

Christ Church & Holy Trinity CE Primary Schools Federation Relationships, Sex and Health Education (RSHE) Policy



October 2021

Our Christian Vision

In the Parable of the Sower, Jesus Christ tells us that God is like a generous farmer and we are like the soil in which he plants his seeds. At Christ Church and Holy Trinity Schools, we are learning how to be good soil, so that we grow to love God, our neighbour and ourselves and thereby enable every member of our community to flourish. Each day, we endeavour to face up to all that challenges our growth, in order to see with our eyes, hear with our ears and understand with our hearts God's Good News for the world and to cultivate the virtues with which to produce an abundant harvest.

Our Mission

Christ Church & Holy Trinity Schools are dedicated to providing a nurturing environment in which all children have the opportunity to reach their maximum academic and social potential. Excellent teaching, learning and relationships are at the heart of our schools.

We aim to instil an understanding of Christian Virtues in our children.

Our core virtues are:

Forgiveness

Patience

Wisdom

Peace

Love

Justice

Generosity

Friendship

Our Federation Mission Statement

Christ Church and Holy Trinity C of E Primary Schools (CCHT) are dedicated to providing a nurturing environment in which all children have the opportunities to reach their maximum academic and social and spiritual potential. Excellent teaching, learning and relationships are at the heart of all we do.

Relationships, Sex and Health Education (RSE) within the Personal Social and Health Education (PSHE) Curriculum at Christ Church and Holy Trinity C of E Primary Schools

Aims and purpose of Relationships and Health Education

Many children and young people today are growing up in an increasingly complex world and living their lives both on and offline. This means that they are presented with 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 young people need to know how to be safe and healthy, and how to manage their personal, social and academic lives in a positive way. Therefore, the aim of Relationships Education at CCHT is to enable children to:

- flourish
- live and learn safely in the modern world
- gain the knowledge, skills and confidence to make their own positive, safe and healthy choices
- develop their own values, attitudes, questions and opinions
- be able to consider the consequences of their behaviour and choices
- safeguard and care for themselves and others
- develop resilience to cope with life's ups and downs, but know how to access help if they need it (including our clergy members if required)
- respect themselves and others, and build positive relationships
- teach the children the correct vocabulary to describe themselves and their bodies

Aims and purpose of Sex Education

This is recommended by the government to be taught in an age-appropriate, timely manner in all primary schools. At our school, sex education is taught in Year 6 and it refers specifically to learning about human conception. Children learn the facts of sexual intercourse and this will be complemented by learning about the laws regarding sexual intercourse and by discussions about respecting others' rights and bodies. Pupils will learn that positive, caring environments are essential for the development of good self-image and that individuals are in charge of and responsible for their own bodies. They will be supported to acquire skills and attitudes which allow them to manage their relationships and emotions in a responsible and healthy manner.

Curriculum content

Relationships Education will be taught throughout the school, from Early Years through Key Stage 1 and into Key Stage 2. Topics and themes will be developed from year to year in greater depth considering the pupils' age and maturity. These topics will include the development of communication and social skills, as well as the resilience and character that are fundamental to pupils becoming happy, successful, and productive members of society. This runs along the RE curriculum and is supported by our Christian ethos.

Each term, all classes in the school will focus on a different area of Relationships Education. All Relationships Education lessons will be taught by the class teacher. In the case of Sex Education in Year 6, and lessons about puberty in Year 5, the school nurse or an RSE specialist may also be invited to assist in the teaching of these topics. Topics in Y5 such as menstruation will be taught to the whole class and then more detailed sessions will be carried out in single-sex groups.

Please see Appendix 1 'Scheme of Work for PSHE including RSE 2021' including SRE topic.

Our curriculum is based on the PSHE Association Question Based Model and covers all statutory requirements.

Details of the learning objects for PSHE and RSE will be sent at the end of every half for the half term ahead. Y5 and Y6 Parents and Carers will be given the opportunity to discuss the sessions taught on Puberty and Sexual Intercourse with either the school nurse or the RSE Specialist before the sessions begin. After each session the class teacher will inform the parents via email on how the class received the information and the general focus of children's interest in the subject.

Monitoring and Evaluation

The outcomes of each RSHE lesson will be recorded in a class book, which will be displayed and can be referred to by the class teacher throughout the half-term. Outcomes may also include a classroom display.

Monitoring and evaluating of the subject will be carried out through pupil interviews and questionnaires each half-term. This feedback from pupils is important in the continuing development of RSHE at Christ Church and Holy Trinity, as it will inform teachers of areas of pupil need. The subject should be viewed as flexible and continually evolving, in order to best meet the needs of the children.

Parents and Carers rights to withdraw your child from Sex Education

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from any Sex Education that is not a compulsory part of the science curriculum, until three terms before the child's sixteenth birthday. Parents do not have the right to withdraw their child from Relationships and Health Education.

Sex Education materials will be available for Year 6 parents to view. Parents will also be able to see the planned programme and ask questions about it prior to its delivery and may ask for issues to be included or removed. The school recommends that where possible, Year 6 children are not withdrawn from these lessons. This helps to avoid any social and emotional effects of being excluded, as well as to reduce the likelihood of children hearing about the content of the lessons second-hand from their peers rather than from a teacher.

However, these effects can be mitigated if a parent proposes to deliver sex education at home instead, and the wishes of the parent will ultimately be respected by the school.

Accessibility of content for all pupils, including those with Special Educational Needs and Difficulties

Relationships Education will be made accessible to all pupils, including those with SEND, through quality teaching and supported by extra one-to-one support where necessary. Vocabulary will be clearly explained with visuals and examples and the content will be delivered in such a way that all children can relate to scenarios and

situations being discussed. Drama and role play will also play a part in lessons, enabling children to put themselves into situations and rehearse how they would respond or act. This is a useful tool for all children, as it gives them the opportunity to consider how they would deal with a variety of situations, and allows them to see other children modelling their own coping strategies.

Legal requirements

Relationships and Health Education is compulsory in primary schools from September 2020. No child may be withdrawn from this part of the curriculum. The government continues to recommend that programme of Sex Education is taught in primary schools in a timely and age-appropriate way. Parents have the right to withdraw their child from Sex Education which is not part of the science curriculum until three terms before their child's sixteenth birthday.

Answering difficult questions

Questions asked by children do not have to be answered directly and can be addressed individually later. We believe that individual teachers must use their skill and discretion in these situations and refer to the head of school or executive head if they are concerned. Where a teacher believes that the answer to a question is not appropriate for the whole class they will either answer this question individually or refer the child to their parent.

Confidentiality

As a general rule child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or at danger, she/he is to talk to the designated safeguarding lead who will make a decision if any action is to be taken.

Signed: Avis Hawkins

Updated October 2021

Name of School Christ Church Primary School

Policy review Date Feb 2022

Date of next Review Feb 2024

Who reviewed this policy? Avis Hawkins, Partnership Committee

Ratified by Governors Feb 2022

National Curriculum for Science – statutory guidance

At Key Stage 1 pupils should be taught to:

- Y1 - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Y2 - 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; they should not be expected to understand how reproduction occurs.)

At Key Stage 2 pupils should be taught to:

- Y5 - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals.
- (Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)
- (Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)
- (Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.)
- Y6 - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- (They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks became longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution)

Appendix 1

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	