

Holy Trinity Church of England Primary School



RSE Policy

Agreed by Governors

Summer 2022

Due for review

Summer 2024

Our Vision Statement

At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.

Curriculum Vision and Relationship and Sex Education (RSE)

All of the elements of our curriculum intent statement underpin our teaching of RSE. However, RSE provides particular opportunities for teaching the following aspects of our intent statement:

a) meet the academic needs of all of our pupils through our curriculum by :

- having a strongly agreed consensus of the knowledge and skills our pupils need in order to take advantage of opportunities later in life and through this powerfully address social disadvantage
- developing a curriculum that is carefully planned and sequenced logically so that new knowledge and skills build on what has been taught before and towards clearly defined end points
- Ensuring our curriculum meets the specific needs of our community, particularly widening vocabulary and broadening children's experiences and horizons through systematically extending their knowledge of the wider world

b) Support the character and moral development of all pupils, giving them aspiration and hope by:

- Building meaningful opportunities to enable pupils to make positive choices, developing ambition through perseverance to be the best they can be and embrace 'life in all its fullness'

c) Developing a curriculum that encourages pupils to engage in social action and be courageous advocates for change in local, national and global communities including:

-
- Ensuring all pupils have curriculum opportunities to look beyond themselves, ask 'big questions' and think globally about life
- Develop an understanding of disadvantage, deprivation and the exploitation of the natural world
- Promoting ethical and charitable activities through our curriculum, engaging in social action and challenging injustice

d) Promote social and cultural development through a curriculum that encourages forgiveness and reconciliation, encouraging good mental health and enabling all to flourish and live well together. We will do this by:

- ensuring our Christian values are woven through the curriculum and underpin teaching

- build a curriculum that fosters a sense of belonging, embracing and celebrating difference

e) plan curriculum opportunities that embrace difference and promote a culture of dignity and respect, thus enabling all pupils to flourish. We aim to do this by:

- ensuring that our curriculum upholds dignity and values all God's children so that we are successful in preventing rather than just reacting to stereotyping and prejudice
- ensuring our curriculum enables children to cherish themselves as uniquely and wonderfully made, enabling then to form healthy relationships where they respect and offer dignity to others

Relationships and Sex Education Policy

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?

Holy Trinity C. of E. Primary School 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.

Holy Trinity C. of E. Primary School 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 relationships, 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 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.

How do we achieve these aims?

RSE is integrated within the wider themes of the Personal, Social, Health, Citizenship & Economic Education and (PSHCEE) curriculum, and will be delivered through discrete PSHCE lessons. This allows the natural linking of RSE

with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure 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 RSE curriculum may be touched upon in other lessons.

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

Our school values are at the heart of what we do.

RSE is delivered by class teachers, although support from outside agencies, such as the school nurse, 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 RSE 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.

Whilst many aspects of RSE are taught throughout the year, some specific age-related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

Early Years Foundation Stage

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Reception. Through the EYFS curriculum children are taught to play co-operatively, taking turns with others and to learn to show sensitivity to others' needs and feelings. Children are also shown how to form positive relationships with adults and other children and they talk about how they and others show feelings.

Whilst learning about 'Understanding the World' children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur and talk about changes.

As a discrete subject in EYFS children learn about online safety through the Childnet resources 'Smartie the Penguin' and keeping themselves safe using the NSPCC 'PANTS' resources.

KS1

Through the science curriculum children learn to identify, name, draw and label basic parts of the human body. They find out about life cycles and some animals and notice that animals, including humans, have offspring that grown into adults. In computing they learn about online safety through the 'Purple Mash' programme (see computing policy).

KS2

Through the science curriculum children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life processes of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce off spring of the same kind, but normally offspring vary and are not identical to their parents. In computing they learn about online safety through the 'Purple Mash' programme (see computing policy).

In RSE the core themes for both **KS1** and **KS2** to focus on include:

1. How to develop and maintain a variety of healthy relationships with a range of social/cultural contexts.
2. How to recognise and manage emotions within a range of relationships.
3. How to recognise risky or negative relationships including all forms of bullying and abuse.
4. How to respond to risky or negative relationships and ask for help.
5. How to respect equality and diversity in relationships.

Specific Sex Education content in year groups

Year 4

- Preparing for puberty

Year 5

- Conception and birth

Year 6

- Peer pressure
- Contraception

Parental Involvement

We recognise that there is a strong link between school and home in the issues covered in RSE, 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 RSE 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.

We recognise that parents can exercise their right to withdraw their child from the RSE programme if they so wish, but not from Sex Education that is part of the Science Curriculum. Any requests must be made in writing to the headteacher.

Confidentiality

We appreciate that the content of RSE 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 RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.

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.			
There is a designated senior member of staff responsible for RSE in the school.			
There is a designated governor to monitor RSE.			

Governors are aware of how RSE is taught across the school and have had opportunity to view and ask questions of the resources used.			
The school has in place a range of resources to meet the age appropriate needs of all pupils.			
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.			
Parents / carers are regularly made aware of how RSE is taught throughout the school.			
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.			
The school has in place a plan to support parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home.			
The policy has been disseminated among staff (including support staff) parents / carers and included in induction arrangements for new staff and prospective parents / carers.			
Staff training needs are met in a programme of CPD to help them understand and meet their responsibilities in delivering RSE.			
The policy and programmes take into account issues related to equal opportunities.			
The policy and programmes takes into account the Church of England Education Office guidance document: Valuing All God's Children 2019.			

There is a confidentiality clause in the RSE policy, developed in consultation with representatives across the school community. The policy supports RSE by setting out clear boundaries for pupils and parents about the sharing of information and how to make the learning environment safe.

Next Steps:

Completed by:

Date:

Appendix 2

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 on our school website. We have also arranged an evening session with ‘Speakeasy,’ a course delivered by FPA, sexual health authority (or other such training the school is willing to provide) offering flexible and relaxed ways for parents and carers to gain greater confidence in an area that can cause embarrassment and awkwardness. This will be on...insert date, time & location

Please complete the reply slip to indicate that you will be attending.

Yours sincerely

Appendix 3

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 schools 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:

Appendix 4

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

Early Years Foundation Stage

Getting Started – Early Years

Stonewall 2017

education@stonewall.org.uk

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

The Christopher Winter Project

www.tcwp.co.uk

Growing up with Yasmin & Tom

<https://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools> Interactive

RSE resource for Primary schools

Key Stage Two

Love and Sex Matters KS2

The Salisbury Diocesan Board of Education www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Body and Soul (9-11's) ~ UKS2

RE Today Services

www.retoday.org.uk / 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/identity/>

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

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

Appendix 1: RSE Curriculum Map using Kapow

EYFS: PSED

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of reception year. These are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory Development Matters guidance.



Year 1: How is RSE covered in Kapow Primary's RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Exploring how families can be different.
- Characteristics and impact of positive friendships.
- Learning that issues can be overcome.
- People show feelings differently.
- Issues around stereotyping.

Safety and the changing body:

- Learning how to respond to adults in different situations.
- Distinguishing appropriate and inappropriate physical contact.

Health and wellbeing:

- Exploring personal qualities.
- Strategies to manage feelings.

Year 2: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Learning that families are composed of different people who offer each other care and support.
- How other people show their feelings and how to respond.
- Looking at conventions of manners and developing an understanding of self-respect.

Safety and the changing body:

- Introduction to online safety.
- Distinguishing secrets from surprises.
- Naming body parts and looking at the concept of privacy.

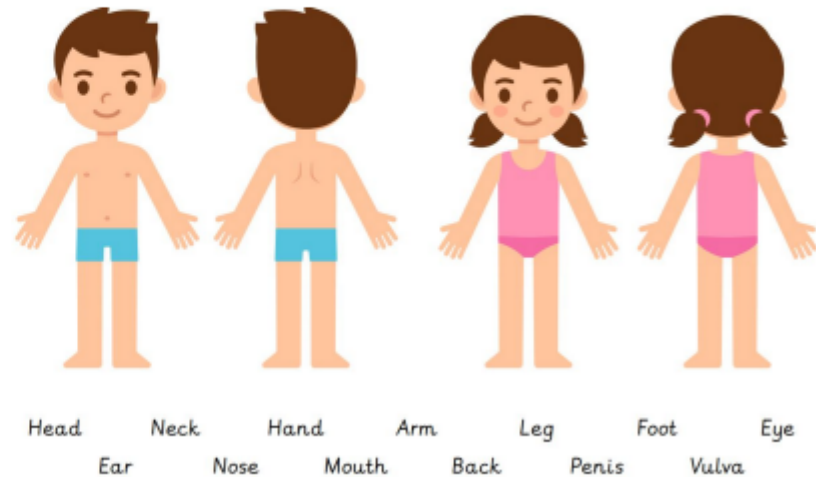
How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 6-7 will:

- Learn about 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



Year 3: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- How to resolve relationship problems.
- Effective listening skills and about non-verbal communication.
- Looking at the impact of bullying and what action can be taken.
- Exploring trust and who to trust and that stereotyping can exist.

Safety and the changing body:

- Be a responsible digital citizen.
- Cyberbullying, identifying unsafe digital content.
- Influences and making independent choices.

Year 4: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Learning that families are varied and differences must be respected.
- Understanding physical and emotional boundaries in friendships.
- The roles of bully, victim and bystander.
- How behaviour affects others.
- Appropriate manners and bereavement.

Health and wellbeing:

- Developing emotional maturity.
- Learning that we experience a range of emotions and are responsible for these.
- Appreciating the emotions of others.

Safety and the changing body:

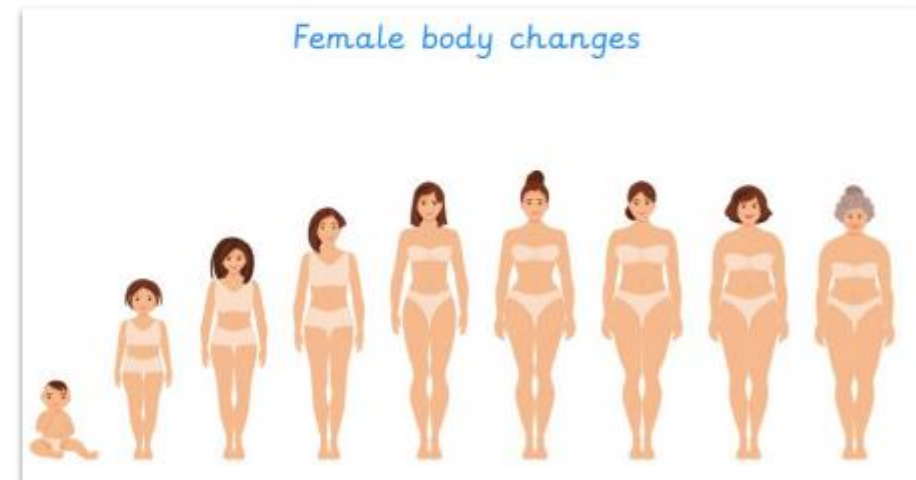
- Building awareness of online safety and benefits and risks of sharing information online.
- Difference between private and public.
- Age restrictions.
- Physical and emotional changes in puberty.

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 8-9 will:

- Learn about some of the physical changes pupils will experience as they go through puberty.
- Understand that physical change is part of growing up.
- Identify the changes that males and females go through as they grow and develop from being a child to an adult.



Year 5: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Developing an understanding of families, including marriage, of what to do if someone feels unsafe in their family.
- Issues can strengthen a friendship.
- Exploring the impact of bullying and what influences a bully's behaviour.
- Learning to appreciate our attributes.

Safety and the changing body:

- Exploring the emotional and physical changes of puberty, including menstruation.
- Learning about online safety, influence.
- Strategies to overcome potential dangers.

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 9-10 will learn about:

- The menstrual cycle and other changes that happen during puberty.
- Emotional changes that occur during puberty.

Label or draw on Figure 1 to show some of the hygiene issues someone going through puberty might experience e.g. greasy hair, spots, smelling differently.

Label or draw on figure 2 what someone could do to help address these issues e.g. washing their hair more often, showering frequently and using deodorant.



Figure 1



Figure 2

Year 6: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- To resolve conflict, through negotiation and compromise.
- Respect.
- Understanding that everyone deserves to be respected.
- Grief.

Safety and the changing body:

- The reliability of online information.
- The changes experienced during puberty.
- How a baby is conceived and develops.

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 10-11 will:

- Further develop their understanding of the physical and emotional changes that happen during puberty.
- Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.)
- Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.)