

HINTON ST GEORGE CHURCH of ENGLAND PRIMARY SCHOOL

'Let your light shine'



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This Review Date: December 2022

Review: Annually

Next Review Date: December 2023

Signed _____

on behalf of the Governing Body

Hinton St George C of E Primary School

This Policy should be taken and used as part of Hinton St George Church of England School's overall strategy and implemented within the context of our vision, Instrument of Government aims and values as a Church of England School.

This Policy statement has been formally adopted by the governing body, in consultation with the headteacher, and will be reviewed at the frequency recorded on this cover page.

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Right Honourable Justine Greening, then-Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2020 and that content guidance will be published prior to that.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE.

The findings gathered from the process informed the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department is now consulting. This includes the department's decision to make Health Education, not all of PSHE, compulsory.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers can be seen here. It will come into force in September 2020. Until September 2020, the DfE guidance (2000) is a school's duty to provide; this policy reflects the 2020 guidance.

The 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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Relationships and Ethos

At Hinton St George Church of England Primary School our approach to RSE education is to help develop children's knowledge and skills through a mental health wellbeing approach, using the Connect curriculum. We aim to provide a proactive and preventative wellbeing curriculum for all children, which helps them acquire the psychological skills they need to develop resilience, wellbeing, and life-vitality.

We define 'relationships and sex education' as equipping children with the ability to make informed and educated decisions to help them to lead the best life possible for them and to create healthy and happy citizens. We believe that relationships and sex education is important for our pupils and our school because we want the children we teach to be able to meet the challenges of growing up in the 21st century in a confident way. We view the partnership of home and school as vital in providing the context for educating the children on how to best meet these challenges.

This will also be taught and modelled along with teaching of the school's Christian values and how they can contribute to being a happy and healthy person.

Our school's overarching aims are for children to be healthy and happy and confident at making the right decisions for their own health and wellbeing. The intended outcomes of our programme are that all pupils will:

- Know and understand how to live happy and healthy lives and to be able to recognise the steps they need to take to get to that goal. They will develop a firm foundation of how to develop good relationships with family and friends. They will have a sense of purpose, value themselves and others and be able to form strong relationships.
- Understand they have a right to be heard and valued and active members of their different communities.
- Understand they have responsibility to respect themselves, each other and the rules in place to keep them safe.
- Develop the skills of resilience, mental health management and the skills to recognise and regulate their emotions. They will be able to respond to challenge.
- Develop the attributes of kind, caring, well-rounded individuals who can help themselves and each other to do the best that they can.

Roles and Responsibilities:

The RSE programme was initially led by Mr J Batchelor, this was developed in consultation with key stake-holders.

Documents that inform the school's RSE policy included:

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

Curriculum Design

Our RSE curriculum will be taught through the SCARF PSHE programme as well as in other matching curriculum areas, such as Science; this is built around developing physically and psychologically healthy behaviours in the following areas:

- Me and My Relationships
- Valuing Difference
- Keeping Safe
- Rights and Respect
- Being my Best
- Growing and Changing

These will be taught, one per-term, with skills and knowledge developing as they move through the school. Children will start this programme in Reception, and it will stay with them until they leave school the year 6. Children will be getting better at learning the skills they need to become happy and healthy individuals.

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

The Sex Education Forum define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills, and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Safe and Effective Practice

We will ensure a safe learning environment by teaching elements of RSE at a developmentally appropriate time by teachers that are trusted and respected by the children in their care. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and at the beginning of each term. Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately. Sensitive issues will be handled in consultation and under guidance of the Head Teacher.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Pupils will be able to raise questions anonymously by being able to write their questions and submit them to an anonymous box, where questions will be monitored and answered by class teacher.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to disclosure of child protection issues. Teachers will consult with the designated safeguarding lead and in her absence, their deputy. Any disclosures will be treated as in accordance with the school's safeguarding policy.

Any visitors or external agencies which support the delivery of RSE will be required to be supervised by members of the school team to effectively support delivering the curriculum and to provide support with any safeguarding issues that may arise.

Only visitors from trusted external agencies will support the teaching of RSE in the school. Their input will be carefully planned and monitored so as to fit and complement the programme.

Engaging Stakeholders

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers were given the opportunity to find out about and discuss the PSHE programme through:

- Parent consultation evening and sharing of curriculum.
- Information leaflets/displays

Pupils were consulted on their own personal, social and citizenship development. We will ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?

Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Monitoring, reporting and evaluating

The PSHE co-ordinator will monitor delivery of the programme through observation, curriculum planning and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Pupils will have opportunities to review and reflect on their learning in lessons and at the end of every termly unit.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes;
- Staff meetings to review and share experience.

Training and support for staff

All staff will complete the SCARF training to develop an understanding of the reasoning and evidence underpinning the curriculum. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

RSE policy review date.

This policy will be reviewed in December 2023.