



Shrivvenham
Church of England Primary School

All things are possible for one who believes

RSHE Policy

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Mission

We ensure our children learn in a nurturing environment where we value everyone as individuals, care for one another and foster positive emotional growth and well-being. Through our broad and balanced curriculum, we inspire, motivate and challenge our children to become independent and confident learners, maximising intellectual, social, physical and spiritual development. We put Shrivenham School at the heart of village life, actively encouraging partnership with parents, the Church and the wider community.

Vision

Each member of our school family will be given every possible opportunity to develop their abilities, confidence and resilience, to flourish and fulfil their unique potential, to work well together and to positively contribute to the wider community.

'All things are possible for one who believes' (Mark 9:23)

Values

LOVE

Love is the core value that underpins all that we do at Shrivenham CE Primary School. Jesus demonstrated his unconditional love during his time on earth indiscriminately, and as followers of Jesus we aim to walk in his footsteps.

We show love to everyone by putting others before ourselves. By working together as part of a strong and supportive family, we can all achieve more - socially, emotionally and academically.

HOPE

Hope is a core value for our church school because we share in the joy that comes from the belief that there is always hope and all is never lost. Hope is an attitude of mind that we develop through faith in God and each other.

In our school this helps is to keep going even when things get hard and when we face new challenges. Together we can turn hope into reality.

COURAGE

Courage is a core value for our church school because God asks us to be brave in the face of hardship. The book of Joshua reminds us to stand against injustice and to be the best we can be when things are difficult.

At our school, we have courage to stand by our beliefs and are committed to what is right and true.

Curriculum Intent

At Shrivenham CE Primary School we aim to make every day full of wonder, excitement, challenge and fun, equipping today's children for tomorrow's world.

Every child at Shrivenham is recognised and valued as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and making connections. We constantly provide opportunities for the children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding (including British Values) alongside physical development, well-being and mental health. The school provides a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential.

The school's curriculum development is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and providing a purpose and relevance for learning. Community interaction is an essential part of our curriculum and values the chance to involve and be involved. Children are given a wide range of opportunities to take an active role in events throughout the year including sporting and artistic activities. Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, learn from mistakes, self-evaluate, make connections and become lifelong learners

'All things are possible for one who believes'

Introductory statement

This policy covers Shrivenham C. of E. Primary School's whole school approach to Relationships and Sex Education (RSE).

RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being. All children and young people have a right to holistic, inclusive and needs-led RSE. Through providing high quality RSE, we are upholding our school's Christian ethos and promoting our school values of love, hope and courage, whilst ensuring our commitment to equality and celebration of difference.

This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It also has due regard for the DfE's (Department for Education) statutory Relationships Education, Relationships and Sex Education and Health Education guidance and other relevant guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

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

- Anti-Bullying policy
- Behaviour policy
- E-safety policy
- Child Protection and Safeguarding Policy
- Science Curriculum Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

Equality, inclusion and social justice

'Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls; and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach.'

(DfE Guidance, p14)

RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in school. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to LGBT+ ¹ inclusion and SEND² inclusion and are mindful of the SEND Code of Practice 2014 when planning for this subject.

We will also ensure that we consider the religious and cultural background of all pupils when teaching RSE. Inclusive RSE at Shrivenham C. of E. Primary School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Definition of relationships and sex education

‘The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should teach what is acceptable and unacceptable behaviour in relationships.’

(DfE Guidance, p25)

At Shrivenham C.ofE. Primary School, we use a gender equity and human rights framework for RSE. We take a positive, inclusive and affirmative approach that accepts children’s and young people’s experiences and enables them to be explored sensitively.

To meet the aims outlined in the DfE Relationships Education, RSE and Health Education Guidance, we will equip our pupils to build positive relationships online and offline. We seek to ensure our curriculum gives pupils the knowledge, skills, attitudes and values that will help them to:

- value their health, wellbeing and dignity
- build self-esteem and self-worth
- accept and value their personal and identity and the personal identities of others
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

High quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people’s confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

¹ LGBT+ refers to people who identify as lesbian, gay, bisexual, or transgender, and to people with gender expressions outside traditional norms, including nonbinary, intersex, and other queer people (and those questioning their gender identity or sexual orientation).

² SEND stands for Special Educational Needs and Disability.

Evidence shows³ that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

Subject content

Our curriculum programme is developed by the P.S.E.D. and R.S.E. subject leader, in conjunction with the views of teachers, pupils and parents. At Shrivenham C.of E. Primary School, we teach to the learning objectives and content outlined in the DfE Relationships Education, RSE and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.

Our scheme of work (appendix 1) will be taught across the school from Year 1 to Year 6, in weekly lessons, with children being taught the same subject in every class each term, at an age-appropriate level. All Relationships Education lessons are statutory. Parents have the right to withdraw their child from Sex Education lessons, taught in Summer term (2) in Years 5 and 6. As it stands, we will not follow the option to deliver sex education to Years 3 and 4, unless the school deems it necessary to do so for the benefit of a particular cohort of children, as the need arises. In this instance, parents will be contacted and materials shared. In Years 1 and 2, children will be taught about the importance of privacy and private body parts and the right not to be inappropriately touched (N.S.P.C.C. PANTS message).

Subject delivery

‘Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.’

(DfE Guidance, p8)

RSE will be delivered at Shrivenham C. of E. Primary School as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach, as demonstrated in the table below. This is a course of study in which pupils will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning. There will also be indirect coverage through the use of story books and resources in other lessons.

Term	Topic	Content
Autumn 1:	Super Citizens	Includes understanding my place in the class, school and global community, care for the environment and basic first aid.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work. We also cover a mini unit on money.
Spring 1:	Staying healthy	Includes healthy lifestyle choices and emotional well-being
Spring 2:	Staying safe	Includes independence and risk-taking, drugs and alcohol education, safe and unsafe secrets, loss
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Growth and change	Includes Sex and Relationship Education in the context of looking at and managing change

R.S.E. Content per year group

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles - animal and human; changes in me; changes since being a baby; differences between female and male bodies (NOT including the names of private parts); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

The P.S.H.E. and R.S.E subject leader will work closely with colleagues in related curriculum areas (e.g. Science, Computing and PE) to ensure a holistic and joined up approach to what is taught in RSE. We also supplement learning using a whole school approach and utilising time outside of the classroom. For example, through school assemblies, day trips and residential trips, visitors, Art and Drama, school celebrations and events.

The sex education contained in National Curriculum science (Key Stages 1-4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2018](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

RSE will address aspects of relationships and sex in an integrated way within a single topic. We will not artificially separate learning about real life and online relationships when it is appropriate to integrate this teaching and explore a topic in both contexts. Where an issue is experienced exclusively or disproportionately in an online context, this will be drawn out.

We also use external agencies, where appropriate, to deliver aspects of Relationships and Sex Education (see 'Working with visitors and external agencies' section below).

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (e.g. for external body parts). School staff will not express or be expected to express their personal views or beliefs when delivering the programme.

All staff who have responsibility for delivering RSE will undergo training on a regular basis to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE.

In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

3 <https://www.sexeducationforum.org.uk/resources/evidence/sre-evidence> - Briefing which aims to provide an accessible and accurate summary of the research evidence relating to relationships and sex education (RSE), particularly the contribution of RSE to behaviour change. It includes findings about RSE from the third British National Survey of Sexual Attitudes and Lifestyles (Natsal).

Monitoring and Evaluation

'Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas.'

(DfE Guidance, p43)

We regularly monitor and evaluate our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.

This policy will be reviewed by the school's leadership team in conjunction with the P.S.H.E. and R.S.E subject leader and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted, and any amendments clearly communicated.

The School's Leadership Team monitors and evaluates the implementation of the programme and pupil's knowledge and understanding through:

- Pupil Voice (e.g. using pupil interviews, questionnaires/ surveys, focus groups or using pupil question boxes)
- Evidence from lesson observations / Teacher evaluation of lessons and the overall RSE programme
- Looking at samples of pupils' work / Project work / Pupils' pre and post unit self-evaluation / Reflective pupil logbooks
- Analysis of behaviour incident records (e.g. prejudicial bullying)
- Analysing pupil engagement in lessons

Pupil voice

'Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils'

(DfE Guidance, p12)

Pupil voice is central to the culture and ethos of our school. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives.

Throughout our RSE scheme of work we embed pupil voice practices to enable pupils to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed appropriately and without delay. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

Answering pupil questions

'The school's policy should cover how the school handles [difficult] questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.'

(DfE Guidance, p23)

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

To ensure pupils have every opportunity to ask any question they might have and to avoid loss of dignity for all, school staff may offer pupils the chance to contribute questions anonymously in advance of specific lessons (e.g. on puberty). This will enable staff to research questions and respond with factually accurate information.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. If school staff do not feel in position to immediately address questions, they may defer a question and seek more information before responding to pupils.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. If school staff have concerns about pupil contributions or questions, they will inform parents/carers as appropriate.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.

An open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older pupils. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

Working with parents/carers

‘All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when.’

(DfE Guidance, p17)

‘All schools must have in place a written policy for [...] RSE. Schools must consult parents in developing and reviewing their policy.’

(DfE Guidance, p11)

Successful teaching of RSE involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

Our RSE policy has been developed through consulting parents and carers and opportunities are planned for them to understand what we teach and when through:

- Letters with information about RSE (including sex education)
- Planned drop ins to see the resources
- Sharing policies on the school website

If parents/carers have any concerns or special circumstances that the school should be aware of, or would like any further information about the curriculum, we can designate a time for them to come into school and address any issues.

We may share examples of key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home. If parents/carers wish to view resources, this can be arranged via the school office.

Parental right to request their child be excused from sex education⁴

‘All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.’

(DfE Guidance, p17)

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents/carers do not have a right to withdraw their child from Relationships Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do not have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

4 The information above is based on the Relationships, RSE and Health Education guidance that becomes statutory from September 2020. Up until September 2020, the parental right to withdraw remains the same under existing legislation and Sex and Relationships Education Guidance (2000). This means that parents will have a right to withdraw from some or all of sex education lessons in primary schools. For secondary schools, a parent can withdraw their child from some or all of sex education. A head teacher cannot overrule a request for withdrawal. This includes children above the age of 16. For more information please see: [gov.uk/government/publications/sex-and-relationship-education](https://www.gov.uk/government/publications/sex-and-relationship-education)

Working with visitors and external agencies

'Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people [...] It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.'

(DfE Guidance, p18)

From time-to-time Shrivenham C.of E. Primary School may invite external experts and visitors to deliver parts of our RSE scheme of work (such as the N.S.P.C.C.). External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school. A teacher will always be present throughout these lessons to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.

Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.

We will also ensure that:

- There is appropriate planning, preparatory and follow up work for the session
- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

Safeguarding and child protection

‘At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.’

(DfE Guidance, p42)

Shrivenham C.of E. Primary School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education (September 2019).

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse or have experienced abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to special educational needs, a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to support their learning but also prevent them being affected by the scenarios or topics in their planned lessons.

While Shrivenham C. of E. Primary School wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children’s privacy.

At Shrivenham C.of E. Primary School we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

Statement by the Governing Body/Trust

The governance board of Shrivenham C. of E. Primary School adopted this policy on 18/05/2020. It will review the policy on or no later than 18/05/2023. In adopting this policy, the Governing Body of Shrivenham C.of E. Primary School recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way the ensures that the school fulfils its legal obligations.