



That they may have life; life in all its fullness - John 10:10

Hordle CE (VA) Primary School

Relationship and Sex Education POLICY April 2020

Any reference to 'the school' throughout this policy shall mean Hordle CE (VA) Primary School and Nursery.

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1. Rationale and Ethos

“Sex and Relationship Education (RSE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” Sex Education Forum, 1999

“The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights.” Report to the UN General Assembly - July 2010 Item 69, paragraph 18

The teaching of RSE at Hordle CE (VA) Primary School is encompassed by our values and our shared school vision that children will have a life in all its fullness.

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Relationships and Sex Education (RSE) is a lifelong process which encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships and gender issues. It makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish. This learning process begins informally with parents/carers at home and continues in partnership with our school. .

The RSE curriculum at Hordle CE (VA) Primary School is underpinned by our Christian values:

Teamship - showing love and respect for all

Aspiration - giving hope to all, particularly the most vulnerable

Identity - respecting the unique identity of each individual in our community

Learning - that through learning and open- mindedness we can understand each other better.

To view our school's RSE Position Statement, click [HERE](#).

1.2 An Inclusive RSE curriculum

The Equality Act 2010 covers the way the curriculum is delivered at Hordle CE (VA) Primary School and ensures that issues are taught in a way that does not subject pupils to discrimination. Under the Equality Act, our school ensures that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Our school has a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying). Section 4.2 of the National Curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

1.3 The Church of England's Stance of RSE

The church has published ‘The Church of England Education Office Response’ in which it discusses the teaching of RSE in schools. The following are extracts from that document:



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“In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE 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. RSE should teach the diversity of healthy relationships, lifestyle choices and beliefs and schools must be given the flexibility to reflect their own ethos and values as well as that of their local context. This must include their context of belief, faith and religion.”

“In Church schools, RSE must be culturally and community sensitive as well as encompass the teachings of the Church, including the Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice as well as the understanding of abstinence and celibacy as positive life choices. Relationships, education and RSE must be inclusive and meet the needs of all pupils. Schools should be supported through guidance and training so that they can provide relationships education and RSE that is suitable for pupils with different needs, including pupils who are particularly vulnerable and pupils with learning disabilities.”

To view the document in full, click [HERE](#).

1.4 Intended Outcomes of RSE

The intended **Relationships Education** outcomes for all children at Hordle CE (VA) Primary School are that children:

- understand relationships and how these are formed and maintained successfully
- respect for others
- know the features of a healthy relationships across a range of contexts and how these lead to happiness and security
- understand that positive relationships apply when online
- Families are all different and what links them is love
- Positive relationships depends on the cultivation of character traits and positive personal attributes in all individuals
- Positive emotional and mental wellbeing, including how friendships can support mental wellbeing
- Understand how to recognise abuse and report it, whether emotional, physical or sexual.

The intended **Physical health and mental wellbeing** outcomes for all children at Hordle CE (VA) Primary School are that children:

- know the characteristics of good physical and mental wellbeing
- understand that mental wellbeing is a normal part of daily life
- understand the benefits and importance of daily exercise, good nutrition and sufficient sleep
- know how to articulate how they are feeling, develop the language to talk about their bodies, health and emotions
- know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate for situations
- understand the steps children can take to protect and support their own and others' health and wellbeing
- know the relationship between good physical health and good mental wellbeing
- understand the benefits of hobbies, interests and participation in their own communities
- know that time online needs to be rationed and that age restrictions are important.
- are equipped to manage common difficulties encountered online.
- understand isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.



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In addition to the above, using **Jigsaw, PSHE** will also support the development of the skills, attitudes, values and behaviour, which enable children to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the school and wider community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

1.5 Related Policies

SE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, and therefore should be read in conjunction with the:

- Anti-Bullying Policy
- Behaviour Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Mental Health Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

2. Roles and Responsibilities

The roles and responsibilities outlined below relate specifically to the RSE curriculum, although there may be overlap with the PSHE curriculum.

2.1 Policy development

This policy has been developed in consultation with the Governing Body, staff and parents/careers. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – Due to Lockdown restrictions this was conducted online through google forms. 64% of these responses were from parents/carers. A detailed discussion was held with a year 6 parent. A personal interview was held with families who represent the LGBT community. Parent/career consultation feedback can be found [HERE](#).
4. Pupil consultation – Due to lock down restrictions we were unable to consult children in advance. Instead, pupils will be involved in a formal review following the first year of implementation



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5. Ratification – once amendments were made, the policy was shared with governors and ratified

2.2 Role of the Governing Body and Headteacher

The Governing Body and Headteacher have the responsibility to ensure that RSE education is effective at Hordle CofE (VA) Primary School. These responsibilities include:

- An up-to-date and effective RSE policy is in place
- a link governor has been assigned
- Members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- children are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils.
- that RSE involves families, pupils, health and other professionals to ensure that it addresses the needs of children, local issues and trends

2.3 Role of the RSE Lead

The school has a lead teacher for RSE who is responsible to:

- The RSE lead will ensure parents/carers will receive information on when the 'Changing Me' unit will be taught and the contents of the lessons during Summer 1, along with the Frequently Asked Questions materials provided by Jigsaw.
- Ensure the implementation of the RSE aspects of Jigsaw PSHE
- Ensure that all staff are confident in the skills to teach and discuss RSE issues
- Consult with parents/carers to inform RSE provision
- Ensure procedures for assessment, monitoring and evaluation are effective
- Liaise with the named governor for RSE

2.4 Role of Parents/Carers

Our school aims to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Head Teacher with any queries or concerns.

2.5 Use of External Agencies

Occasionally, appropriate and suitably-experienced and/or knowledgeable visitors from outside the school may be invited to contribute to the delivery of RSE in our school because they add value, bringing additional experience, skills or knowledge, into the curriculum/classroom.

The use of visitors is carefully monitored by both the RSE Lead and the Head Teacher.

2.6 Professional Development for Staff

All staff benefit from regular training on RSE and Jigsaw PSHE throughout our continued professional development. New staff are inducted by the RSE Lead to the Jigsaw PSHE and supported throughout their first year with their teaching. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

3. Legislation (Statutory regulations and guidance)

From September 2020 it is mandatory for all Primary Schools to teach Relationships Education and Health Education. More information can be found, [HERE](#).



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For Relationships Education:

'The focus in primary school 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.' From The Department for Education

For Health Education:

'The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.' From The Department for Education

3.1 Statutory RSE Curriculum

From September 2020, the following areas will be the statutory RSE curriculum which must have been taught by the end of primary school:

- Families and people who are about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about the statutory RSE curriculum can be found [HERE](#) Pages 19-22 and 32-35.

3.2 Parents Right to Withdraw

At Hordle CE (VA) Primary School, the Governors have agreed, after consultation with parents, to teach Sex Education as part of our PSHE curriculum in Upper Key Stage 2. For more information about coverage and content of these lessons please refer to the Jigsaw PSHE content overview, [HERE](#). Prior to any Sex Education lessons the parents are invited into the school to meet with the Upper Junior team to learn about the contents of Sex Education lessons and to explore the resources used.

After September 2020, parents will continue to have the right to withdraw their child/ren from Sex Education lessons. However, parents/careers cannot withdraw their children from Relationship Education or Science curriculum. It is important to be aware that these include content on human development and reproduction.

3.3 How to withdraw your child from Sex Education lessons

If you wish to withdraw your child then you must discuss this with the Headteacher and make it clear the aspects of the Sex Education curriculum you do not wish them to participate in. Before meeting to discuss this with the Headteacher please complete the '**Withdrawal Form**' in *Appendix 1*. (Click [HERE](#) to download and print.)

4. Curriculum Design

At Hordle CofE (VA) Primary School, RSE is taught predominantly through the Jigsaw PSHE program. A whole school approach that brings together PSHE, emotional literacy, mindfulness, social skills and spiritual development. Each year group works through the six specific "puzzle pieces" which are progressive and developmental.

The specific "puzzle piece" within Jigsaw for the teaching of RSE is called 'Changing Me'.



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4.1 RSE Curriculum Content

'**Changing Me**' deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty.

The '**Changing Me**' unit is taught across a week in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage. Information detailing the contents of these lessons will be shared with parents/carers prior to the unit starting.

- Foundation Growing up: how we have changed since we were babies
- Year 1 Boys' and girls' bodies; naming body parts
- Year 2 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 Puberty for boys and girls, and conception
- Year 6 Puberty for boys and girls and understanding conception to birth of a baby

For more information on the curriculum coverage of 'Changing me' units click [HERE](#).

For a parent/carer's guide from Jigsaw on the teaching of RSE within Jigsaw PSHE, click [HERE](#).

4.2 Assessing, evaluating and reviewing RSE

At Hordle CofE (VA) Primary School it is understood that all children will have existing knowledge, skills, beliefs and misconceptions relating to RSE. This may have come from a wide range of sources, including: parents, family, school, peers, media and their community. Therefore, finding out their starting points is important to ensure that learning is pitched appropriately and that misconceptions can be effectively dealt with.

Children will be assessed against the Jigsaw PSHE assessment criteria throughout each unit and this data will be tracked using the whole school assessment tracker, Target Tracker. Each year, in their annual report, parents will be formally informed of their child's attainment and progress in PSHE.

The RSE Lead will be responsible for monitoring the provision of RSE in school and for reporting the results. This will include evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

The RSE programme is regularly monitored and evaluated. The views of children, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed for the following purposes:

- To review and plan the content and delivery of the programme of study for relationships and sex education
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

To ensure consistency and continuity throughout the school, RSE education will be monitored by the RSE Lead. There will be opportunities for discussion with the staff who are delivering the curriculum,



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lesson observations, samples of pupils work, evaluations from external agencies and the pupils themselves, who will be given the opportunity to share their feelings and opinions in class.

Due to changes in children's circumstances or new joiners to the school, changes to curriculum coverage may be brought forward to take into account the family set up of individuals e.g. if a child with same sex parents joined the school. Any changes to the coverage of the RSE curriculum will be done through consultation with the Diocesan Education Team.

4.3 Curriculum Links

Opportunities for linking aspects of RSE will also be identified and developed by class teachers through other areas of the curriculum, including Science. We also aim to cover aspects of RSE through special theme days and weeks e.g. Health Week.

4.4 Pupil Voice Review

Following the implementation of both Jigsaw PSHE and the new RSE curriculum the RSE Lead will conduct pupil voice interviews to establish the children's views on their learning. These views will be fed back to the governors.

5. Safe and Effective Practice

At Hordle CofE (VA) Primary School, all staff are clear that views around RSE issues vary. However, while personal views are respected, all RSE issues are taught without bias using the Jigsaw PSHE program. Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE Education arising from children's questions are answered according to the age and maturity of the child/ren concerned.

It is understood that teaching RSE involves teaching both complex and sensitive issues and as a result there may be children in the session with additional sensitivities or needs. Therefore, it is important that the Jigsaw PSHE sessions are followed as this has been thoroughly planned to ensure that the language used, resources and activities deal with these issues sensitively and effectively.

Additional support for staff in relation to teaching RSE is provided through Jigsaw PSHE [HERE](#) , The PSHE Association [HERE](#) and the Sex Education Forum [HERE](#) .

The PSHE association Document entitled, 'Handling complex issues safely in the PSHE education classroom' 2018 gives the following guidance on ensuring a safe and inclusive classroom which is followed by all staff at our school, [HERE](#).

5.1 Safeguarding

At Hordle CofE (VA) Primary School all RSE lessons are taught in a sensitive manner. Due to the nature of these lessons children may be involved in discussions where they reveal information about aspects of their lives. In these circumstances, in line with our Child Protection Policy, the member of staff taking the session will raise any concerns with one of the DSL team. All staff are aware of the role they have in child protection and this training is updated yearly. As a result of the need to protect children, it will be made clear from the outset that no part of the RSE lesson can be kept confidential although discretion will be used when dealing with issues during the lesson.

5.2 Safe Learning Environment

RSE is taught in line with other lessons at Hordle CofE (VA) Primary School, in a safe and respectful environment. Open discussion is embedded and encouraged from the outset and this encourages the



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children to feel confident to share feelings, explore values and attitudes, express opinions and consider those of others, without attracting negative feedback. Jigsaw PSHE lessons have clear ground rules to help children in maintaining respect during RSE sessions.

Questions

During RSE lessons children will have lots of questions they may like to ask, some of these questions may be complex and/or sensitive for the staff member to answer. Staff are trained that when they are faced with such questions, to respond by thanking the child, clarifying the question and advising the child that the adult needs more time to best answer that question. For example a response could be: 'That's a really interesting question and it deserves a good answer – let me have a think about it and get back to you.' The PSHE association document entitled, 'Handling complex issues safely in the PSHE education classroom' 2018 gives the following guidance on advice on answering tricky questions, for more information click, [HERE](#).

Language

During all RSE lessons across KS1 and KS2, the correct terms for all body parts and functions will be used. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

Sexual Identity and Sexual Orientation

At Hordle CofE (VA) Primary School we believe that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is not tolerated and will be dealt within in line with our Anti-Bullying Policy.

To view our school's Anti-Bullying Policy, click [HERE](#).

To view the Church of England Document 'Valuing all God's Children, 2019' click [HERE](#).

5.3 Children's Access to Help and Support

Children are able to access staff for help and support when in school and are encouraged to talk to their parents/carers outside of school. To support children in being able to access independent advice and support they are taught about Childline both through lessons and NSPCC sessions. The Childline number is clearly displayed in all classrooms and the children are taught the telephone number during RSE sessions ([Childline](#)). Additional information about any agencies that support the welfare of children is available on the school website for both children and parents/carers.

As part of our Jigsaw PSHE programme, children are taught about female puberty and periods at the end of Year 4, for more information is available [HERE](#). Our school is supported by the 'Red Box Project' which supplies sanitary projects and information to children, for more information click [HERE](#). Girls who start their periods at school are given confidential advice and support by members of staff. Girls are aware of the provision of sanitary protection which can be obtained from the school office. There are sanitary bins in the girls' toilets.

5.4 Complaints Procedure

Any complaints about the teaching of RSE should be made through the school's complaints procedure and in the first instance be directed to the Head Teacher.



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This policy was reviewed by the Governing Body in the year:	2020
This policy is scheduled for review in the year:	2021

Appendix 1: Sex Education Withdrawal Form

TO BE COMPLETED BY THE PARENTS	
Name of child	
Name of parent	
Date	
Reason for withdrawing from <u>sex education within relationships and sex education</u> Government guidance is available HERE	
Any other information you would like the school to consider	
Parent's Signature	



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TO BE COMPLETED BY THE HEAD TEACHER	
Agreed actions from discussion with parents	
Head Teacher's Signature	
Date	