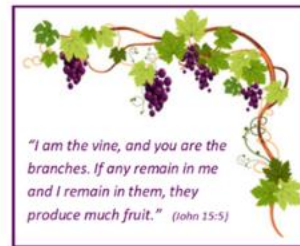




Scotforth St Paul's CE Primary and Nursery School

Learning, growing and caring as part of God's family.

Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.



RELATIONSHIPS, HEALTH & SEX EDUCATION POLICY

Approved by:

Curriculum committee

Date: 10/02/23

Next review due by:

Spring 2024

INTENT

Vision

The greatest commandment Jesus taught was to love God and love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Scotforth St Paul's Church of England Primary and Nursery School our Relationships Education seeks to live out this command and explore how we can 'love our neighbour' through what we say and what we do. It supports our school vision to "learn, grow and care as part of God's family."

Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other within a friendship or family 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 respect the human body and seek to ensure health and well-being.

Aims and Objectives

The aims of RSE at Scotforth St Paul's Church of England Primary and Nursery School are:

- To ensure Relationships Education is part of a child's broad and balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of a healthy relationship and healthy friendships.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and report things that make them feel unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own values and feelings of confidence and empathy.
- Create a positive, respectful culture around sexuality and relationships.
- 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 know how to 'love your neighbour' even when we disagree.

Statutory Requirements

The school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationship, Education, Sex Education (RSE) and Health Education.

Policy Development and Review

This policy was developed in consultations with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working party gathered and reviewed all relevant information including relevant national, diocesan and local guidance.
2. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Governor Consultation – the Governor Curriculum Committee were given the opportunity to look at the policy and make recommendations.
4. Pupil Consultation – pupils were asked to consider what they would feel is important in learning about friendships and relationships.
5. Parent Consultation – parents and any interested parties were invited to attend a meeting about the policy.
6. Ratification – once amendments were made, the policy was shared with the Governing Body and ratified.

This policy will be reviewed every year.

IMPLEMENTATION

Definitions

Relationships Education is the programme of work that forms parts of the basic curriculum. It covers all types of relationships including online, peer to peer friendships, family and carer relationships and trusted adults. It also covers respect for others and staying safe, and being part of the Family of God.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental well-being, drugs, alcohol and tobacco.

Sex Education is a programme of work that covers romantic relationships, sexual health and contraception and is taught at high schools, therefore **not** covered at Scotforth St Paul's Primary and Nursery School.

The Science curriculum covers animal, plant and human reproduction.

Approaches to learning

Relationship Education interlinks with PSHE and makes many cross-curricular connections with other National Curriculum subjects. It will be delivered in many different forms at Scotforth St Paul's CE Primary, including:

- Circle Time sessions where children will have the opportunity to talk, listen and share opinions in a safe and secure environment led by the teacher.

- As part of PSHE sessions through the Coram Life Education Scheme of Work in a similar context as above
- Annual visits from a Coram Life Education educator – a bought in service which provides children the opportunity to learn about a variety of topics relating to health and relationships.
- The use of videos and resources provided by NSPCC.
- Educational visits or visitors that enhance teaching and learning
- Links through other curriculum subjects such as Science and RE.

Appendix A outlines the curriculum overview for the school in relation to PSHE and RSE showing which topics are taught in which years. In addition, the overview indicates where cross-curricular links are made where.

All content is adapted to suit the needs of pupils with Special Educational Needs or disabilities, and where specific adaptations are made, they are detailed in the overview.

Right to withdraw

Parental right to withdraw relates to Sex Education only. All areas included in the curriculum at Scotforth St Paul's are from the Department for Education's statutory guidance on Relationships Education only, meaning the parental right to withdraw is not applicable in our setting.

Difficult Questions and Sensitive Issues

Our school's RSE will provide opportunities for our children to talk 'honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel some topics are best postponed until Secondary Education. There are also sensitive or controversial topics over which some staff, parents and governors may have reasonable concern.

Our school has decided not to teach the following:

rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation, FGM, AIDS/HIV or about forms of sexual intercourse which are not for the purpose of procreation.

However, if a child asks a question regarding the above list of topics, these issues would be discussed in an age-appropriate and sensitive manner as and when they are encountered.

The school will normally seek to inform the parents, guardians or carers before the end of the day that such a question or issue has arisen.

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 Safeguarding Policy and procedures for child protection. This also means that if a pupil puts a question to a member of staff and requests secrecy, as in accordance with the Safeguarding Policy, no guarantees or promises of secrecy will be made, but pupils will be given reassurance that all actions taken will be with the safety of the pupil in mind.

Resources

The school will use high quality resources to support the delivery of the PSHE and RSE units of work. These will include:

- PSHE association resources
- SCARF
- Coram Life Education

Roles and Responsibilities

The Governing Body:

The School's Governing Body will approve the Relationships & Sex Education Policy and hold the head teacher to account for its implementation.

The Head teacher:

The head teacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme.

Staff:

Staff are responsible for:

- Teaching in line with the school's Relationships Education Policy and the Church of England foundation of the school
- Delivering Relationships Education with sensitivity
- Modelling positive attitudes to Relationships Education
- Responding to the needs of all pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education must share concerns with the head teacher.

Pupils:

Pupils are expected to engage fully with Relationships Education and when discussing issues, treat each other with respect and sensitivity.

IMPACT

Success Criteria

By delivering the aims and objectives of the RSE policy, we will give children the knowledge, skills and understanding they need to continue their future learning and become adults, thriving in the wider world. They will leave Scotforth St Paul's armed for future personal development having:

- A broad and balanced awareness of the differences in our local, national and global communities, knowing that they have a valuable contribution to make to each.
- A secure personal identity with a confident awareness of their own beliefs and values.
- A confident knowledge of how to keep themselves safe, including the importance of boundaries, safe communication and online safety.
- A set of Christian Values that enable them to understand and respect those who differ and challenge those that exploit others
- A secure understanding of healthy friendships and relationships.
- An awareness of the distinctions between traditional Christian views, modern day law and changing social issues
- An ability to empathise and 'love their neighbour'

Assessment and Record Keeping

As with our PSHE lessons our teachers assess the children's work in RSE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives the school curriculum map (available to view in the appendix and on the school website).

The PSHE lead will monitor through a range of methods including staff discussions, work scrutiny and discussion with pupils.

EYFS

In the EYFS Curriculum, Personal, Social and Emotional Development is one of the three Prime Areas of Development. It is divided into three aspects:

Self-Regulation

This aspect deals with the ability to develop an understanding of their own feelings and those of others. Having caring adults around, who model, encourage and support, helps children to feel safe so they can face challenges, take risks and make mistakes. This enables the children to begin to regulate their behaviour and focus their attention.

Managing Self

This aspect deals with the ability to develop a set of skills to learn to control and manage their behaviours. Caring adults, who scaffold and support, help children to feel safe to face challenges, take risks and make mistakes. It also links to how children learn and follow simple rules that operate in different places such as home and a setting or a play area. Children need the support of adults to help them to understand these complex and often challenging areas. Children should be guided so they can manage their own basic hygiene and be helped to understand the importance of healthy food choices.

Building Relationships

This aspect is about how young children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that into account when they play and work with other children. It is also significant in developing friendships. To be able to do these things children need role models – adults who show them how to be with others; how to be kind and to understand why people behave in certain ways – such as saying sorry for hurting another person's feelings.

Date of policy: February 2024