classroom practice and pedagogy, our school takes into account the needs of our school community; pupils' ability, age, readiness, cultural backgrounds, religious beliefs, family situations, Special Educational Needs, gender identity and sexual orientation. Through conversation and consultation with our children and families, we are aware of the specific needs of our children. We recognise the right for all children to have access to factually correct, age appropriate and relevant RSE and staff will identify any children with additional needs (SEN, EAL, individual needs) who could benefit from a small group or bespoke approach to sensitive areas of the relationships and sex education programme.

We promote diversity and inclusion and consider all pupils' needs by using materials, which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of our school community are recognised. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all. We aim for pupils to better understand their own bodies, instincts and feelings and therefore have a happy acceptance of their own sexual orientation (and/or gender/gender identity), giving them a positive sense of personal identity, value and esteem.

Where single sex sessions may be incorporated into Relationships and Sex Education sessions, due to need and sensitivities surrounding key topics and to promote children's confidence in asking questions, students identifying by a gender identity other than male or female are welcome to attend whichever session they choose.

### **High quality RSE is taught;**

- by a member of teaching staff who is known to the pupils, usually the class teacher.
- in a familiar and comfortable environment
- adhering to the school's agreed curriculum content which is age and stage appropriate
- using resources and teaching methods which have been approved by the PSHE lead
- through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- in a sequence of lessons which build knowledge and understanding at a gentle pace
- within the framework of our vision, with compassion, support and acceptance each individual

### **Teachers ensure that the learning environment is safe by;**

- setting clear ground rules which are to be adhered to by all staff and pupils present
- organising seating so that pupils do not feel threatened or embarrassed
- making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby)
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content
- providing regular opportunities for pupils to ask questions in written or pictorial form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered
- giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation)

### **Ground rules might include;**

- allowing others to speak without interruption or judgement
- avoiding giving personal information or asking others to do so
- accepting that people will hold a range of views

- being respectful to everyone in the lesson at all times
- discussing and challenging viewpoints respectfully
- accepting that people will have a range of knowledge and understanding
- ensuring that an appropriate vocabulary is used

#### **De-personalisation techniques are used to;**

- allow pupils to share and explore different aspects of RSE without fear of being judged or labelled
- allow pupils to consider issues that they have not had experience of
- support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences
- teach pupils that all issues which affect society, such as discrimination, are relevant to everyone, including child on child abuse (including verbal language, gesture and actions designed to embarrass or intimidate)

#### **Safeguarding**

*How will child protection, safeguarding and confidentiality protocols support this?*

- Recognition that effective RSE explores appropriate actions in relationships which can lead to disclosures from students requiring a safeguarding referral to DSL
- In event of a disclosure staff follow schools safeguarding referral procedure
- Prior to teaching of RSE commencing, teachers consult with DSL to ensure relevant issues can be addressed and children's individual needs are met
- While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure
- Staff are trained in and have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities regarding these
- Staff are alert to language and actions which may explicitly or inadvertently express prejudice, stereotype or intolerance towards any of the protected characteristics.
- Staff will include discussion about online behaviours as part of promoting e-safety within the context of relationships and exploitation

*Visitors/outside agencies – how will they be informed about safeguarding and the whole school approach?*

- Recognition that there may be times when a suitably trained and/or experienced visitor may be invited to speak to students and contribute to the delivery of RSE
- Visitors should be sent and be familiar with relevant policies in advance
- Content of session discussed and agreed, with resources checked in advance

*Protocols to support those at risk/vulnerable:*

- DSL will decide most appropriate course of action following any safeguarding referral
- Ensuring all children are able to receive age appropriate RSE
- Provision offered is appropriate to needs of each child
- Further places of support are signposted in lessons
- Further discussion with individual families prior to teaching where appropriate to ensure holistic support

School staff will continue to follow existing policies and procedures for safeguarding and child protection at all times.

#### **Engaging stakeholders:**

- The school is committed to an holistic approach to education and encourages strong relationships with families
- We recognise that the school RSE curriculum informs and supports teaching at home by parents and carers

- We will inform families of content to be taught and support parents/carers in having access to materials
- We will discuss any inappropriate behaviour with families, including unwitting use of language
- Further sources of information and signposting can be offered for follow up at home
- Please contact the school if help/ advice should be needed. The school can signpost to local organisations OneLife Suffolk, Suffolk Wellbeing hub, NSPCC, Schools Nursing Team
- Right to withdraw (reconfirming that relationships and health education is statutory but parents have the right to withdraw their child from sex education which is not part of the National Curriculum)

The school will consult with families, staff and governors as part of the review process for this policy every four years.

Appendix 1 – A table to highlight the specific areas of the National Curriculum for Science which link to Relationships, Sex Education and the human body.

Year group	Specific aspects of the curriculum
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
Year 2	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Notice that animals, including humans, have offspring which grow into adults. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth;
Year 3	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Year 4	Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions. Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.
Year 5	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty
Year 6	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.