



*1 John 4:7 Let us love one
Learning together and worshipping*

*another, for love is from God.
together*

Tushingham-with-Grindley C of E Primary School

Relationship and Sex Education (RSE)

Defining RSE

'Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development.' (Sex and Relationships Education Guidance). It provides the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. (Relationships Education, Relationships and Sex Education and Health Education DFE document 2020).

Aims and Key Principles

1 John 4:7 Let us love one another, for love is from God. Learning together and worshipping together.

Our Christian values underpin our ethos; through the PSHE and RSE curriculum we aim to develop children's knowledge, skills, opinions, strategies and confidence-enabling them to cope with life's challenges and to live safely and happily in the modern world. We believe in providing every pupil with open, honest, accurate and age-appropriate lessons about all relationships. Every member of our school community is encouraged to respect and value each other. We make close links between our values, worship and PSHE curriculum.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi-faith and ever-changing nature of the United Kingdom and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly or illegally influence them. At our school we embrace the British Values of: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

Our PSHE and RSE curriculum is inclusive and meets to needs of all children, including those with special educational needs or disabilities (SEND). We aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

Relationships Education is learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up. Our focus is on teaching the fundamental building blocks and characteristics of positive relationships. We want our children to learn to understand and respect our common humanity, diversity and differences. The aim of our RSE curriculum is to equip children and young people with the information, skills and values to go on to form the effective, fulfilling relationships that are an essential part of life and learning, taking responsibility for their health and wellbeing. The knowledge and attributes gained will support their

own, and others', wellbeing and help our children to become successful and happy adults who make a meaningful contribution to society.

We recognise that Relationships and Sex Education is a sensitive topic, but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Due to our status as a Church of England School, we will teach within a framework of Christian values. Relationships and sex education at Tushingham aims to develop morality and individual responsibility, in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

The Church of England Guidelines state that RSE should be based on the following principles and is something that we will adhere to within the teaching and learning of RSE at Tushingham with Grindley C.E. Primary School.

- Children should learn the importance of marriage, family and committed relationships as key building blocks of community and society
- RSE includes learning about physical and emotional development
- RSE is part of the wider social, personal, moral and spiritual development
- Children should be made aware of the way in which advertising and the media influence their views about sexuality
- Children should be taught to have respect for their own and other peoples' bodies
- Children should learn about their responsibilities to protect themselves and others and be aware of the consequences of inappropriate sexual behaviour
- Children should be made aware of God's forgiveness and that there is always a way back
- Children should learn that it is important to build positive relationships that involve trust and respect
- Children need to learn how to keep themselves safe when using the internet and other forms of technology
- Children need to be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others.

Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage
- Issues regarding human sexuality should be addressed sensitively
- The exploration of reproduction within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief

Whilst pupils are given the opportunity to explore their own attitude and beliefs and to develop a moral code that will guide their actions, this is exercised within an understanding of the right of people

to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We must not let our adult knowledge and bias prevent us from seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

Equality statement – public sector equality duty

Our school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support. Wherever possible, teaching of the curriculum will be in line with the protected characteristics defined in the Equality Act 2010.

At Tushingham, we aim for our community to be cohesive - we all belong to our Tushingham family and help each other to thrive and flourish. In this way, we all live out our vision of 'Let us love one another, for love is from God.' 1 John 4:7

Statutory Regulations

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019 and updated it in July 2020. This sets out what schools must cover from September 2020. The PSHE Association Programme of Study for PSHE education supports schools to provide a comprehensive programme that integrates, but is not limited to, this statutory content. From September 2020, all primary schools must deliver Relationships Education.

Documents that inform the school's Relationship and Sex Education policy include:

- Education Act (1996)
- Equality Act (2010)
- Keeping children safe in education (2016)
- Children and Social Work Act (2017)
- Valuing All God's Children (updated 2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Sex and Relationships Guidance: A Christian Perspective (Chester Diocesan Board of Education)

Safe environment

Before any RSE teaching takes place, the teachers and children will agree ground rules for the unit. This will enable teachers to create a safe environment. Suggestions are as follows:

- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- The meaning of words will be explained in a sensible and factual way.
- No one (teacher or pupil) will have to answer a personal question.
- Children are able to raise concerns in a safe and confidential manner without affecting the rest of the group.

Distancing Techniques.

Teachers will ensure the teaching of RSE is neutral and they will not share any personal beliefs, values or experiences, even if asked.

Responding to Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using PSHE Association resources and resources carrying the Association's Quality Mark. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions, but also respect that others have the right to a different opinion.

Both formal and informal PSHE and RSE issues arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead if there are any concerns – however small. When questions have been asked which the teacher does not feel it is appropriate to answer immediately, the question will be acknowledged, and the child reassured that the question will be returned to later. The teacher will then consult the child's parents and discuss if they would like to answer it or if they would like the school to answer it. An agreement about the level of information will then be reached before the teacher returns to the subject with the child.

In Key Stage 2 classes have question boxes, which gives children the option to write down their questions and receive an answer anonymously or on a one-to-one basis. Distancing techniques will be employed in our Relationships and Sex Education lessons, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues can arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address can be sensitive and controversial because they may have a political, social or personal impact or deal with values and beliefs, e.g. family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Content of RSE curriculum

Relationships and Sex Education at Tushingham is taught in the summer term through the PSHE education Programme Builders topics. We use the Medway Public Health Directorate – Primary RSE Lessons which is a PSHE Association quality assured resource to support planning. It is delivered by class teachers who are familiar to the children.

PHSE education Programme Builders RSE Content

Year Group	Topic	In this unit of work, pupils learn...
1	Growing and Changing	That growing and changing is natural and happens to everybody at different rates PANTS (NSPCC resources)
2	Growing and Changing	About the human lifecycle and how people grow from old to young Understand how they have changed since they were babies To identify and name the main parts of the body including external genitalia in context PANTS (NSPCC resources)
Year 3	Growing and Changing	Embedding previous year's content and deepening understanding through relationships education. See PSHE progression grid
Year 4	Growing and Changing	About the physical and emotional changes during puberty Identify internal reproductive organs and key facts about the menstrual cycle Strategies to manage the changes during puberty including menstruation How to discuss the challenges of puberty with a trusted adult including inviting parents in to share books and resources
Year 5	Growing and Changing	Embedding previous year's content and deepening understanding through relationships education. See PSHE progression grid
Year 6	Growing and Changing	Identify the links between love, committed relationships and conception How a baby is made as part of a committed relationship between consenting adults How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb

		About the responsibilities of being a parent or carer and how having a baby changes someone's life
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In Key Stage 1, Sex Education is also taught through science.

Pupils are taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

In Key Stage 2, Sex Education is also taught through science.

Pupils are taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- understand the changes experienced in puberty

No Outsiders – LGBTI and Equality

The Dfe RSHE guidance says:

'Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice. Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).' - Para 27 page 13 *'Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.'* - Para 31 page 13

To support this guidance, we use **No Outsiders**, which is an LGBTI-inclusive education programme. Its aim is to educate children about the characteristics protected by the Equality Act 2010. The Act states that it is against the law to discriminate against anyone because of:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Race
- Religion or belief
- Sex
- Sexual Orientation

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Progress is tracked on Insight.

Comments about RSE understanding will be included in annual reports to parents.

Monitoring and Evaluation

The PSHE Lead will monitor the delivery of RSE to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Pupil / parent voice

Withdrawal from RSE Lessons

As RSE is statutory, there is no right to withdraw from Relationships Education at primary or secondary as the government believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Confidentiality and Child Protection Issues

If a member of staff believes that a child is at risk or in danger (however small the risk), she / he will talk to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child will be supported throughout the process. Tushingham with Grindley C.E. Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

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