

St Clement and St James' CE Primary School

Relationships, Sex and Health Education (RSHE) Policy

July 2020

Our vision

St Clement and St James is a school with Christian values at its heart. We are proud of its history and our strong links with the vibrant community to which we belong. We welcome and celebrate every child, helping all children to develop their character and full academic potential. We promote high aspirations and a love of learning through a rich and varied curriculum.

Our values help us show and grow faith, hope and love as the centre of our school. We have a particular emphasis on love as the root of the values we have chosen for our school. When we say love, we mean the definition in 1 Corinthians 13:4-8:

'Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.'

Our values are:

- Compassion
- Creativity
- Excellence
- Forgiveness
- Friendship
- Thankfulness

Relationships, Sex and Health Education at St Clement and St James'

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 healthy, and how to manage their personal, social and academic lives in a positive way. Therefore, the aim of Relationships Education at St Clement and St James' 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 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
- respect themselves and others, and build positive relationships

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 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 taking into account 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.

Each term, all classes in the school will focus on a different area of Relationships Education. These topics will be taught in the following order:

- Autumn 1: Me and My Relationships
- Autumn 2: Valuing Difference
- Spring 1: Rights and Responsibilities
- Spring 2: Growing and Changing
- Summer 1: Being My Best
- Summer 2: Keeping Myself Safe

The first week of each half-term will be dedicated to teaching lessons on these topics, and the content of the lessons will be consolidated through the rest of the half-term in Collective Worship and Prayer Circles, or by revisiting the content through in-class revision quizzes and discussions. 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 may also be invited to assist in the teaching of these topics, or to take single-sex groups for more detailed discussions about topics such as menstruation.

Resources

The scheme of work that we will be basing our Relationships, Sex and Health Education on is the SCARF (Safety, Caring, Achievement, Resilience, Friendship) scheme, provided by Coram Life Education. This is a flexible, well-resourced scheme which is kept up-to-date in line with government and Ofsted guidelines.

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 St Clement and St

James', 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 the right 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-first 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.

Appendix 1

Relationships, Sex and Health Education statutory guidance from the DfE

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	<ul style="list-style-type: none">• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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Appendix 2

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)