



RSE policy

"Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church and Parish at diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils."

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. It will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body on 22nd March 2019 It is due for review in May 2022.

Signature: Jennie Müller **Headteacher** **Date:** 27th March 2019

Signature: Claire Sullivan **Chair of Governors** **Date:** 27th March 2019

This relationships and sex education policy covers the approach of Yaxham CE VA Primary to teaching relationships and sex education (RSE). It was produced following thorough consultation with the whole school community including pupils, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community such as medical professionals and faith leaders.

It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through annual RSE consultation events, referencing in the school prospectus and a link from the school website. If a hard-copy of the document is required, the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, aims and objectives:

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.

- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet (Relationships Education, RSE and Health Education September 2019) and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

The RSE programme will be led by the Headteacher and taught by class teachers and teaching assistants as appropriate, and may be supported by school nurses, visitors and outside agencies. All staff involved in the delivery of RSE have received specialist training ensuring pupils are taught with consistent approaches to RSE throughout their time at Yaxham CE VA Primary School.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids children feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all children, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Yaxham CE VA Primary School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect children's different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, children will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by children during the lesson. Teachers may ask a child to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the child will have the reasons for this decision clearly explained. The teacher will work with the child to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost children to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to children's pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a child is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Children's learning will be assessed at the end of every topic. This will ensure that children are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that children do not feel under pressure. The evaluation of teaching and learning assessments will be shared with children and parents as appropriate.

RSE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through an annual event, providing a valuable opportunity to develop awareness of emerging RSE topics, review the resources being used and consider ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

Yaxham CE VA Primary School would like to acknowledge the work of Educator Solutions upon whose guidance this policy is based.

Appendix 1

Letter to Parent/Guardian

Dear Parent/Guardian

Our school prides itself on delivering effective, age-appropriate relationships and sex education (RSE) that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RSE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE will deliver a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Please see overleaf for RSE Curriculum.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more information about our programme of relationships and sex education, please ask for further information, familiarise yourself with the RSE policy and read the 'Top tips for talking to your child'.

Please feel free to contact the school if you would like to discuss our programme of relationships and sex education on an individual basis.

Appendix 2

TOP TIPS FOR TALKING TO YOUR CHILD

Talking to your child about their bodies, relationships, puberty and sex is important; building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing importance arise and may help to reduce risk taking behaviours as they approach adulthood. Your child needs to know that it's OK to talk, and that you're happy to talk about it. They'll learn this through your body language, tone and manner when you talk, so try to behave as though you would in any other normal, everyday topic of conversation.

Simple strategies to make talking about bodies, relationships, puberty and sex more comfortable:

- ✓ Start off by talking about something that you both find more comfortable, such as feelings and emotions.
- ✓ Ask them what they think their friends know/think about the topic, as this provides a way to talk about your child's views indirectly.
- ✓ Avoid 'The Chat'. Talk about these issues little and often, over everyday events like washing up or watching TV. This can help to normalise the conversation, and ease uncomfortable feelings.
- ✓ Don't leave it too late. Start talking about puberty before you feel your child is approaching it so that you already have strong channels of communication established in readiness.
- ✓ Be prepared to listen. Your child will want to have their voice heard without feeling judged and feeling listened to will encourage them to come to you to talk about issues in the future.
- ✓ If they ask you a question that you are not sure how to answer, that is OK. Suggest that you find out the answer together and then you will both know!
- ✓ Try to listen calmly, even if what they say surprises or concerns you. Try to remember that it is good that they are comfortable to discuss issues with you, and that they need to trust you will not respond negatively.

Make sure they know that they can always talk to you anytime, about anything.