

Christ Church Primary School, Hampstead  
Relationships and Sex Education (RSE) Policy

Purpose of the RSE Policy

It is a statutory responsibility of the Governing Body to have an up-to-date RSE policy which sets out the content, organisation and approach to teaching RSE at Christ Church Primary School.

At Christ Church School we believe that the focus should be placed first on relationships and have therefore decided to follow the London Diocesan Board for Schools (LDBS) guidance in calling this topic Relationships and Sex Education (RSE). The Government Response: Life lessons: PSHE and SRE in schools July 2015 also recommended Sex and Relationships Education be renamed "Relationships and Sex Education" to reflect the (existing) focus on relationships and to emphasise the importance of this part of children and young people's education.

The purpose of this policy is to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents and carers about what is taught and when and how they can be involved
- Give a clear statement about what the school aims to achieve by teaching RSE and why it thinks RSE is important

Development of this policy

This policy was developed by the school staff in consultation with pupils (through evaluation of questionnaires completed by the Year 5 children post RSE unit) and the LA PSHE and Citizenship adviser. Key changes and a summary of the policy were shared with all parents and their comments have been taken into account. This policy and its implementation is part of our commitment to maintaining our Healthy School Status. This policy has also been ratified by the whole Governing Body.

The following documents have supported the writing of this policy:

- Camden Primary Sex and Relationship Education Suggested Scheme of Work – April 2015
- Sex and Relationship Ofsted Report 2002
- PSHE Review, Sex Education Forum Response, DfE consultation 2011
- Guidance for Teaching SRE – Camden 2015
- LDBS Policy on Relationships and Sex Education 2009
- Sex and Relationship Education Guidance DfE 2000
- Ofsted PSHE subject inspection report 2013
- Life lessons: PSHE and SRE in schools, Fifth Report of Session 2014–15
- Sex and relationships education (SRE) for the 21st century 2014 - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)
- Guidance on PSHEE (DfE 2013)
- Camden Primary Sex and Relationship Education (SRE) Policy September 2015
- Government Response:Life lessons: PSHE and SRE in schools July 2015

Definition of RSE

DFES Guidance (2000) defines Sex and Relationships Education as: '...the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of

marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.' SRE also "gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline." (SRE for the 21st century 2014 - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) In agreement with the LDBS guidance we believe 'RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of children at our school and prepare them for the opportunities, responsibilities and experiences of adult life.'

At Christ Church School we believe that Relationships and Sex Education is about learning about growing up, changes, reproduction and the physical aspects of personal relationships. It is also about encouraging self-awareness, self-esteem and a sense of moral responsibility and the development of social and communication skills essential for making informed decisions about our own health and well being, feeling good about ourselves and making and maintaining positive personal relationships.

### Values framework

Our mission statement sets out the values framework around which all work in our school is carried out:

*At Christ Church School we respect and value each individual's contribution to our school community. We work to inspire our children with the love of learning and to strive for excellence in all aspects of school life.*

*We aim to make everyone's time at Christ Church School an enjoyable and rewarding experience and achieve our mission statement by:*

- *promoting the highest standards of teaching and learning*
- *providing a rich and stimulating curriculum*
- *encouraging the development of self confidence, self discipline and healthy living*
- *developing a spiritual awareness*
- *promoting a Christian ethos whilst respecting other people's faith*
- *welcoming the involvement of parents and other members of the local community*
- *expecting everybody to understand their own rights and take responsibility to respect the rights of others*
- *expecting everybody to make a positive contribution to our school, the wider community and our planet*
- *providing an environment where all feel safe from bullying and discrimination.*

Our RSE teaching and learning is delivered within the aims of our mission statement and our equal opportunities policies. Therefore, RSE will be delivered within an ethos of honesty, trust, respect and care. We appreciate that whilst values cannot be imposed, children can be equipped with the skills necessary to consider other people's values whilst developing their own.

RSE will support the importance of strong and stable relationships, including marriage, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances. Teachers will be sensitive to these issues and to different types of families, promoting inclusion and reducing discrimination. Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued. As part of our teaching we will teach that all major world faiths believe sexual relations should occur between married couples.

## Aims of Relationships and Sex Education at Christ Church School

In our school we have a responsibility and opportunity to help children towards mature and understanding attitudes in these important areas of life. RSE is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all round development.

RSE aims:

- to meet the school's safeguarding obligations
- to ensure children feel prepared for the physical and emotional aspects of pubertal change
- to develop children's communication and social skills so that they can develop positive relationships and friendships with others
- to generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment and to develop pupils' confidence to talk, listen and think about their feelings and relationships
- to help pupils to recognise the value of different types of family life, the implications of parenthood and the needs of the very young
- to encourage children to recognise the value of intimacy in loving and caring relationships
- to provide opportunities for pupils to examine their own values and those of other people
- to encourage effective communication about relationships and sexual matters between children, their parents/carers, family and friends
- to set the physical aspects of relationships and sex education within a moral, values-based framework
- to cover the statutory section of the Science National Curriculum which stipulates teaching about the biological aspects of puberty and reproduction, providing factual information and using correct vocabulary
- to present facts in an objective and balanced manner so as to enable pupils to comprehend a range of sexual behaviour in society and to understand the influence of the media
- to challenge discrimination and prejudice in society and to promote equal opportunities
- to develop children's awareness of the law as it relates to sexual behaviour and their knowledge of sources of help
- to ensure that children leave school with an awareness of their sexuality appropriate to their maturity
- to lay the foundations for continuing RSE/SRE at secondary school
- to give children essential skills to keep themselves safe online and offline and to recognise when something is risky or unsafe

## Organisation of RSE at Christ Church School

RSE is taught through both the **PSHE&C and Science curricula** at Christ Church School, covering both the biological and emotional and social aspects.

RSE is taught by the **class teacher**, who may be supported by other adults in the school or by visitors such as a school nurse. **Other adults** who support RSE teaching will be given this policy to read and will work within the confines of this policy. They will plan their teaching together with the class teacher and the class teacher or teaching assistant will be present throughout.

RSE is, in general, taught in **mixed classes**. Occasionally, however, **single sex groups** may be more appropriate to the needs of the pupils for certain topics – e.g. changes at puberty. However, the same information will always be taught to both girls and boys. If at all possible a female member

of staff will be asked to support the male class teacher or vice versa during the single sex group teaching session.

The RSE reflects and is in line with our equal opportunities policies and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils. Where needed, RSE will be differentiated to meet the needs of children with SEND.

A range of **teaching methods** will be used, as in any lesson or curriculum area. These may include group discussion, class discussion, circle time, brainstorming, problem solving, role play, research, visiting speakers, using children's books, and watching DVDs/other resources.

Clear **expectations** should be set with the class and the class reminded of these expectations before each lesson. These might include:

- no personal or private questions or information
- respect for each other's point of view
- listening to each other
- supporting each other
- let each other talk without being interrupted
- if a child doesn't want to say something, they don't have to

Children should also be reminded about when and where it is appropriate to continue to discuss the topics covered – i.e. not to continue discussion in the playground or with younger children.

#### Content of RSE at Christ Church School

RSE covers 3 elements:

1. Knowledge and Understanding including; growing and changing, puberty; reproduction, pregnancy and birth, similarities and differences between males and females, parts of the human body, gender stereotyping and discrimination, families, relationships, where to get help if needed.
2. Personal and Social Skills including; talking and listening to others, managing emotions, forming and maintaining loving and caring relationships, developing self respect and empathy for other, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line
3. Attitudes and values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage, for bringing up children.

The content of the RSE curriculum is taught within our PSHE+C and Science lessons throughout the school. In addition, in Year 5 and 6, there is a separate RSE topic with set resources and plans.

#### Reception

- Keeping safe – dangers I might encounter, awareness of being able to say 'no'
- My body and other people's bodies – similarities and differences
- The beginning of life – me, animals, plants
- Life cycles
- Differences between what I can do now and what I can do when I was a baby
- Caring for a baby – invite in a new mum to talk about caring for their baby
- Ageing – how do we know things are alive or dead, young or old
- Being a kind friend
- Feelings

### Year 1

- Know that animals (including humans) grow and have babies
- Know how we are growing and changing
- People in my life – what they do for me and what I do for them
- Understand that my family is special
- My moods – feeling happy, sad
- Friendships – be able to make good relationships with my peers and resolve disagreements with friends
- Safety in the home
- Safety out and about – saying no to strangers

### Year 2

- Know about the human lifecycle and the changes humans go through from young to old
- Know how they are growing and changing
- Healthy lifestyles, caring for myself - hygiene, sleep, exercise, diet
- Know that humans grow and reproduce, that babies are made by a mummy and daddy and that they come from inside a mummy
- What makes me happy, valuing myself
- What I like or don't like about other people, cooperation
- Be able to make and maintain friendships and sort out disagreements
- Know what makes a good friend
- People who help me to care for myself
- Be able to help and care for others

### Year 3

- Keeping healthy – exercise, diet, the immune system , reducing spreading of disease
- Different families
- Feelings in families (e.g. love, jealousy)
- What helps people to get on with each other (e.g. listening and sharing)
- What I like or don't like about me
- Keeping safe – Looking after others / co-operation

### Year 4

- Difficult situations – e.g. teasing or bullying
- Family trees
- Belonging to many groups and the different roles and relationships we have in them
- Friendship – who our friends are, why we value them and how we make and lose friends
- Keeping safe – taking risks and safety procedures
- Making decisions – good and bad influences – resisting pressure
- Actions and their consequences

### Year 5

- The main stages of the human life cycle
- Know how they have grown and changed since being babies
- Basic biology of the reproductive system and reproduction

- Pregnancy and birth
- Living things and their habitats, including reproduction
- Physical and emotional changes at puberty, what happens and why are they happening
- Know why hygiene is important during puberty
- Looking after a newborn baby – parenting skills
- Asking questions – question box

### Year 6

- Recap on changes at puberty
- Recap biology of the reproductive system and reproduction
- Recap pregnancy and birth
- Personal hygiene
- Feelings about the future (e.g. making new friends at new school)
- The qualities of strong and supportive relationships
- Media and stereotypes - Messages about health and sexuality from television, films, magazines, other media
- Healthy lifestyles -diet, drugs
- Asking questions – question box

### Resources and training/support for staff

Class teachers will have access to relevant training and continuing professional development in order to deliver the RSE curriculum. This may include in-school training and support from colleagues and LA training courses. This will help staff to feel confident, supported and prepared to deliver RSE.

Teachers use the Camden RSE and PSHE+C scheme of work as a starting point to plan their lessons and a range of resources to help to deliver the lessons.

### ***Setting class expectations***

It is important to create the right atmosphere in the classroom, to enable pupils to ask questions and discuss issues without feeling embarrassed or being disruptive. Setting clear and agreed expectations can help establish clear boundaries and a positive learning environment for SRE and also prevent inappropriate questions and personal disclosures.

### Answering children's questions

In all areas of the curriculum we encourage children to actively advance their understanding by means of asking questions. It must be recognised that questions about sex do provide a challenge for teachers since special sensitivities are involved. Possible strategies to use in dealing with sensitive questions include answering referring to material already used, gaining thinking time ('what do you mean by...?' 'can you tell me why you want to know....?'), balancing controversial issues ('some people think...and some would not agree, When you are older you will have to make your own mind up') and referring to others ('I'm not sure about the correct answer to that but we could find it out by asking...'). See Appendix 1 for further guidance for staff in dealing with possible questions/issues.

In Year 5 and Year 6 one of the teaching methods used will be the provision of a question box for children's anonymous questions, the answers to which may form part of the following teaching session.

Questions raised in a lesson do not have to be answered directly and can be addressed individually later on. We believe that individual teachers should use their discretion and skill in these situations and refer to the head teacher if they are concerned. Children can be referred to their parents if the teacher feels they would be in a more appropriate position to answer the question.

Staff are aware of the procedures if a pupil discloses information where it is felt that this is a child protection issue and that the child's welfare is at risk or they are in danger. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for reporting and recording disclosures.

#### Assessment and monitoring

Assessment in RSE will include assessments made from children's questions, answers and contributions in class discussion, marking their work or quizzes and tests at the end of each unit of work.

The PSHE&C and Science subject leaders, along with the Senior Leadership Team, are responsible for monitoring the implementation of the RSE scheme of work in line with this policy; monitoring may include work sampling, planning monitoring or lesson observations. Children in year 5 will also carry out an end of unit questionnaire to inform future planning and organisation of RSE lessons.

#### Involvement of parents/carers

RSE is the joint responsibility of school, parents, carers and communities and is an important element of children's development. It is part of lifelong learning, starting early in childhood and continuing throughout life.

The involvement of parents/carers in their children's RSE will contribute to children's learning in this important topic, to their continuing ability to ask questions and receive answers from a reliable source and to their ability to develop positive relationships.

At Christ Church we will enable a partnership between parents/carers and school staff in RSE teaching by:

- informing parents of all topics to be taught in all curriculum areas in a termly class leaflet
- holding a Year 5 parents workshop before the teaching of RSE in Year 5 to share our policy, teaching methods and resources and to answer any questions from parents
- letting Year 5 and Year 6 parents know when the RSE unit will begin so that discussion about the different topics in RSE can be continued at home.
- making this policy and the resources we use available to all parents if they wish to see them
- inviting parents to talk about pregnancy and their experience of looking after a new born baby and being a parent
- welcoming any comments from parents on our policy
- involving parents in the review of this policy, in particular through their involvement on the Governing Body and Curriculum Committee

#### Right to withdraw

Parents have the right to withdraw their children from some elements of the RSE teaching programme. However, we would encourage all parents to include their children in all aspects of

the RSE teaching and learning. Parents *cannot withdraw* their children from the statutory Science elements of the National Curriculum these include:

Key Stage 1:

- learning that animals, including humans, reproduce
- main external parts of the bodies of humans
- humans and animals produce offspring and these grow into adults
- similarities between themselves and others and the need to treat others with sensitivity

Key Stage 2:

- reproduction
- about the main stages of the human life cycle

If a parent wishes to withdraw their child from aspects of RSE which do not form part of the statutory Science curriculum, they should meet with the class teacher and head teacher to discuss their concerns. If, following this discussion, they still wish to withdraw their child, they should inform the head teacher of their decision in writing.

#### Dissemination and review of this policy

This policy was written in Spring 2016 following consultation with staff, pupils and the Governing Body. It was written with advice from the LA PSHE advisor and with reference to the advice contained in the LDBS Guidance on RSE and then approved by the full Governing Body. The reviewed policy will be publicised to all teaching staff in a staff meeting and to all parents in the school newsletter and website and copies made available for all parents who request it.

This policy will be reviewed every three years by the full Governing Body, following input from the PSHE&C and Science Subject leaders, to ensure it is a reflection of current best practice.

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## **Appendices**

### **Appendix 1 – Possible issues arising from RSE**

These issues do not form a specific part of the RSE teaching programme at Christ Church School but this appendix provides guidance for staff should these issues arise in children's discussions or questions.

#### **Sexuality**

At Christ Church School we believe it is important to foster an environment in which issues such as sexuality can be discussed in an objective and unemotional way, should the need arise and at the discretion of the teacher. Where appropriate and relevant, we will always take the opportunity to challenge prejudice and homophobia. The teacher will be best placed to judge the maturity levels of the children within their class.

#### **Sexually Transmitted Infections (STIs), including HIV/AIDS**

Many issues to do with health and hygiene will arise during the course of discussions with children and they will be dealt with sensitively and factually in accordance with the maturity level of the pupils. STIs, including HIV/AIDS, will be dealt with as part of children's learning about how to protect themselves and others from the spread of a range of infections. These discussions may also form an opportunity to foster tolerance and acceptance of all others.

#### **Contraception and Abortion**

Although these topics do not form part of our RSE teaching programme it will be necessary to explain to children that not all sexual intercourse results in a pregnancy. Teachers may think it appropriate, depending on the maturity of the children, to explain that there are many different contraceptive methods. Children's questions about abortion should, if it is felt appropriate to answer them in school, be dealt with in a balanced way and always with reference to the related legal issues.