

*'Live Fully, Laugh Often, Learn Deeply,
Love as God Loves You and Let Your Light Shine!'*

**THE BISHOPS' C of E & R C
PRIMARY SCHOOL**

Relationships and Sex Education



1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

To enable our children to become strong, resilient in their mind, body and spirit in accordance with the teachings of the Christian faith.

To help pupils develop feelings of self-respect, confidence and empathy.

To provide a framework in which sensitive discussions can take place.

To create a positive culture around issues of sexuality and relationships

To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene

To teach pupils the correct vocabulary to describe themselves and their bodies in accordance to their age and stage of development.

All teaching and learning will be in line with our school ethos and motto

'Live fully, laugh often, learn deeply, love as God loves you... and let your light shine'.

2. Statutory requirements

Current regulations and guidance from the Department for Education state that Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)

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- Education and Inspections Act (2006)
- Equality Act (2010),
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education - Statutory safeguarding guidance (2016)*
- Children and Social Work Act (2017)

Relationship and Sex Education is taught in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Science. This policy supports and should be read in conjunction with the following policies:

- PSHE
- Science
- RE
- Behaviour
- Anti-Bullying
- Equality and Diversity
- Child Protection
- Safeguarding
- Children in Care
- E -Safety

3. Policy development

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

1. Review - All staff contribute and review all relevant information including national and local guidance
2. Staff consultation - all school staff were given the opportunity to read through the policy and make recommendations
3. Pupil consultation - we investigated pupils' views on RSE
4. Parent consultation - parents have access to the new expectations from the DfE regarding Relationship Education and Health Education via the website, our new PSHE (personal, social and health education) curriculum and elements of the science and computing curriculum relevant to the teaching of the Relationship

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and Health Education for them to read and comment on before revising the RSE map and policy

5. Ratification -the policy was reviewed with governors and ratified

4. Definition

We define RSE as the emotional, social and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

We believe Relationships and Sex education is integral to our spiritual, intellectual, moral, social and cultural development. All education in RSE should help our school to develop communities, grow in faith, love, understanding and compassion inspired by our Christian faith.

5. Curriculum

Our RSE programme is an integral part of our whole school PSHE education provision. We have developed the curriculum in consultation with staff, pupils and parents taking into account the age, needs and feelings of pupils.

RSE is planned and delivered predominantly through our 'Jigsaw' programme and adapted accordingly to ensure it meets the needs of all of our pupils. We ensure at the Bishops' we foster gender equality and understanding and respect for those who identify as LGBTQ+. We use additional resources from 'Ten:Ten' to support our overarching Christian faith.

PSHE Jigsaw Programme of Study

Autumn 1	Being Me in My World
Autumn 2	Celebrating Differences
Spring 1	Dreams and Goals
Spring 2	Healthy Me
Summer 1	Relationships
Summer 2	Changing Me replaced by 'Ten:Ten'

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Learning Environment

All classes display the current Jigsaw Puzzle Piece which is being taught along side 'ground rules' which are drawn up with the class at the beginning of the year and are reinforced during every piece that is taught throughout the year.

All classrooms have an area for pupils to ask questions and share their concerns. In Early Years through KS1 and 2 this is through a 'Worry Monster'.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, on-line safety in the computing curriculum and some other aspects are included in religious education (RE).

The content of lessons are delivered through a topic context, integrated with children's personal experience and taught with sensitivity.

7. Roles and responsibilities

The Governing Body

Hazel Miller, Designated Safeguarding Governor and the governing body will approve the RSE policy, and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher, (Safeguarding Lead) is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

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Staff

Staff are responsible for:

Delivering RSE in a sensitive way along the Christian faith.

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE (sex education)

Pupils

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

Head Teacher; Greg Waters

Chair of Governors; Rob Higgs

This policy was reviewed and updated January 2022.

Next review date is Spring 2025.

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8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education or the science curriculum teaching about human lifecycles, puberty and reproduction. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found at the end of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Training via staff meetings enable all staff to be consistent with the delivery and expectations of the RSE curriculum. Staff review the curriculum regularly and are able to share any concerns regarding the teaching of the subject with the PSHE and science curriculum leaders.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE subject leaders through: planning scrutinies, observations learning walks, observations and pupil perception surveys. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE subject leader and senior leaders on a three-yearly basis. At every review, the policy will be approved by the governing body.

