



Diocese of Chelmsford Vine Schools Trust

Relationship, Health and Sex Education Policy

This policy is a mandatory policy for all Vine schools. It also includes policy specific to Latchingdon CE Primary School

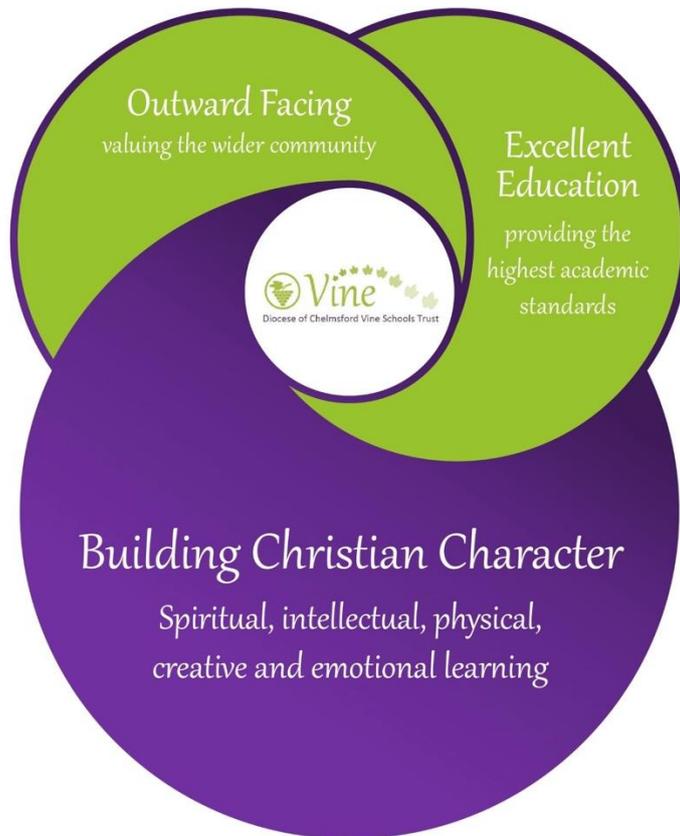
**"I am the vine; you are the branches.
If you remain in me and I in you, you will bear much fruit"
(John 15:5)**



Diocese of Chelmsford Vine Schools Trust

Vision & Values

- V** **Valuing every person**
- I** **Inspiring great teaching**
- N** **Nurturing academic excellence and Christian Character**
- E** **Excelling, unlocking great potential**



CONTENTS	PAGE NO:
1. Introduction.....	4
2. Our principles and aims for Relationship, Health and Sex Education.....	4
3. What is the content of our Relationships Health and Sex Education Curriculum?	5
4. How Relationships (and Sex) Education is monitored and evaluated?	6
5. How the delivery of the content will be made accessible to all pupils.....	6
6. Managing Difficult Questions.....	6
7. Parental concerns and withdrawal of pupils.....	7
8. Policy Review and Development Plan	7
9. This policy should be read in conjunction with the following policies:	7
10. Useful resources.....	8
Appendix A	9
A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)8	9

1. Introduction

- 1.1 The Diocese of Chelmsford Vine Schools Trust recognise the importance of Relationship, Health and Sex Education (RHSE). Its schools have a statutory duty to provide Relationships and Health Education from September 2020 and the Vine Schools Trust choose to encourage some Sex Education in the final year(s) of primary school education.
- 1.2 Each school will develop its own policy in line with this Vine Trust Policy. They are strongly encouraged to use and adopt the Charter in Appendix A. They will consult:
- on their policy before it is approved by the local governance board, and
 - on the content of sex education prior to delivery (see 3.2).
- 1.3 This Vine Schools Trust policy and school based policies are to be informed by:
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance** for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DfE July 2019.
 - Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools.** The Church of England Education Office September & November 2019.
 - Valuing All God's Children.** Guidance on Church of England schools on challenging homophobic, biphobic and transphobic bullying.
 - Statutory Inspections of Anglican and Methodist Schools (SIAMS)** Evaluation Schedule

2. Our principles and aims for Relationship, Health and Sex Education

2.1 The Vine Schools Trust affirms:

- 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

From: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. DfE July 2019

- The Church of England Education Office faith sensitive inclusive approach to Relationships Education, Relationships and Sex Education¹ (RSE) and Health Education (RSHE) underpinned by two key biblical passages:

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

- That relationships lie at the very heart of what it means to be human and that Relationships, Health and Sex Education explores what it means to be human and about what it means to be a person in community. This will be taught in a context where all people should be given dignity as all people are made in the image of God and loved equally by God. This truth underpins what pupils learn about the differences that are expected under UK law.

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

All pupils have a right to an education which enables them to flourish and is set in a classroom culture where differences of lifestyle and opinion are given dignity; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.”

From: Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools. The Church of England Education Office September 2019.

2.2 Vine Schools Trust RHSE:

- “offers age appropriate and coherent relationships and sex education that reflects the school’s Christian vision and supports pupils to form healthy relationships”. (SIAMS schedule page 11).
- ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others as set out in the SIAMS Schedule:

“all members of the school community, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation are welcomed and treated with dignity and respect as people created in the image of God”.

(SIAMS schedule page 11).

- will have a curriculum that protects, informs and empowers all pupils.
- provides pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think.
- helps pupils to develop the skills to express their own views and make their own informed decisions - a responsibility shared between parents and school.
- enables all children to be prepared for the change’s adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science eg. how a baby is conceived and born.

3. What is the content of our Relationships Health and Sex Education Curriculum?

3.1 The content of RHSE will be determined by each school to meet the needs of the children in their context.

3.2 The content of the curriculum will be decided by each school after consultation with stakeholders and will meet the requirements and suggestions set out in:

- DfE guidance for Relationships Education and Health Education
- The PSHE Association's Programmes of Study Learning Opportunities
- The National Curriculum
- Curriculum for Excellence
- Ofsted's Common Inspection Framework and School Inspection Handbook.

3.3 To ensure that scientifically correct terms are used and to ensure that there is consistency in use of subject specific vocabulary an agreed vocabulary in relation to puberty will be agreed by the school.

3.4 Aspects of RSHE is drawn from the National Curriculum for science.

3.5 Where electronic resources, such as videos, are used to teach sex education then these will be shared with parents prior to them being used with pupils usually in Years 5 and/or 6.

At Latchingdon CE Primary the Christopher Winter Project resource, which is approved by the PSHE Association is used to teach RSE. See Appendix B.

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

- 4.1 Specific time will be given to the teaching of RHSE. The use of this time is monitored by the subject lead and senior leaders.
- 4.2 The learning and progress of children is monitored and evaluated in line with the approach to all subjects and in line with the schools Assessment, Marking and Feedback policy
- 4.3 The quality of the teaching of RSHE is undertaken in the same way as other subjects and draws on evidence such as the progress children make over time and learning observations.

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

- 5.1 RHSE is made available to all children, irrespective of age, gender, sexual orientation, ethnicity, religion, culture and home background in an age appropriate way.
- 5.2 As with all of the curriculum, teachers will be sensitive to the needs of all the children, including those with Special Educational Needs.
- 5.3 The Vine Schools Trust recognises that parents are above all responsible for their children's education especially in the area of sex education. Schools will provide parents of the year group(s) that are to receive specific sex education an opportunity to understand the content of those lessons and given appropriate notice of the days on which those lessons will be delivered.

6. Managing Difficult Questions

- a. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is included in Relationships & Sex Education. The Vine Schools Trust recognise that given ease of access to the internet; children whose questions go unanswered may turn to inappropriate sources of information.
- b. When children ask questions staff will ensure that they are:
 - listened to,
 - reassured that they and their question are valuable,
 - responded to in an age and developmentally appropriate way,
 - encouraged to talk about what they are learning with their parents/carers,
- c. If children ask factual questions to which the answers are not known by the member of staff then staff will be honest, find out the answer and tell the pupil/s if it falls within the remit of the curriculum.
- d. If children ask about whether adults enjoy sexual practices which are not covered in our sex education policy then staff will tell children that, as with many things in life, adults enjoy different sexual practices, but they will not go into detail. Instead, staff will redirect children onto the curriculum being studied.
- e. If children raise questions or comments which prompt safeguarding concerns the school's safeguarding policy will be followed.

- f. If children raise questions outside of the content of our sex education curriculum then it is likely that staff will suggest that children talk about the matter concerned at home and reassure children that they will also receive sex education at secondary school and so, as with other subjects, some parts of the curriculum are better dealt with when they are older.

7. Parental concerns and withdrawal of pupils

6.1 The RHSE curriculum is for all children but The Vine Schools Trust respects the rights of parents to withdraw their children from some or all of sex education delivered as part of statutory RHSE.

6.2 From September 2020 parents will have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RHSE but do not have the right to withdraw them from Relationships and Health Education.

Parents do not have a right to withdraw their children from those aspects of RHSE that are taught in National Curriculum Science or where RHSE issues arise incidentally in other subject areas.

6.3 To withdraw their children from some or all of sex education delivered as part of statutory RHSE parents must put their request in writing, to the headteacher. The headteacher may contact the parents to arrange a meeting to discuss their request. Any such meeting would be to:

- a. Ensure the parental wishes are understood
- b. Clarify the nature and purpose of the curriculum.
- c. Discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

6.4 Any request to withdraw a child from sex education must be received by the school, at least one week ahead of the sex education lesson/lessons being delivered. This is so that appropriate arrangements can be made for the pupil to be supervised.

8. Policy Review and Development Plan

7.1 This policy will be reviewed by The Vine Schools Trust Board every two years.

7.2 The school's own policy and RHSE curriculum will be reviewed by the local governance board after each full cycle.

7.3 The development of RHSE curriculum is undertaken in the same way as all other subjects by each individual school and agreed by the local governance board.

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

- Safeguarding
- Anti-bullying

- Equality, diversity and inclusion policy
- DfE Keeping children safe in education (September 2019)

10. Useful resources

The following list is not exhaustive, is not intended to restrict each school in discovering their own curriculum resources and does not imply endorsement by The Vine Schools Trust.

9.1 The DfE Statutory Guidance contains a list of possible resources:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

9.2 Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films>

(password protected).

9.3 PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

9.4 The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

9.5 The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

9.6 Jigsaw, Primary PSHE scheme of work.

<https://www.jigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health-education/>

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

In Latchingdon CE Primary School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish¹.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for 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 Act⁹ and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

⁹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Appendix B

Curriculum Content using the Christopher Winter Project for RSE which is approved by the PSHE Association

EYFS

Learning Intention

To recognise the importance of friendship

Learning Outcomes

Know that friendships can make us feel happy

Know some ways that we can make new friends feel welcome

Learning Intention

To recognise the importance of saying sorry and forgiveness

Learning Outcomes

Know that arguing with friends and then making up can make friendships stronger

That resorting to violence is never right

Learning Intention

To recognise that all families are different

Learning Outcomes

Identify different members of the family

Understand how members of a family can help each other

Year 1

Learning Intention

To understand that we are all different but can still be friends

Learning Outcomes

Know that we can be friends with people who are different to us

Learning Intention

To discuss how children grow and change

Key Stage 1 Science

Identify, name, draw and label the basic parts of the human body

Learning Outcomes

Understand that babies need care and support

Know that older children can do more by themselves

Learning Intention

To explore different types of families and who to ask for help

To identify who can help when families make us feel unhappy or unsafe

Learning Outcomes

Know there are different types of families

Know which people we can ask for help

Year 2

Key Stage 1 Science

Identify, name, draw and label the basic parts of the human body

Notice that animals, including humans, have offspring that grow into adults

Learning Intention

To introduce the concept of gender stereotypes

To identify difference between males and females

Learning Outcomes

Understand that some people have fixed ideas about what boys and girls can do

Describe the difference between male and female babies

Learning Intention

To focus on sexual difference and name body parts

Learning Outcomes

Describe the physical differences between males and females

Name the different body parts

Learning Intention

To explore some of the differences between males and females and to understand how this is part of the lifecycle

Learning Outcomes

Describe some differences between male and female animals

Understand that making a new life needs a male and a female

Year 3

Intention

To identify that people are unique and to respect those differences

To explore the differences between male and female bodies

Learning Outcomes

Know and respect the body differences between ourselves and others

Name male and female body parts using agreed words

Learning Intention

To consider appropriate and inappropriate physical contact and consent

Learning Outcomes

Understand that each person's body belongs to them

Understand personal space and unwanted touch

Learning Intention

To explore different types of families and who to go to for help and support

Learning Outcomes

Understand that all families are different and have different family members

Identify who to go to for help and support

Year 4

Key Stage 2 Science

Describe the life process of reproduction in some plants and animals

Describe the changes as humans develop to old age

Learning Intention

To explore the human lifecycle

To identify some basic facts about puberty

Learning Outcomes

Understand that puberty is an important stage in the human lifecycle

Know some changes that happen during puberty

Learning Intention

To explore how puberty is linked to reproduction

Learning Outcomes

Know about the physical and emotional changes that happen in puberty

Understand that children change into adults to be able to reproduce if they choose to

Learning Intention

To explore respect in a range of relationships

To discuss the characteristics of healthy relationships

Learning Outcomes

Know that respect is important in all relationships including online

Explain how friendships can make people feel unhappy or uncomfortable.

Year 5

Learning Intention

To explore the emotional and physical changes occurring in puberty

Learning Outcomes

Explain the main physical and emotional changes that happen during puberty

Ask questions about puberty with confidence

Learning Intention

To understand male and female puberty changes in more detail

Learning Outcomes

Understand how puberty affects the reproductive organs

Describe what happens during menstruation and sperm production

Learning Intention

To explore the impact of puberty on the body and the importance of physical hygiene

To explore ways to get support during puberty

Learning Outcomes

Explain how to keep clean during puberty

Explain how emotions/relationships change during puberty

Know how to get help and support during puberty

Year 6

Key Stage 2 Science

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents

Learning Intention

To consider puberty and reproduction

Learning Outcomes

Describe how and why the body changes during puberty in preparation for reproduction

Talk about puberty and reproduction with confidence

Learning Intention

Exploring the importance of communication and respect in relationships

Learning Outcomes

Explain differences between healthy and unhealthy relationships

Know that communication and permission seeking are important

Learning Intention

To consider different ways people might start a family

Learning Outcomes

Describe the decisions that have to be made before having children

Know some basic facts about conception and pregnancy

Learning Intention

To explore positive and negative ways of communicating in a relationship

Learning Outcomes

To have considered when it is appropriate to share personal/private information in a relationship

To know how and where to get support if an online relationship goes wrong

Additional lessons

Learning Intention

Explore practical steps that could be taken in a range of contexts to support respectful relationships

Learning Outcomes

Explain the importance of respecting others, even when they are very different to us

Know that we can all take positive steps to support equality

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