Spalding Parish Church of England Day School

Wholly inclusive, striving for fulfilment, empowering the flourishing of our world.

Relationships, Sex and Health Education Policy

Date of Policy: September 2020

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LINCOLN ANGLICAN ACADEMY TRUST
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Spalding Parish Church of England Day School
Relationships, Sex and Health Education Policy

1) Vision

At Spalding Parish, children and learning are at the heart of all that we do.

Wholly inclusive, striving for fulfilment, empowering the flourishing of our world.

- **Love and care** – God meets people where they are and deeply loves and cares for each one exactly as they are. Our inclusive community honours each person and ensures they know they are valued and valuable. ***INCLUSIVE***

Inclusive - Our inclusive community honours each person and ensures they know they are valued and valuable. Spalding Parish is a family where all members of our school community care for each other. This is evident through the level of support that is both given and received.

- **Potential (gifts)** – We are all made in the image of God with unique potential to fulfil. Through challenge and support, we seek to do this for every member of our school community. ***FULFILLING***

Fulfilling - Through challenge and support, staff work extremely hard to ensure that children reach their full potential and set high standards, both of pupils behaviour and in the work they produce. We recognise that it is important, not only for our pupils to reach their academic potential, but for them to be given the opportunity to develop their talents in art, music and sport; allowing all to flourish and experience 'life in all its fullness'.

- **Making a difference** – God seeks the flourishing of all. Working together, we strive to realise this for each person, for our whole school community and for our world. ***FLOURISHING***

Flourishing - Working together we strive to make a difference for all pupils, for our whole school community and for the wider world. We value all learners and aim to ensure every member of our school community can flourish as this is 'life in all its fullness'. Our curriculum aims to give hope and prepare children for the future in which they can fully participate as responsible and confident citizens.

2) A Definition of Relationships, Sex and Health Education for Church Schools

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education; Relationships and Sex Education and Health Education (RSHE). Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives.

RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Relationship, Sex and Health Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain.

Relationships Education focuses on learning about healthy relationships, families, respect, online relationships and personal safety.

Sex Education for primary age pupils is not compulsory. Sex Education, where taught, refers to learning about human reproduction, conception and birth beyond the statutory science curriculum. At Spalding Parish, we ensure that our taught sex education programme, is age appropriate and is tailored to the physical and emotional maturity of the pupils

Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age- appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupils will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Relationships Education is learning about how to:

- Be appreciative of existing relationships;
- To form new healthy relationships;
- To enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

In this school any content that might be regarded as Sex Education: learning about human body parts, growth, puberty and reproduction will be taught primarily through the Science Curriculum. Parents do not have the right to excuse their children from this aspect of the curriculum.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. **Parents/guardians do not have the right to withdraw from this aspect of the curriculum.**

3) Statutory Requirements

As a primary church academy, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017. We do not have to follow the National Curriculum, but we are required to offer all pupils a curriculum that is similar in breadth and depth to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained within the Primary Science curriculum.

In teaching RSHE, we have regard to the guidance issued by the secretary of state as outlined in in section 403 of the Education Act 1996. At Spalding Parish we teach RSHE as set out in this policy.

Revised Department for Education statutory guidance states that from September 2020 all schools must deliver relationships education in primary schools. Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Relationships, Sex and Health Education Statutory Guidance (DfE 2025)"
- Keeping Children Safe in Education – Statutory safeguarding guidance (2026)
- Children and Social Work Act (2017)

4) RSHE Curriculum

RSHE will be taught in each year group throughout the school. The scheme we currently follow is the Coram Life Education Scarf Programme which ensures that lessons we deliver are age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE will be delivered, and parents/carers will be informed of what will be covered annually.

The curriculum will ensure coverage of the following core elements:

1. **Knowledge and Understanding**
2. **Personal and Social Skills**
3. **Attitudes and Values**

The RSHE curriculum and policy are developed through consultation with staff, pupils, parents and academy committee members and reflects the needs of our school community. Pupil voice is gathered through surveys, discussions and evaluation activities to ensure that the curriculum remains relevant and responsive to pupils' needs. It takes into account the context of the school and its pupils and as such coverage includes the following aspects.

- *Families and people who care for me*
- *Caring friendships and respectful relationships*
- *Internet safety, safe online relationships and the risks of online relationships*
- *Mental wellbeing*
- *Basic first aid, physical health and fitness, health and fitness, healthy eating, risks to health, e.g. drugs, alcohol, tobacco*
- *Financial Education*

This RSHE curriculum is a spiral curriculum that has been planned in the context of our broader curriculum intent and the delivery of this part of the curriculum is one of the ways in which we seek to realise our overarching distinctively Christian vision. It reflects core Christian teachings about human beings and healthy relationships, including the belief that all are made in the image of God, are loved by God and are therefore to be treated with dignity and respect. This enables our pupils to understand that they should value the gift of themselves and recognise and respect this gift of uniqueness in others by seeking out healthy relationships. It will also help them understand a range of Christian views on the importance of long-term relationships as building blocks for family stability.

5) Teaching and Learning

RSHE is taught as part of the broader PSHE spiral curriculum and across the wider curriculum where appropriate. Biological aspects of RSHE are also taught within the Primary Science Curriculum and some elements of RSHE are taught within the RE curriculum, particular with relation to a range of views on relationships from religions and worldviews. Teaching is delivered by class teachers; some elements of RSHE education are delivered by a trained professionals. The school uses a range of resources to deliver effective RSHE and all staff involved in delivering RSHE receive appropriate training and support. Pupil progress and attainment in RSHE will be monitored annually.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used:

- Establishing ground rules with pupils;
- Dealing with children's questions in an appropriate manner;
- Using discussion and the appropriate materials;
- Encouraging reflection;
- Use strategies for pupils who may not wish to raise suggestions in front of others.

All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc.

The RSHE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (e.g. 1 Peter 2:17).

Teachers will deliver the RSHE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial. Potentially sensitive questions from pupils within lessons will be answered by teachers in a factual way. Pupils will be able to ask questions anonymously. Questions beyond the scope of the school's curriculum will be answered honestly, factually and in an age-appropriate manner or pupils will be directed to discuss these matters with their parent/carer.

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include self-assessment and peer assessment.

6) Roles and Responsibilities

Within school all stakeholders hold a professional responsibility around RSHE.

Academy Committee

- Approves and reviews policy.
- Monitors compliance.

Headteacher

- Oversees implementation.

RSHE Lead

- Coordinates curriculum.
- Monitors delivery and impact.

Teachers

- Deliver lessons.
- Assess learning.
- Follow safeguarding procedures.

7) Equality, Inclusion and Support

Relationships and RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristic.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at Spalding Parish fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

This policy should be read alongside the Safeguarding and Child Protection Policy, Relationships and Behaviour Policy and Equality Policy.

Additional Needs

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to a question box into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

External speakers

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures:

- Suitably qualified to deliver RSHE sessions;
- Aware of the school policy on RSHE and work within this;
- Supervised by a member of staff at all times when on school premises;
- Familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns;
- Understand their contribution they make to the broader RSHE programme;
- Suitably vetted prior to being booked.

An example of an external provider we use is the Lincolnshire Stay Safe Partnership.

For more information about the delivery of RSHE, please speak to a member of the Leadership Team.

8) Parental Right to Withdraw from Sex Education

In addition to Relationships and Health Education, Sex Education is taught in Year 6. Parents are able to withdraw their child from this learning if they choose to.

Parents/guardians do not have the right to withdraw their children from Relationships Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians do not have the right to withdraw their children from the Science Curriculum.

Parents have the right to withdraw their children from the non-science elements of Sex Education within RSHE. Requests for withdrawal should be put in writing to the Head Teacher. We will invite you to talk through your concerns, review the materials we use and explain our rationale. Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.

9) The Role of Parents

RSHE is a partnership between Spalding Parish and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents routinely about the school's RSHE policy and practice (prospectus/letters/emails/ website).
- The curriculum content and organisation is shared and explained (explanation of what is covered and when).
- Answer any questions that parents may have about the RSHE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy.

Parents may request to view the resources and materials used to teach RSHE by contacting the Headteacher or RSHE Lead. Materials will be made available for inspection upon request.

10) Confidentiality, Safeguarding and Child Protection

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Staff will refer to Child Protection procedures in line with Keeping Children Safe in Education, 2020.

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy.

Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

11) Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units available in toilets;
- Access to sanitary products;
- For those experiencing period poverty free sanitary protection can be accessed free of charge.

When a pupil starts menstruating in the school, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in Year 4, with more detailed input in Years 5 and 6. If you child has difficulties managing their periods at the school please contact their class teacher for support.

12) Monitoring and Review

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Academy Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Monitoring will include lesson observations, curriculum reviews, learning walks, pupil voice activities, staff feedback and evaluation of external providers

It is the responsibility of the Academy Committee to ensure that the school policy is administered fairly and consistently. The Academy Committee reviews this policy within each academic year.