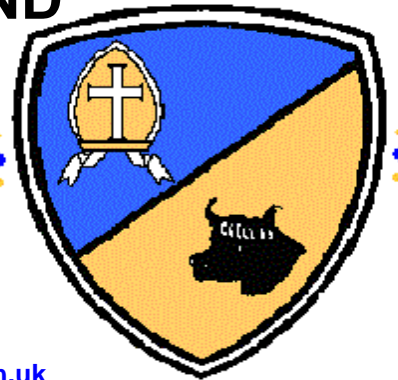


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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St Luke's is built on a core set of Christian values, where children feel happy and cared for.
Here they find, love, joy, hope and peace.

John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know
that you are my disciples.'

*'Following in God's way, Learning day by day, Working with one another, Caring for each
other'*

Relationship, Sex and Health Education (RSHE) Policy

Date of Policy: 2021

Review Date: 2023

Our mission and aims form the basis of all our policies and practice. This policy supports the following aims of our school:

- To ensure that every child is valued as an individual.
- To serve the community by providing an education of the highest quality.
- To endeavour to live out our Christian values in our everyday lives.
- To be tolerant and show understanding and mutual respect at all times.

1. How this Policy was developed

- This policy was written by the PSHE Subject Leader and members of the Senior Leadership Team.
- Staff, pupils, parents and governors were consulted in developing this policy

2. Requirements on schools in law

- We have based our school's Relationships, Sex and Health Education on the statutory Relationships education and Health Education guidance (DFE, 2019).
- It is statutory for schools to deliver Relationships Education in primary schools. Schools are also required to cover the key facts about puberty and the changing adolescent body through Health Education.

- Although it is not a statutory requirement, schools are encouraged by the Department of Education to deliver Sex Education to ensure that both boys and girls are prepared for the changes 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. Parents have a right to withdraw their child from Sex Education which goes beyond the national curriculum for science. At St Luke's, we choose to deliver Sex Education to Year 6 pupils.
- As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.*
- We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result RSHE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

3. What is Relationships (and Sex) Education?

- The Department for Education (2019) defines Relationships Education as, “*teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults*”. St Luke's is committed to working with families to ensure children learn about (and have modelled for them) good, healthy relationships, so that they can secure, develop and sustain such relationships and recognise the challenges that may arise in relationships.
- By delivering RSHE at St Luke's we hope to give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory guidance for governing bodies* (DfE 2019)
- The outcomes and objectives for RSHE are embedded across our school curriculum. Many aspects are taught through PSHE, Science, Computing and PE.
- We use the Coram Life Education SCARF scheme of learning to support our planning and teaching of PSHE, which covers all of the RSHE objectives. We have selected these resources to provide a whole-school approach to building essential foundations – crucial for children to achieve their best, academically and socially. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.
- RSHE forms part of PSHE, Science and PE lessons which are taught weekly. Lessons are mainly taught to whole-classes and may be taught by teachers or higher-level

teaching assistants (HLTAs) who have been trained in the delivery of effective RSHE. Small groups and pairings may also be used where appropriate. It is important that all genders are encouraged to learn about each other's experiences and to communicate with each other and so develop understanding and empathy. However, where the teacher feels it is necessary, pupils may be separated into single-sex groupings to make children feel more comfortable when discussing sensitive issues. In this instance, all groups will still be taught the same information.

- Please note that RSHE is only one part of a wider curriculum, therefore not every lesson of the subjects outlined will cover RSHE objectives.
- Pupils need to feel safe, comfortable and confident in sharing their ideas and opinions. We create a safe learning environment by beginning each session with a group agreement, which allows staff and pupils to establish acceptable boundaries, promote respect for each other's views and support anti-discriminatory practice. RSHE will involve discussing sensitive topics, questions and issues. Where possible, consideration will be given on how best to address issues before they arise. A 'question box' or 'ask-it basket' may be used, where pupils can ask anonymous questions prior to the lesson. Staff will decide whether it is appropriate for the class to be mixed or single sex groups and whether a female or male member of staff would be more appropriate to lead a session.
- Appropriate questions that arise from the children during sessions will be answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. All resources that will be used have been reviewed by the school for their suitability, and tailored to suit our children's needs.
- Following sessions, further pastoral support may be provided to individual pupils who need it.
- Staff cannot offer or guarantee pupils unconditional confidentiality, which should be understood by all staff and pupils. Staff should follow the school procedures as set out in its Safeguarding and Child Protection and Early Help Policy if they feel that a pupil is at risk or in danger.

4. How Relationships (and Sex) Education is monitored and evaluated

- RSHE will mainly be taught through PSHE lessons. At the start of each half-termly unit, pupils will complete a pre and post unit assessment activity. Conducted twice, this first determines the baseline; it's then repeated at the end of the unit, enabling teachers to monitor each child's progress, record key points and identify areas for further development.
- Some elements of RSHE will be assessed as part of the Science or PE curriculum.
- Teachers will place list of 'Can I' statements in PSHE books, summarising learning against each unit's key learning outcomes. Working alongside the half-termly lessons, this helps monitor each pupil's progress and attainment in RSHE. Most of the objectives will be covered through the "Growing and Changing" units.
- The relevant subject leaders will conduct regular monitoring of teaching and learning through book monitoring, informal observations, moderation at cluster group meetings, pupil interviews and class teacher observations. This evidence is kept and will be kept in the subject leaders' subject files.

5. How the delivery of the content will be made accessible to all pupils

- At St Luke's, we have ensured that the programme for RSHE is relevant to both boys and girls. In the case of transgender pupils, we will adapt our programme and teaching styles carefully to ensure sensitivity and inclusion for all pupils.
- Our programme aims to acknowledge different ethnic, religious and cultural attitudes towards RSHE.
- We recognise that pupils may come from a variety of family situations and home backgrounds and aim to acknowledge this within our RSHE curriculum.
- We ensure that our RSHE curriculum is delivered at an age-appropriate level. Where necessary, we may make adaptations for individual learners who the information may not be appropriate for due to developmental reasons.
- On average, about 5% of pupils will go on to define themselves as gay, lesbian or bisexual (GLB). Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. Our RSHE school curriculum acknowledges this and includes sensitive, honest and balanced consideration of sexuality.
- Bullying in any form is unacceptable and not tolerated at St Luke's. As a school, we do everything we can to prevent all forms of bullying, including homophobic or biphobic bullying. (Please refer to Anti-Bullying policy for more information).
- At St Luke's we teach statutory Relationships Education to all children, whatever their ability. This forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

6. Parental concerns and withdrawal of students

- All parents and carers are equally valued as part of our school community. Children's learning is improved when we work in partnership with their parents or carers, and their wider family. We therefore believe in close cooperation with all families, and in regular consultation between the home and the school.
- An overview of RSHE lessons for each year group is available to all parents via the school website. Parents can request to see any resources that we use in class at any time by contacting the school office in the first instance. Please note that due to copyright reasons, we may be unable to share resources online.
- Parents will be informed when the school plans to teach Sex Education to Year 6 pupils and will be given the opportunity to view resources that will be used prior to the planned sessions.
- Parents have the right to request that their child be withdrawn from Sex Education that goes beyond statutory Relationships Education guidance and the National Curriculum.

In this case, we would encourage parents to discuss their concerns with us before making a final decision.

7. Monitoring and Review

- A named member of staff is responsible for coordinating and monitoring the implementation of this policy. We allocate special time for this vital task. The coordinator uses this time to inspect samples of the children's work and of the teachers' planning.
- It is the responsibility of our governing body to agree and then monitor the school RSHE policy. The committee of the governing body that deals with curriculum issues does this. Parents complete a questionnaire each year and we pay careful consideration to any concern that is raised by any parent. Our governing body may, at any time, request from our headteacher a report on the way RSHE is organised in our school.

8. Sources of Further Information

This policy has drawn on:

- DfE 'Sex and Relationship Education Guidance' (2000)
- Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following policies:

- Safeguarding, Child Protection and Early Help
- Anti-bullying Policy
- Equality and Diversity and Accessibility Policy and Plan
- DfE Keeping children safe in education (2019)
- Mental Health and Well Being Policy
- Science Policy
- PSHE Policy
- Inclusion Policy
- Behaviour and Discipline Policy
- SEND Policy



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