

# **Vernham Dean Gillum's Church of England Primary School**



## **Relationships & Sex Education Policy**

# Vernham Dean Gillum's Church of England Primary School

## Our School Vision

### Our 3 Cs School Christian Values

**Compassion-** Being kind and caring. Putting others feelings before our own and having empathy and understanding for others.

**Courage** – Being able to persevere and have resilience in everything we do. Knowing that mistakes are part of learning and we won't always get things right but this is how we learn and grow.

**Creativity** – Doing things our way, out of the box thinking for the good of others as well as ourselves.

### Our Learning Values

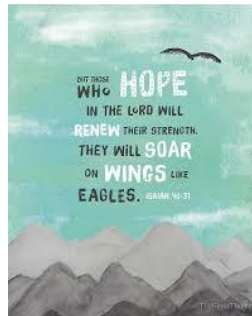


**S= Success for all**

**O=Ownership of our learning**

**A=Achievement, Aspirations**

**R= Resilience, Risk taking**



## Relationships and Sex Education (RSE) Policy

### **Rationale**

In line with the Church of England Education Office, Vernham Dean Church of England Primary School, our faith-sensitive and inclusive approach to Relationships and Sex Education (RSE) is underpinned by two key biblical passages:

*So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)*

*I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)*

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

RSE is an integral part of our PSHE curriculum. We believe that it is crucial in helping to prepare the children for their lives now, and in the future.

In line with guidance from the Church of England's Education Office, as a church school we believe we have a duty to *'educate and prepare pupils well for life in a pluralistic British society with tolerance for those of different faiths and beliefs. Our society is one in which Christians serve and contribute positively while holding their own beliefs, and, one where it is possible for an individual to identify in different ways, with respect to gender and sexuality, and to express that in relationships. To prepare children and young people well means talking about and addressing equality issues.'*

We believe that children and young people need to be able to articulate their own feelings and choices, while being considerate and understanding of the views, beliefs and life choices of others. They are entitled to learn about RSE in a positive and safe environment, where they can develop the vocabulary, knowledge and skills to help understand themselves and others.

Our approach to SRE (RSE) takes account of:

- **DFE Guidance – 'Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019'**. This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- **The Church of England Vision for Education – 'Deeply Christian, Serving the Common Good'; Autumn 2016**. Church schools must be committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus's promise of 'life in all its fullness' (John 10;10), regardless of their family arrangements, beliefs, or sexual or gender orientation. Church schools believe 'all things and all people are intrinsically related to Jesus Christ, and that sets the horizon within which He is to be understood and followed'. This deep commitment is harnessed with 'an over-riding commitment to the common good, the wellbeing of the population'.  
<https://www.churchofengland.org/more/education-and-schools/vision-education>
- **The Equality Act 2010**. The act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.  
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
- **Valuing All God's Children (VAGC) published by the Church of England's Education Office; Summer 2019 (2<sup>nd</sup> Edition)**. This document seeks to offer guidance and support in tackling homophobic, biphobic and transphobic bullying in schools.  
[https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)
- **Pastoral Principles for Living Well Together; Church of England; April 2019**. These principles help shape the way we all relate to one another.  
<https://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf>
- **The Church of England's Education Office publication, 'RSHE Principles and Charter'** – This document explores the pastoral principles in more depth and how they relate to delivery of RSE in schools.
- [https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf)

- **Advice Document for Schools and Community Groups; Southampton SACRE; Revised January 2020.**  
<http://www.youngsouthampton.org/working-with-children/schools-guidance/sacre/local-advice-guidance.aspx>
- **Our school Child Protection and Safeguarding policies and procedures.**
- **The Diocese Guidance paper**

## **Aims**

Through our RSE curriculum, we aim to:

- develop a culture of trust and understanding within the school;
- teach children how to keep themselves and others safe;
- encourage everyone to cherish themselves and others as unique and wonderfully made - promote respect for oneself and others;
- teach RSE within the wider context of family life and relationships;
- promote responsible behaviour across all areas of an individual person's life;
- encourage openness about sex and relationship matters;
- ensure children can recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others;
- teach children how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships;
- teach children how to make sense of the world around them, to develop the skills to express their own views and empower them to make their own informed decisions.

## **Our RSE curriculum**

**The DfE identifies that** the focus of RSE in primary schools '*should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults*'.

We use our school values of respect, friendship, courage and creativity to help children understand this through focussed PSHCE lessons, worships, circle times and our general ethos throughout the school.

In line with the DfE guidance we start '*with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.*' We teach children '*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*'.

Through PSHE/JIGSAW/Health and Citizenship lessons we 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 enables pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This should also help them to recognise any less positive relationships when they encounter them.

Teaching about families requires sensitivity and a detailed knowledge of the children and their individual circumstances. Families can come in many different shapes and sizes and we aim to ensure that children understand and respect the many different types of families. At Vernham Dean many of our children have a traditional family structure, often with two parents, and therefore it is important that we raise their awareness of different family structures and teach them that there are many different types of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers, as well as other structures.

We take care to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

In line with Diocese guidance, when we encounter prejudices, we will offer children a safe environment in which to discuss, share and explore their thoughts and opinions. We will use the following approach:

- Acknowledge prejudice
- Speak into silence
- Address ignorance
- Cast out fear
- Admit hypocrisy
- Pay attention to power

RSHE at Vernham Dean Gillum's C of E Primary forms an integral part of our school curriculum:

- In Year R, it will be delivered through the PSED area of learning and JIGSAW Curriculum encompassing work on sense of self and relationships;
- In Years 1, 2 and 3, through PSHE/JIGSAW units of work on caring for others, individuals as special people, feelings and emotions, changing friendships, celebrating and recognising differences and 'my body';
- In Years 4, 5 and 6, through JIGSAW/Health and Citizenship units of work on families, relationships, personal feelings and hygiene.
- In KS1 and KS2, part of the RSHE programme will be delivered through the National Curriculum Programme of Study for science, which covers life processes, including life cycles and reproduction in mammals.
- Years 5 and 6 will also look at puberty, how babies are made and how babies are born.

By the end of Key Stage 2 we aim that each child will:

- have some understanding of the physical, emotional and social changes which take place at puberty;
- know the basic biology of human reproduction;
- be confident to deal with their own physical changes;
- be empathetic to the physical and emotional changes in others;
- be confident to discuss sex and relationship matters.

A variety of resources will be used to deliver the RSHE programme, including:

- DVDs;
- Websites;
- YouTube films;
- library books;
- general teaching resources.
- JIGSAW lesson materials, clips and resources

### **Online relationships**

The principles of positive relationships also apply online. The Computing curriculum/JIGSAW and Health and Citizenship curriculums are carefully integrated to ensure issues of e-safety are raised and addressed, supporting children to develop a true understanding of how to manage the risks they face online. We address online safety and appropriate behaviour in a way that is age-appropriate and relevant to pupils' lives. The curriculum includes content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, sharing personal information and questioning the reliability of information on websites.

## Keeping safe

In line with our child protection and safeguarding policies, children are actively taught to recognise and to report abuse, including emotional, physical and sexual abuse. Our Computing curriculum/JIGSAW and Health and Citizenship curriculums provides opportunities for children to learn about boundaries and privacy, ensuring they understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. We teach children that they can always talk to a trusted adult and that if they are worried about anything it is important that they do talk to someone, so that we can help them.

## Working with parents and carers

We aim to work in partnership with parents and carers in all aspects of school life, including RSHE. We share with parents and carers the content of our lessons at the start of each half term through our curriculum booklets. Parents and carers are invited to a workshop, prior to the unit of work in the summer term in Year 5 and 6 on how babies are made and born, where we explain our approach to the sessions and the materials that we use with the children.

Section 241 of the Education Act 1993 grants parents and carers the right to withdraw their child from certain sessions in school, which are as follows:

| Subject                 | Right to Withdraw |
|-------------------------|-------------------|
| Relationships Education | No                |
| Sex Education           | Yes               |
| RE                      | Yes               |
| Science                 | No                |
| Collective Worship      | Yes               |

If a parent or carer wishes to withdraw their child from any session in school, an appointment must be made to discuss the matter with the Headteacher. Following this discussion, if the parent or carer still wishes to withdraw his/her child, a withdrawal statement must be signed.

Any child withdrawn from all or part of a session will be provided with an alternative activity whilst the session(s) take place. It is the class teacher's responsibility to make these alternative arrangements and to ensure that the child does not feel discriminated against.

## Answering questions

As with all questions from children, we will endeavour to answer questions about sex and relationships factually, sensitively and without bias. Individual members of staff will make a professional judgement as to whether it is relevant to address the question posed immediately or at a later stage, and whether to address the answer to an individual, a group or the whole class. If a member of staff is in doubt, he/she will discuss the matter with the Headteacher and if felt relevant, a child's parents and carers.

## Evaluation and monitoring

- The governing body are responsible for developing, reviewing and ratifying this policy annually.
- The Headteacher is responsible for ensuring the sex and relationships education programme is delivered according to this policy.
- The PSHE manager is responsible for monitoring provision and outcomes of PSHE in line with the long term curriculum map.
- The class teachers are responsible for teaching the content identified on the medium term plans in line with this policy.

## **The role of other members of the community**

We encourage other valued members of the community, such as members of the Local Health Authority, including the school nurse and other healthcare professionals, to work with us to provide advice and support to the children with regard to health education.

## **Confidentiality**

Teachers conduct relationship and sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, the teacher will inform the headteacher who will deal with it as a matter of child protection and follow the procedures as set out in the school Child Protection Policy, Procedure and Guidance document, as well as the Safeguarding Policy.

## **The role of the Headteacher**

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex and relationship education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school's relationship and sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **Monitoring and review**

The TLA governing body Committee monitors our relationship and sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The TLA Committee gives serious consideration to any comments from parents about the relationship and sex education programme, and makes a record of all such comments.

## A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS AND SEX EDUCATION (RSE)

In *Vernham Dean Gillum's C of E Primary School* we seek to provide Relationships and Sex Education (RSE) which will enable all pupils to flourish.

### **We commit:**

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE 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. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSE.
- 3. That RSHE 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<sup>1</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE 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.
- 4. That 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 pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That RSE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
- 7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge

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<sup>1</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

**8. To seek pupils' views about RSE so that the teaching can be made relevant to their lives.**

It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.