



Newtown C of E Primary School

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Ratification Date:	January 2017	Signed:	Miss Emma Lee (ACTING HEADTEACHER) Mrs Janet Cane (CHAIR OF GOVERNORS)
Reviewed	July 2023	Signed:	Mrs Emma Howlett (Headteacher) Mrs Glynis Wright (Chair of Governors)
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Next Review	July 2028		

School Vision

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to “*love one another as I have loved you*” (John 13:34), “*be strong and courageous... for the Lord your God is with you wherever you go*” (Joshua 1:9), and “*a friend loves at all times*” (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other’s gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by “*Above all, love each other deeply*” (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)
- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values

Statutory

- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives
- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

Requirements on schools in law

From September 2020, it will be statutory for all schools to deliver Relationships Education and are encouraged by the Department of Education to deliver Sex Education, which will ensure that all children are prepared for the changes their adolescence brings. From 2020, Health Education will also be made statutory, which covers key facts about puberty and the changes in the body.

At Newtown C of E Primary school, we believe that promoting the health and well-being of our pupils is an important part of their overall and all round education. We recognise that Relationships Education, Relationships and Sex education (RSE) and Health Education is about putting into place the key building blocks of healthy and respectful relationships, focusing on family and friendships, including online. Teaching about mental health and well-being is central to all these key building blocks, which is further supported by our Christian Ethos Values and Learning Behaviours.

As part of the primary RSE curriculum, the children are also learning about the emotional, social and physical aspects of growing up, relationships, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of our wider personal development learning (PDL). The content will be delivered sensitively, be age appropriate and be inclusive of the needs of key individuals, especially those children with special educational needs or disabilities (SEND).

The content within the PDL curriculum, which includes the statutory changes and the development of this policy has been in consultation with parents, staff and governors. This policy will be shared with all stakeholders, along with the PDL long term map, which will outline where key elements of RSE will be taught. This and further detail of the curriculum content, including resources, will be shared with all stakeholders and be available on our school website.

Rationale

Our comprehensive programme of RSE provides accurate information about the body, reproduction, gender, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. Teaching about mental health and well-being is central to these subjects and sits alongside the essential understanding what it means to be healthy. The governors have decided that RSE should be a part of the curriculum at this school.

The governors recognise that Relationships Education, Relationships and Sex Education (RSE) and Health Education:

- is a partnership between home and school.
- should be given in such a manner as to encourage children to have due regard to moral considerations and the value of family life. This includes ensuring the children understand that any sexual act should happen between two consenting adults. The definition of sexual intercourse, which will be shared with the children, is that 'sexual intercourse is where the sperm meets the egg'. The age you can have sex is called 'the age of consent'. In the UK it is 16 years old. This means that according to the law, only those who are aged 16 or over can freely agree to any sexual activity, in full understanding of the consequences of having sex. This applies if you want to have sex with someone of the opposite sex, or the same sex.
- helps to create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.
- is part of the good quality education that children and young people have a right to as set out in the United Nations Convention on the Rights of the Child.
- helps to prepare children for the physical and emotional changes they undergo at puberty.
- helps children to understand relationships including LGBTQT relationships at an age appropriate level.
- plays a vital part in meeting schools' safeguarding obligations.
- has a positive impact on pupils' health and wellbeing and their ability to achieve.
- should start early and be relevant to pupils at each stage in their development and maturity.
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent.
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- has enough time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- helps pupils understand on and offline safety, consent, violence and exploitation.
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life.
- develops age appropriate awareness of their gender and sexual identity, and helps to challenge sexism, homophobia, biphobia, transphobia and prejudice in society.
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- uses active learning methods, and is rigorously planned, assessed and evaluated.
- helps pupils understand a range of views and beliefs about relationships and sex in society from different sources including the media.
- promotes equality in relationships, recognises and challenges gender inequality and reflects children's different experiences and needs.

Curriculum Design

The PDL taught programmes, which uses the SCARF curriculum planning, ensures that RSE is taught throughout the school. The PDL is taught discreetly, at least once a week, or is the lead subject in a wider project. The PDL taught programme is further complimented by the RE curriculum.

RSE has been woven into PDL to allow continuity and progression across the curriculum and to make it appropriate to different year groups from Reception to Year 6. Issues such as special people, friendships, personal hygiene, birth and reproduction, peer pressure and self-respect are covered through discreet lessons, assemblies and across other subjects. The RSE element complements and dovetails with the statutory Science curriculum.

The long-term map for PDL can be seen on the website and more detailed planning is available on request. Whilst RSE has a major focus in Years 4, 5 and 6, it will occur at other times within in the PDL Programme in an age appropriate and sensitive way, which will meet the needs of the individuals.

Teachers will:

- establish clear ground rules with pupils to create a safe environment and reduce anxiety and embarrassment.
- ensure worry boxes are made readily available within each class, where children can raise questions or concerns they may have and that these are answered sensitively and discreetly.
- use active learning methods to ensure the subject is taught in a variety of way using a range of techniques.
- use distancing techniques such as role play, case studies and age appropriate short films.
- use high quality resources, which have been carefully selected, will be used which will support and promote understanding within a moral/value context and reflect the needs of the children and the context of the school.
- monitor learning as part of the RSE programme.
- evaluate the Relationships Education, Relationships and Sex Education (RSE) and Health Education Programme and make necessary changes year on year.
- share all documentation and resources with parents, prior to the unit of work being delivered.

Through the planned programme children will:

- be prepared for puberty
- be able to discuss sensitive issues
- educated against discrimination and prejudice
- become confident in talking, listening and thinking about feelings and relationships
- develop healthy and safe lifestyles
- develop good relationships and respect differences between people
- be able to name parts of the body and describe how their bodies work. Throughout year R to 6, teachers will use the correct vocabulary for sexual organs (penis, vagina, womb, vulva, testicles) in conversations with children.

Assessment

Through the SCARF programme, there is a pre and post assessment which staff can use and complete to assess their progress and support future planning and practice. The children will have the opportunities during PDL/RSE sessions to self-assess their learning. This will also support future planning and learning opportunities. As part of the monitoring schedule, pupil conferencing and work sampling will take place termly to assess, monitor and evaluate the PDL/RSE planned programme.

Parents/Carers

Newtown C of E Primary School is committed to working closely with parents. The school is clear that parents are the main prime educators for children on many of these matters outlined in the DfE guidance for RSE. Parents/carers have a role to play in helping their children name and identify parts of the body correctly, talking with children about feelings and relationships and answering questions about growing up and relationships. The school complements and reinforces the role that parents play, whilst building on what is being taught at home.

Parents will be made aware, in advance, of the content of the taught RSE elements of the PDL curriculum, especially in Years 4, 5 and 6. Each year group has a specific 'Growing and Changing' unit, each year, and parents will be informed by letter to inform them of the unit content. An information event, led by the SCARF team, along with school staff, will be hosted prior to the taught sessions in Year 4, 5 and 6. School staff will be on-hand to discuss or answer any questions parents may have and resources will be shared.

Parents have the right to withdraw children from some or all of sex education delivered as part of statutory RSE, but not from Relationships Education or those parts included in the statutory National Curriculum Science orders. A parent who wishes to withdraw their child from some or all of sex education, should arrange a meeting with the PDL Lead or Headteacher to discuss it further.

As a school, we welcome any parent views or comments regarding the RSE policy and taught programme.

Safeguarding and Confidentiality Statement

All children, parents, carers and staff must be aware that staff cannot offer pupils unconditional confidentiality when a pupil first begins to talk about something where confidentiality may become an issue. However, if a member of staff believes that a pupil may be at risk of harm, they should seek advice from the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL), in their absence. Children must be reassured that their best interests will be maintained.

Role of External Agencies

The online support through the SCARF programme, as part of Corum Education, will support the school with key elements of the RSE programme through a planned workshop for identified year groups. Support through SCARF will also extend to parents, via an information event, where parents have the opportunity to raise questions or discuss anything they may be worried

or concerned about. SCARF will also support staff through face-to-face and virtual professional development.

Health professionals such as doctors and/or the school nurse may also be involved in the RSE programme at Newtown. This may be as part of the taught programme or indirectly, through drop-in sessions and offering support and advice.

Other visitors to school have a role to play in RSE but will never substitute or replace planned provision. All visitors will discuss and consult with school staff, prior to visiting and will be supported in class by school staff. Any visitors into school will follow the 'Visitors to School' policy and complete a school Service Level Agreement in advance and will follow the school's procedures for Safeguarding, Child Protection and Confidentiality.

Feedback from staff, will evaluate the support any visitors into school bring to the taught programme and this will inform future practice.

Equal Opportunities Statement

Newtown is committed to working towards equality of opportunities in all aspects of school life. All children at Newtown have the same opportunity to benefit from the RSE education programme regardless of age, ability, ethnicity, gender or race. Teachers will apply the statutory requirements and guidance on inclusion in the National Curriculum and ensure lessons and activities are accessible to all pupils, this is in-line with and reflect the Equality Act (2010).

Monitoring and Evaluation

It is the role of PDL Lead and Mental Health Champion to monitor the RSE taught provision and its content and effectiveness. Monitoring visits will be completed in-line with the school's monitoring schedule and reflect the targets and objectives from the School Improvement Plan. Governors will also monitor alongside the PDL Lead and report the findings to the rest of the Governing Body. Feedback will be shared with relevant staff to support on-going development of the subject, as well as, supporting the professional development of the staff.

The following documents and guidance informed the development of the school's RSE policy:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- Keeping Children Safe in Education (DfE, 2019)
- Relationship Education Policy Guidance (Coram Life Education – SCARF, 2020)
- Programme of Study for PSHE Education Key Stage 1-5 (PSHE Association, updated for 2020)
- Guidance for Schools developing policy: Relationships & Sex Education & Health Education (The Diocese of Winchester and the Diocese of Portsmouth Joint Board of Education, 2019)
- The Sex Education Forum RSE Policy Guidance
- 'Writing your schools' Relationship and Sex Education (RSE) policy' guidance (PSHE Association, September 2018)
- Children and Social Work Act (2017)

Statutory

- Sex and relationships education (SRE) for the 21st century (2014) (*only used to consult the policy*)
- Hampshire PDL Guidance (July 2011) (*only used to consult the policy*)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- Equality Act (2010)
- Education and Inspections Act (2006)
- Learning and Skills Act (2000)
- Education Act (1996)

The RSE policy complements and should be read in conjunction with the following policies and school information:

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| * Safeguarding | * Child Protection | * Behaviour |
| * Anti-Bullying | * Equalities | * Mental Health and Well-being |
| * RE | * SEND | * SMSC |
| * Visitors into School | | |

Acronyms Used in this Policy

Acronym	Meaning
DSL	Designated Safeguarding Lead
DDSL	Deputy Designated Safeguarding Lead
DSL	Designated Safeguarding Lead
PDL	Personal Development Learning
PSHE	Personal, Social, Health and Economic Education
RE	Religious Education
RSE	Relationships and Sex Education
SCARF	Safety, Caring, Achievement, Resilience and Friendship (Coram Life Education programme)
SEND	Special Educational Needs and Disabilities
SMSC	Spiritual, Moral, Social and Cultural Development
SRE	Sex and Relationships Education

Responsibility

It is the responsibility of the Headteacher, governors and all staff to uphold this policy. The Headteacher and governors also have responsibility for decisions made about teaching and materials used in the RSE Education Programme. The policy will be disseminated and shared with all stakeholders through parent mail and on the school website. If a hard copy is required, this will be made available on request.