

Westhead Lathom St. James' CE Primary School



RSE Policy

Last Reviewed Date: Autumn 2023

Next Review Date: Autumn 2024

Version	Date	Author/Editor	Revision Notes
1	Spring 2020	Duncan Peetoom	Policy rewritten based on new statutory guidance for 2020.
2	Spring 2021	Duncan Peetoom	Updated Scheme of Work used by school.
3	Spring 2022	Duncan Peetoom	Updated subject content for RSE
4	Autumn 2022	Michelle Smyth	Updated in-line with vision How RSE is taught in school Mental Wellbeing
5	Autumn 2023	Michelle Smyth	Addition of AI technologies

Mission Statement: Our School Now

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.

The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

Our motto "Enjoy, Respect, Learn, Achieve"

Vision Statement: Our Vision for the Future

'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'

'With God's power working in us, God can do much, much more than anything we can ask or imagine.' Ephesians 3:20 New Century Version (NCV)

Our school's approach to Relationship, Sex Education (RSE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

"So God created humankind in his image, in the image of God he created them"
(Genesis 2:7)

"I have come in order that you might have life - life in all its fullness"
(John 10:10)

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

Staff are aware of issues such as everyday sexism, misogyny, homophobia and gender stereotypes and our ethos and teaching helps to build a culture where these are not tolerated, and any occurrences are identified and tackled. Our staff have an important role to play in modelling positive behaviours.

What is Relationships and Sex Education?

We aim to teach the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, in the individual. In a school wide context which encourages the development and practice of resilience and other

attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. We achieve this in a variety of ways such as providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. We deliver this by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child if they are the victim.

How will RSE be taught in our school?

RSE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way.

RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

RSE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of the excesses of media in all its forms.

RSE will promote healthy resilient relationships set in the context of character and virtue development that sits within the schools Christian Vision and Values.

Values such as such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice

All staff teaching this sensitive and important subject will have received training. This training will be regularly reviewed and revisited.

Pupils with SEND will have had the content made accessible to them by staff in their classes.

At WLSJ RSE is taught by confident trained staff .It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.¹

We use the PSHE Association Primary Programme Builder – Question-Based Model as our long-term plan for teaching PSHE. We use it on a 2-year rolling programme due to our mixed-age classes. It has 'Relationship' focused topics in every year:

Throughout the units, children will develop their understanding of relationships. Teachers will use supplementary materials to ensure that all aspects of RSE are taught in line with the DfE guidance that has been statutory since September 2020. The requirements are set out in the table below.

By the end of Key Stage 2

Families and people who care for me	Pupils should know <ul style="list-style-type: none">• that there are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their importance for bringing up children.• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
-------------------------------------	--

	<ul style="list-style-type: none"> • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about 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. • 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.
Being safe	<ul style="list-style-type: none"> • Pupils should know <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.

By the end of primary school

Mental Wellbeing	Pupils should know: <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
------------------	--

	<ul style="list-style-type: none"> • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms, including AI technologies	<ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle.
Health and prevention	<ul style="list-style-type: none"> • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

Related subject content for Science education

In science lessons, in both key stages, we follow the guidance in the national curriculum for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes and the main stages of the human life cycle in greater depth – this includes human reproduction.

Subject content for Sex education

In years 5 and 6 we place a particular emphasis on health education, as some children experience the onset of puberty at this age. We take great care to use suitable, age-appropriate teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care.

The focus of the sessions is as follows:

- Growing up – changes to our bodies
- Growing up – emotional changes

- Growing up – being happy with who we are

We ensure that both boys and girls know about puberty, what menstruation is and how it affects women, and how babies are born. We also try to provide clarity on related language and terminology to allay children's misconceptions.

Delivery of all RSE will be made accessible to all pupils including those with special educational needs and disabilities. If any content needs tailoring to meet the needs of a pupil, the teacher will ensure this happens on an individual basis.

The Role of Parents

The school is well aware that the primary role in children's Relationships and Sex education is with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we aim to do the following:

- Inform parents about the school's RSE policy and practice;
- Answer any questions that parents may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE within the school;
- Inform parents about the teaching of sex education in school prior to its delivery, so that parents and teachers can work together to support the child with regard to sex education.

Parents have the right to request to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not want their child to participate in. Please note that this only applies to the Sex education lessons as outlined in the paragraph above. Parents are not able to withdraw their children from any Relationships education or Science lessons (also outlined above), as these are statutory elements of the curriculum.

In any instances where a parent makes a request to withdraw, the head teacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. We understand that the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Links to other policies

Our RSE policy also links to the following school policies:

PSHE

Online Safety

Safeguarding and Child Protection

Behaviour and Anti-Bullying

