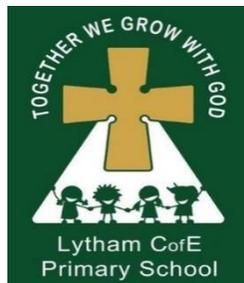


Relationships & Sex Education (RSE) and Health Education Policy

Lytham C of E Primary 2021



Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Lytham Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Definition of Relationships, Sex and Health Education

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the skills to make positive healthy choices, look after themselves and others and importantly, to keep safe as they develop through life into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively.

Aims

- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for healthy, positive relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.

- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- To recognise diversity in people, families and relationships and promote tolerance
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education. RSE at Lytham C of E gives the children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. We regard RSE as an important and integral component of the whole curriculum and it is central to our approach and vital to the wellbeing, happiness and safety of our children.

As part of complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education, we will consult with all stakeholders. This will include, staff, Governors and parents.

Sex Education

At Lytham C of E sex education is taught through the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Additional, non-compulsory sex education is not taught at Lytham C of E and our teaching focus is on relationships. This will be reviewed in 2022.

Curriculum Delivery of RSE

We teach PSHE & RSE in a variety of ways. We have dedicated curriculum time/lessons, where teachers, using the Lytham C of E scheme of work developed from the PSHE Association's Primary Toolkit, deliver the lessons which cover all the statutory requirements. We are using a question based model approach which is structured around an overarching question for each half term. There are three core themes...

- Health and Wellbeing
- Relationships
- Living in the wider world

Teaching builds according to the age and needs of the pupils providing developmentally appropriate learning objectives.

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. All content is adapted to meet the needs of pupils with special educational needs or disabilities.

Appendix 2 outlines the statutory guidance from the Department for Education of what pupils should know by the end of primary school.

The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Inclusion

RSE should be accessible for all pupils. As a school we promote inclusion for all and celebrate differences. Every child and family have a right to feel included and valued in our school community. Children with SEND may need additional support to access the RSE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is in place. We will be inclusive of the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

Answering questions

Our school's RSE education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. When choosing how to answer questions staff will consider age-appropriateness, whether to answer individually rather than as a whole class or to involve parents. We feel that some topics are best postponed until the secondary school years.

Our school has decided not to teach about or answer questions on...

rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse

AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Roles and responsibilities

The Governing Body

- The governing board will monitor and review the policy

- Hold the Headteacher to account for its implementation.
- There will be a link governor to monitor RSE

The Headteacher

- The Headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme
- Work closely with link governor and subject leader
- Organise quality training for staff so that they feel equipped to deliver the subject effectively
- Monitor the effectiveness of this policy and report annually to governors

Subject Leader

- Lead on curriculum development in line with the RSE policy
- Work closely with the SLT and governors to implement the curriculum in line with the policy
- Provide appropriate support and guidance to staff
- Review and monitor the RSE curriculum

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.

Pupils

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

Review

The policy will be reviewed annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will take account of emerging legislation.

Monitoring and assessment arrangements

The delivery of RSE is monitored through....

Planning

Learning walk

Talking to pupils

Discussions with staff

Looking at children's work

The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention. Pupils' knowledge and understanding is assessed through formative assessment methods such as written responses, discussion groups and quizzes, in order to monitor progress.

Right to withdraw

The Department of Education states that parents cannot withdraw their child from any part of Relationships education due to its importance. It now forms part of the basic curriculum and is a requirement of the governments statutory guidance. The Science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.