

Hartshorne C of E



Primary School

Relationships and Sex Education (RSE) Policy

October 2023

Review date: October 2024

We are a learning family, inspiration at our heart.
Inspired by our Christian values of friendship, compassion, creativity,
trust, respect and responsibility to live life in all its fullness.
Family, showing God's love for one another to help us reach our full
potential.

Learning continually and encouraging one another.
School, parents and governors.

*The fruit of the Spirit is love, joy, peace, patience, kindness, goodness,
faithfulness, gentleness and self-control.
Galatians 5:22-23*

Contents

1. Statement
2. Statutory Requirements
3. Teaching and Learning
4. Planning and Resources
5. Parents' Right to Withdraw
6. Inclusion
7. Monitoring Arrangements

1. Statement

At Hartshorne CE Primary School & Governor Run Nursery, good relationships are fundamental to our ethos. Relationships, Health and Sex Education (RSE) is lifelong learning about relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Teach children the correct vocabulary to describe themselves and their bodies
- Develop confidence in talking about feelings and relationships
- Help children develop feelings of self-respect, confidence and empathy
- Have the confidence and self-esteem to value themselves and others
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of relationships and sexuality
- Understand about the diverse range of different relationships, and families, and their importance for the care and support of children
- Behave responsibly within relationships
- Be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- Understand the role of the media in forming attitudes
- Understand that offence can be caused by the use of sexual terms as an insult
- Prepare all pupils for the future regardless of sexual orientation or gender identity
- Promote gender equality and LGBT equality and challenge discrimination
- Develop an understanding that there are a variety of relationships and family patterns in the modern world.

This policy will be reviewed annually

2. Statutory Requirements

Relationships Education in primary schools will protect children. Health Education in primary schools will set the foundations for establishing good mental and physical health and wellbeing.

The new Government guidance sets out the relationships content under the following headings: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', 'Being safe'.

There is widespread agreement that children need to be able to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it. 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'.

Health Education requires that by the end of primary school, pupils will have been taught content on "Mental Wellbeing", "Internet Safety & Harms", "Physical Health & Fitness", "Healthy Eating", "Facts & Risks Associated with Drugs, Alcohol & Tobacco", "Health & Prevention", "Basic First Aid", and "Changing Adolescent Body".

By making health education compulsory, the Government seek to ensure pupils are taught about the benefits of a healthier lifestyle, what determines their physical health and how to build mental resilience and wellbeing. It will also make sure young children and young people learn how to recognise when they and others are struggling with mental health and how to respond. It will also mean that young people are well prepared for the physical and emotional changes they will experience through puberty.

The Sex Education Forum believes 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 new Government guidance is compatible with this. At Hartshorne CE Primary School & Governor Run Nursery we teach RSE as set out in this policy.

3. Teaching and Learning

We will have an RSE programme tailored to the age and the physical and emotional maturity of the pupils' as set out by the Government. By providing a spiralling curriculum of age appropriate learning opportunities, our pupils will gradually build knowledge and understanding to prepare them for each stage of their personal development journey.

At Hartshorne CE Primary School & Governor Run Nursery Relationship, Health and Sex education will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As part of health education, we will teach children about puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

RSE is taught within the personal, social and health (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, children will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

The full knowledge that will be taught in the statutory RSE Provision can be found in the following document on pages 20 and 32

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

3.1 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

3.2 Children

Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

4. Planning and Resources

At Hartshorne CE Primary School & Governor Run Nursery, we use the PSHE Association Schemes of work and resources. The organisation has extensive experience in providing high quality and age appropriate schemes of work.

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW QUESTION-BASED MODEL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow	<p>Year A Sep 2020 Sep 2022 Sep 2024</p> <p>What is the same and different about us?</p>	<p>What is bullying?</p>	<p>What helps us stay healthy?</p>	<p>What helps us to stay safe?</p>	<p>Who helps to keep us safe?</p>	<p>How do we recognise our feelings?</p>
	<p>Year B Sep 2021 Sep 2023 Sep 2025</p> <p>What makes a good friend?</p>	<p>Who is special to us?</p>	<p>What jobs do people do?</p>	<p>What can we do with money?</p>	<p>What helps us grow and stay healthy?</p>	<p>How can we look after each other and the world?</p>
Oak	<p>Year A Sep 2020 Sep 2022 Sep 2024</p> <p>How can we be a good friend?</p>	<p>How do we treat each other with respect?</p>	<p>What are families like?</p>	<p>How will we grow and change?</p>	<p>Why should we eat well and look after our teeth?</p>	<p>How can we manage risk in different places?</p>
	<p>Year B Sep 2021 Sep 2023 Sep 2025</p> <p>What strengths, skills and interests do we have?</p>	<p>What keeps us safe?</p>	<p>How can we manage our feelings?</p>	<p>What makes a community?</p>	<p>How can our choices make a difference to others and the environment?</p>	<p>Why should we keep active and sleep well?</p>
Pine	<p>Year A Sep 2020 Sep 2022 Sep 2024</p> <p>What makes up a person's identity?</p>	<p>What decisions can people make with money?</p>	<p>How can the media influence people?</p>		<p>How can drugs common to everyday life affect health?</p>	<p>What jobs would we like?</p>
	<p>Year B Sep 2021 Sep 2023 Sep 2025</p> <p>How can we keep healthy as we grow?</p>		<p>How can we help in an accident or emergency?</p>	<p>How can friends communicate safely?</p>	<p>What will change as we become more independent? How do friendships change as we grow?</p>	

Relationships

Living in the Wider World

Health & Wellbeing

More information about the organisation and their work in RSE can be found at <https://www.pshe-association.org.uk/>

5. Parents' right to withdraw

Parents will not be able to withdraw their child from Relationships or Health Education in primary school but have the right to withdraw their children from the non-statutory sex education elements of our RSE programme. Sex education at Hartshorne CE Primary School & Governor Run Nursery includes conception and birth and answers questions of how the sperm fertilises the egg. Where RSE is taught as a discrete subject, parents / carers will be informed in advance, so they can make an informed decision about whether to withdraw their child. In the instance that the right to withdrawal is exercised, parents/carers should be made aware that some elements of RSE could arise naturally from class discussion.

Should parents or carers wish to withdraw their child from RSE lessons, this will be dealt with sympathetically. Requests for withdrawal should be put in writing and addressed to Mrs Layhe-Humphreys, Headteacher. Withdrawal requests will be recorded. We will discuss the withdrawal with parents, when requested, and take appropriate action.

The Headteacher will inform the child's class teacher of the request to withdraw, and the teacher will make arrangements for the child to work from home during RSE lessons. (Due to Covid-19, children are not permitted in other classes – see Risk Assessmentv5)

Alternative work will be given to children who are withdrawn from RSE.









6. Inclusion

Teachers will be sensitive to and inclusive of all children and their families. Children with special educational needs will be supported as appropriate and advice will be sought from the SENCO, RSE lead and parents, if teachers have question or concerns prior to the teaching of RSE lessons.

7. Monitoring arrangements

The delivery of RSE is monitored by Mrs Mellor, Co-Headteacher, through ongoing training, planning and resource scrutiny, and discussion. Children's development in RSE is monitored by class teachers.

RSE rooted in the theology of Understanding Christianity

Key Concept	God	Creation	Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God
Theology in relation to RSE	 Eternal Before anything, there was God. Loving God as the trinity. All are invited into the never ending love	 Created Made in the image of God Everyone is unique and wonderfully made	 Frail All are tempted and make mistakes We are all frail and vulnerable. We can be selfish and weak	 Expansive God is faithful & keeps reaching out God keeps believing in & giving messages to some quite surprising people	 Worthy God comes & dwells within the lowliest of humanity	 Included Jesus shares his love, healing and message. He comes to the lost and the last; he includes them, brings good news and empowers them.	 Forgiven We can be reunited in love and brought back to union with others and with God. If we say sorry and change our ways we can be reconciled	 Faithful We can stay faithful to God and others, continually sharing and building love and unity. Based on truth, repentance and prayerfulness
Physical and mental health education: Learning to love ourselves (Matthew 19:19)	There has always been love and always will be. We are invited into understanding ourselves as part of a dynamic of never-ending love	Made in the image of God. We are sacred and therefore worthy of protecting and looking after.	We are all frail (physically and mentally) – that's ok. How can we protect our frailty and look after ourselves? We are continually offered other ways and called into higher honouring of ourselves	Even the most unlikely persons capable of good health and self-care and protection of others	We are worthy of understanding and appreciation. We need to protect ourselves from our own behaviours and those of others that might tell us we are not worthy of love	Everyone is of worth, is loved, and should not be left out. We are part of an all accepting community	Forgiving ourselves for our destructive behaviours towards self and others; continually accepting we can start again. Learning to receive grace so we can be at peace with ourselves, to nurture and take care of the gift of ourselves and others	Staying faithful to ourselves, not despairing. Staying faithful to others and helping them even when it is tricky. Seeking out, appreciating and drawing on the faithfulness of others and the communities around us
Relationships education: Learning to love our neighbours (Matthew 19:19)	Whatever may happen in our relationships, we may fall out or lose people. There is a trustworthy flow of love that can keep us going and give us hope. This love cannot be destroyed by anything	All are made in the image of God so all human interactions should honour the sacredness of the other person. This stands against people being made into objects or being used. We are not consumers of others and we should not seek to make others or ourselves into commodities	We all fall short and sometimes treat others badly. None of us are perfect. Other people will let us down and reveal their weaknesses too. There may be consequences to our less than perfect behaviours. We are called away from this behaviour into a more holy way of living.	We need to appreciate that there are many different ways of being a human and appreciate and enjoy that diversity. No one should be left out and we should work towards having an attitude that has lots of different people and be enriched like that	We are of ultimate worth and so we need to ensure we have our eyes opened to make sure we are not harmed. We need to know how to protect ourselves. We also need to ensure that we do not harm or abuse others and continually recognise their ultimate worth too.	We need to know that we are included in a community that won't leave us out and make us feel less than. We need to ensure we don't bully or stereotype anyone else for any reason and that we won't be a bystander whilst others are bullied or mistreated	We may do things that are selfish, thoughtless or even wilfully harmful to another person. If we examine our behaviour and see how it has affected the other person and explain how we will change, then the person we have harmed may forgive us. Christians believe if you say sorry to God and try to make amends, God will always forgive you. There is a chance for a way back and for reconciliation in most cases	Faithfulness of love over time – which keeps on enjoying, forgiving, helping and being alongside – is a huge benefit in life. We should work to appreciate it when we experience it and try to be faithful to others in all our friendships and family relationships. (Sometimes a bond can be broken. Irreparably or a separation can be necessary for self-protection or to protect other people from our behaviour)
Sex education: Learning to love a partner (Matthew 19:19)	We will aim to grow in a depth of secure love. We may draw on support from God to keep loving throughout our shared days and beyond	Within intimate 1-2-1 relationships, we will work to cultivate amazement in the wonder of creation that is the other person. There will be a special noticing of the other as bearing God's image. We are privileged to be able to create life and have responsibility for the nurture of new life as parents	We may make mistakes, take a person for granted or develop habits that do not take care of the other person. We may be selfish and choose another person or activity and think of the needs of our partner	We should try not to control or limit the other person. We will allow them to be who they are without manipulation or conditionality. We will challenge ourselves to be expansive in love	We are unique and worthy of being cherished. We will protect ourselves from habits or carelessness that diminish our partner or us. It is good to say no to intimacy or sex until it is right. We will seek to ensure the other person feels their worth and seek to delight in them and cherish them	Both people should ensure that the other feels they are especially chosen as their partner. We need to communicate the other's specialness in a way that they can appreciate regularly. We need to ensure we always build up the other person and help them flourish. If children should result from this union then their nurturing and sensitive upbringing must be a priority	We should acknowledge our flaws and selfishness, be aware of our impact on our partner and be quick to say sorry and make amends. We should work for forgiveness and peace. We should seek to forgive and make up with the other person when they wrong us – unless to do so would harm ourselves or others	We can celebrate the richness of fidelity as a model for lifelong contented journeying with another person. For many this will be expressed through marriage. This means staying faithful to the other person in actions and words and holding them in your thoughts. It means remembering your union and honouring it