



PRESTFELDE

Relationship and Sex Education Policy

Date of publication: 12 February 2022
Mr M Haswell and Miss C Watts.

Review date: 1 September 2022

Introduction

We have based our school's sex education policy on the DfE guidance 25th June 2019.

When we refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. Prestfelde is a part of the Woodard Corporation of schools, all of which share a Christian foundation and set of beliefs and as such we have worked hard to devise a programme that reflects our Christian ethos and provides age-appropriate content for our children.

Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health.

RSE in our school is part of the personal, social and health education curriculum (PSHE). It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents.

Ofsted 2002 recommendations have informed our policy and practice, in particular 'A caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image,

behavior, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

The Lichfield Diocesan Board of Education (Sex and Relationship Guidance: A Christian Perspective 2008) states that 'Sex and Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development'. Our policy for Relationship and Sex Education is written in accordance with this philosophy.

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice. This policy is cross-referenced and consistent with other policies such as Safeguarding, Bullying, Equal Opportunities and the PSHE policy.

How this Policy was developed

This policy has been drafted by Michael Haswell (Deputy head and safeguarding lead) and Connie Watts (PSHE Lead), in consultation with Catherine Kirk, a RSE specialist and consultant. Prior to the policy being written the DfE guidelines were reviewed and then children, staff and parents in Senior School completed an online survey in December 2021. RSE curriculum content was discussed with SLT and heads of school to ensure that it was relevant and age appropriate and therefore meeting the needs of the children at Prestfelde. Student voice activities have also been carried out to ensure children's' views and feedback are central. We consulted The Church of England's Education Office materials and have devised a Charter to support this policy and the delivery of RSE. A further list of sources can be found at the end of the policy. This policy will be shared with parents and an opportunity for consultation and questions provided before a final version is submitted to governors for approval and publication.

Legislation

From 2020: it is statutory for schools to deliver Relationships Education in primary schools, and they are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes that adolescence brings.

From 2020: All schools providing secondary education, including all-through schools and middle schools must provide Relationships and Sex education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Policy development, responsibilities, and review

The RSE policy has been developed in consultation with parents, pupils, staff and governors. It will be reviewed annually using the processes outlined below. Responsibilities regarding the policy are outlined below:

Governing body

- Nominate PSHE/RSE lead in school
- Development and implementation of RSE policy outlining the rationale and organisation of the RSE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation.
- Ensure parents are consulted about the RSE policy
- Ensure all staff comply with policy
- Make a copy of the policy available on the school website and to parents.
- Adequate resourcing available for subject
- Link governor to monitor RSE/PSHE
- Monitoring, review and evaluation of this policy

Head teacher

- Consult with key stakeholders about the RSE policy
- Implement RSE policy
- Monitor compliance to policy
- Work closely with the link governor and coordinator
- Provide leadership and vision in respect of equality;
- Organise quality training for the teaching staff so that they feel skilled and equipped to deliver effective RSE
- Monitor the effectiveness of this policy and report annually to governors

Co-ordinator (Head of PSHE)

- Lead the development of this policy throughout the school;
- Work closely with the Headteacher and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor RSE curriculum
- Monitor the effectiveness of this policy and report annually to governors
- Provide information to parents on what will be covered and when.

Review

The policy will be reviewed annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate if the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practice.

Dissemination

We will raise awareness of this policy via:

- The school website
- The staff handbook
- Meetings with parents
- School events
- Communications with home such as weekly newsletters

Whole School Approach

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and adhering to 'Keeping Children Safe in Education', our Safeguarding policy and the Equalities Act 2010.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child.

School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box. This allows time for reflection about the most appropriate way to respond. Staff will have been provided with a process for responding to questions through INSET training.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.

The use of sexualized language, swear and slang terms, including homophobic language will be addressed with pupils and if appropriate with parents/cares in accordance with our equality and diversity policy.

Organisation and delivery

The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. The dedicated RSE lessons will be taught by the class or form teacher, and if appropriate other members of staff to provide a gender balance.

All children will receive RSE teaching based on the SCARF program of study. This ensures a consistent journey for children that is scaffolded and age appropriate. It gives children the opportunity to revisit key topics in more detail and build on the skills of the PSHE program. The two main themes that are used to deliver RSE are 'Me and my relationships' and 'Growing and changing'. Middle School teachers may also use the Shropshire Respect yourself programme, which has previously been used successfully, to enhance the SCARF provision.

The PSHE lead consulted with heads of school and class teachers to consider the content and relevance of topics and materials from a range of schemes before opting to use SCARF materials. A student voice from Senior School met to look at different resources and they gave positive feedback about the materials.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body, using the correct terminology, and how we change as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle

In science lessons in Key Stage 1 the children are taught about how humans change and grow; the focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth with a focus on plants and animals. In KS3 we build on this with human reproduction being taught in the Summer Term of Year 7. Contraception and Sexually Transmitted Infections are also covered at this point, from a science perspective.

Aims

To provide a planned, age-appropriate scheme of work that offers reassurance and support to children so they can keep themselves safe and thrive in different aspects of life.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules (see appendix.). We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and psychological risks associated with certain behavior, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

Objectives

- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life and to celebrate the uniqueness of everyone.
- To encourage pupils to develop a positive view of themselves and to respect others
- To help pupils understand that they have rights over their bodies.
- To help pupils recognise pressure in all its forms and have strategies to resist this
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online.
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing.
- To give accurate and objective information and dispel the mixed or inaccurate messages which children may have received from a variety of sources.
- To work with parents to provide a well-balanced viewpoint on all aspects of RSE for children so that their social, emotional and physical health is safeguarded.
- Foster a culture of acceptance and openness where questions and discussion can take place without embarrassment.
- Develop skills in personal relationships such as communication, assertiveness, decision-making, and build and develop self-esteem by helping children to understand their responsibilities, rights, opportunities and choices.
- Help children to understand the value of family life, understand the need for the proper care of all young things.
 - Challenge media stereotypes, oppression and prejudice and promote equal opportunities.
- Help children develop the confidence to seek help, support and advice.

RSE Content

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Mental wellbeing

- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body
- Intimate and sexual relationships including sexual health

The RSE programme is based on the needs of pupils in the school. Senior School children, staff and parents completed a survey in December 2021 to consult on topics and this was considered when deciding on the content that would be covered. The Designated Safeguarding Lead has spoken with the PSHE lead to look at topics that are pertinent to the children at Prestfelde from a safeguarding stance. Class teachers and heads of school also discussed with the PSHE lead to discuss which learning outcomes would be appropriate to the age, ability and level of maturity of children. RSE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSE sessions, tutor-time and assemblies

Moral and Values Framework

The relationship and sex education programme reflect the ethos of Prestfelde as a Woodard school and encourages the following values:

- Respect for self and others
- Respect for difference e.g. cultural, religious
- Responsibility for own actions
- Regard for family life, friends and the wider community
- The rights of the individual
- Equality

Home/School Partnership

Children are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by family, friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We believe that parents have the primary role in delivering RSE. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements. The classroom is an open environment. It is not possible to predict questions or issues that arise so "distancing" techniques such as case histories, scenarios and using a character, will be used to enable pupils to discuss realistic scenarios and real-life concerns without giving personal information.

Pupils will be encouraged to ask questions and involve their parents in discussions. A pupils' confidentiality will be maintained however unless there is any indication of harm or danger to themselves or others in which case safeguarding /child protection procedures will be adopted.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

Definition of Sex Education

According to DfE guidance each individual school must outline what constitutes Sex Education in their school. Here is the list of topics that we will class as Sex Education at Prestfelde.

- Human reproduction (the different ways that a baby is made)
- Birth
- Why people have sex
- Consent – legislation and consent specifically in relation to sexual activity
- Contraception (basic awareness of choices)
- Sexually Transmitted Infections and health issues linked to intimate sexual activity (basic awareness)

The following outlines lessons that contain an element of Sex Education. Only the objectives highlighted in blue constitute Sex Education.

Year 2	My Body, your body	<ul style="list-style-type: none"> • Identify which parts of our body are private • Understand that we mostly have the same body parts but how they look is different from person to person. <p>Reference to 'Explain that our genitals help us make babies when we are older'</p>
Year 3	My changing body	<p>Focus on menstruation (not Sex Education)</p> <ul style="list-style-type: none"> • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty. <p>Reference to 'Recognise that babies come from the joining of an egg and sperm'</p>
Year 4	Period positive	<ul style="list-style-type: none"> • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways they can cope better with periods.
Year 5	Shropshire Respect Yourself RSE	<p>Lesson 3</p> <ul style="list-style-type: none"> • Reproduction <p>Lesson 4</p> <ul style="list-style-type: none"> • Pregnancy and birth
Year 6	Making babies	<ul style="list-style-type: none"> • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.
Year 7	Changing and growing	<p>Changing and growing – lesson 3.</p> <ul style="list-style-type: none"> • Use the correct names for parts of their body, including male and female genitalia, and their functions. • Recognise that body changes with puberty impact on feelings and behaviour. • Learn strategies to manage emotions. • Puberty, developing sexuality, masturbation, wet dreams.

Year 8	Changing and growing	Growing and changing - lesson 3 • Making choices/Waiting for sex Growing and changing - lesson 4 • Choice about contraception Growing and changing - lesson 5 • About STIs and BBVs
--------	----------------------	--

The DfE recommend that at schools should develop programmes of teaching which prioritise effective delivery of the content, and do not need artificially to separate sex education and Relationships Education. As such the Sex Education lessons fall within a sequence of lessons linked to Relationships Education and are only a small part of a wider scheme of learning to protect our Prestfelde children. Even within one lesson the focus may only be a [reference](#) as indicated in Year 2 and Year 3.

Right to Withdraw

Following discussion with the school, parents can withdraw their child from the ‘sex’ elements of RSE.

Children cannot be withdrawn from any of the following:

- Health education, Relationships or any other aspect of PSHE education.
- Menstruation, this falls under ‘physical health and mental wellbeing’ according to the Department for Education’s 2019 document ‘Relationships and sex education (RSE) and health education’. ‘Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset.’
- Science content which includes elements of sex education such as puberty and reproduction.

Parents have the right to request that their child is excused from sex education up until three terms before the child’s 16th birthday and detail the processes for making such a request. “Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education” DfE RSHE Guidance 2019

If a request for withdrawal is received, a meeting should be made with the Headteacher and the PSHE lead to discuss this with the parent and, as appropriate the child, to ensure that their wishes are understood and to clarify the curriculum and address any concerns and/or misconceptions.

If a parent decides not to attend a discussion, the withdrawal request will still be processed.

Prestfelde will keep records of withdrawal requests and discussions with parents. Where there are serious safeguarding issues or concerns with any child whose parents are requesting withdrawal, and the Headteacher believes that the pupil would benefit from Sex Education a request for withdrawal can be refused.

Learners who are withdrawn from Sex Education will receive purposeful education for the period of withdrawal.

Equality, Inclusion and Support within a Christian context.

All schools should approach RSE in a faith-sensitive and inclusive way. As such we have developed a RSE principals charter based on The Church of England's Education office advice. We will use this to ensure that our delivery of RSE protects, informs and nurtures all pupils. Please see Appendix for the charter.

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes 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 RSE to deal with disadvantages facing those with a particular characteristic.

RSE will be accessible to all regardless of their gender. Through the delivery of RSE 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 RSE. As a school we will deliver RSE in a factual, non-judgmental. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSE 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.

Parents are key partners in RSE and are best placed to support their children to understand how learning at school 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 in our RSE programme and when via FireFly overviews and RSE parent consultations.

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

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. Some pupils may have experienced, or potentially even be experiencing, adverse childhood experiences that may impact on their ability to engage with RSE in a variety of ways. Care will be taken to ensure that, where this is the case, parents are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSE, including same-sex relationships. Referencing a range of relationships will be integral to our programme of RSE. All pupils whatever their identity, developing identity, or family background need to feel that RSE is relevant to them and sensitive to their needs. This means that resources and books used will reflect both our school community and wider society.

Complaints Procedure

If parents have any cause for concern about the RSE Policy, they will be asked to come into school to resolve the problem. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted via the Complaints Policy. This policy has been reviewed and updated with teaching and support staff and approved by the school governors. It will be reviewed every year.

Monitoring and Review

The Curriculum Committee of the governing body monitors our relationship and sex education policy on a regular basis. The Governors support the teacher's use of their professional judgement relating to the delivery of the relationship and sex education programme.

This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Curriculum Committee gives serious consideration to any comments from parents about the relationship and sex education programme and makes a record of all such comments.

Governors require the Head teacher to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

This policy has been reviewed and updated with teaching and support staff and approved by the school governors. It will be reviewed every year.

APPROVED DATE	February, 2021		
REVIEW DATE	September, 2022		
SIGNED HEAD		PRINT NAME	Fiona Orchard
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Rex Sartain

Appendix 1 Example of class ground rules

Appendix 2 Letter to parents

Appendix 3 Governors statement

Appendix 4 A charter for Faith Sensitive and inclusive Relationships and Sex Education

Sources

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- 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)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)
- [Plan your relationships, sex and health curriculum - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- www.teachersnet.gov.uk/pshe
- www.pshe-assoicaitaion.org.
- www.ncb.org.uk/sef
- https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf
- https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education?fbclid=IwAR1H12g9eUa9tC22la3Snir7UhK5_DH3S2xiufVRbAfp79wSXO8WI-Ynvkw

- www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800615/Independent_School_Standards- Guidance_070519.pdf
- <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Appendix 1

Example of class ground rules for RSE lessons

We want to enjoy and learn from our relationship and sex education lessons, we want everyone to be able to contribute and participate. By discussing, making and following a group agreement we are helping ourselves and our friends feel comfortable, able to give their views and enjoy the lessons.

- *There is no such thing as a silly question,*
- *We will respect each other's opinions and not make fun of each other.*
- *We can use the question box at any time to ask a question, either anonymously or we can put our name on it*
- *Teachers will not ask or answer personal questions*
- *We will learn the correct words for body parts and functions. Words and their meaning will be explained in factual and straightforward way so we can understand and think about the words we use and understand their impact and effect.*
- *No one will be put on the spot, if we feel uncomfortable, we can tell the teacher of someone at school or at home*
- *We will not discuss the content of the course with younger children or younger brothers and sisters.*
- *What is said in the classroom remains in the classroom, its ok to talk about the story but not the person. Teachers will only talk to others to keep our friends and us safe.*
- *It's ok to have a giggle and a laugh but not to laugh at someone. Have fun*
- *We can create and add to the above*

Appendix 2

Dear parents,

From September 2020, schools have had to teach Relationships and Health Education. The DfE guide for parents can be found here: <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

The purpose of RSE lessons is to help children to learn about their bodies including the changes that take place at puberty, and will help keep them safe, so they can form healthy relationships (friendships) with others, now and in the future.

From Summer 2022 we will be using the leading children's health and wellbeing charity, Coram Life Education (CLE) to support us in meeting these legal requirements and prepare and safeguard our children. This will ensure a consistent and age-appropriate learning journey for all children throughout their time at Prestfelde.

If you are interested, more information about Coram Life Education and SCARF can be found on their website:

www.coramlifeeducation.org.uk

We also know that RSE has a protective factor when it comes to safeguarding children. 1 in 20 children are sexually abused and 1 in 3 of these not report this to an adult. Sexual abuse can happen to any child; the best way to safeguard children is to ensure that they receive information on naming parts of their body, knowing the difference between appropriate and inappropriate touch, and having the skills and confidence to find and talk to a trusted adult to report any abuse.

Research now shows that children with better health (including mental health) and wellbeing are likely to achieve better academically. By learning about positive relationships, respect for themselves and others, and behaving appropriately and safely online, they are better able to enjoy their friendships and therefore focus more at school.

There is sometimes concern that RSE in school might promote sexual experimentation or cause confusion about an individual's sexuality. Research on quality Relationships and Sex education in the UK by the National Survey of Sexual Attitudes and Lifestyles team consistently shows that men and women who reported that *lessons at school were their main source of information about sex* were more likely to have started having sex at a **later age** than those for whom parents or other sources were their main source.

You and your child will have the opportunity to give us valuable feedback regarding the programme; we will continue with our parent consultation events in advance of the RSE modules being taught and there will be example materials on FireFly.

We recognise that parents play a vital part in their child's RSE, and we encourage you to discuss these themes with your child at home as well. If further advice or support is required, or if you have any questions about the programme or would like to view the resources, please don't hesitate to speak to your child's class teacher or the Head teacher.

Yours sincerely

Connie Watts
Head of PSHE

Governor's Statement Relationship and Sex Education

Governing bodies are required by the 1993 Education Act to prepare and keep up to date statements of policy on the content and organization of any sex education in their schools. They are required to take ensure the school delivers a broad and balanced curriculum as an entitlement for all pupils and adhere to section 36 of the statutory Department of Education guidance 'Keeping Children Safe in Education'. In making this statement Governors have taken account of the National Curriculum documents for science and guidance for PSHE and Citizenship.

Sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other. In Prestfelde we therefore refer to this work as, relationship and sex education, (RSE) placing the emphasis on relationships

RSE aims to help children understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance the emotional literacy and social development of children, helping them to understand the benefits of caring relationships and to be aware of pressures and possible dangers.

The work is integrated within science and PSHE and taught as a spiral curriculum in an age appropriate way through the age ranges. We use the Shropshire Respect Yourself scheme of work and recommended resources. This is a national award-winning programme, which is cross phase, providing consistency of approach for our pupils.

The class teacher will deliver the lessons as part of the ordinary life of the class so that both boys and girls will have a clear understanding of and be in sympathy with the changes involved for those of a different gender. Some single gender work or small group exercises will be used as appropriate. Depending on availability the school nurse may offer question and answer sessions.

Parents are invited to comment on the Governors' policy and also to attend parents' meetings to preview resources and discuss the programme of work. The Head teacher and Governors are available to discuss any concerns. Parents will be informed of their right to withdraw their children from sex education additional to that required by the National Curriculum Science Order. The policy will be reviewed every two years Governors will seek the views of teachers, pupils and parents.

A charter for faith sensitive and inclusive relationships and sex education.



In Prestfelde we seek to provide Relationships Education, Relationships and Sex Education 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 RSE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE.

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 2010 and will be sensitive to the faith and beliefs of those in the wider school community. RSE 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 RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist harmful influences.

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 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 RSHE 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 the potential vulnerability of pupils who have special educational 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 RSHE 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, 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.