

'Live life in all its' fullness'



WOODSIDE C.E.(VC) PRIMARY SCHOOL

**Relationships Education,
Relationships and Sex Education
(RSE) and Health Education Policy**

**School expectations and guidance for staff, parents and
governors on RSE**

2023-2024

Date Ratified:	March 2023
Date Due for Review:	March 2024
Signed Head Teacher:	
Signed Chair of LAB (where appropriate):	

1. BDMAT Vision and Values

The Birmingham Diocesan Multi- Academy Trust (BDMAT) recognises that the future for schools lies in formal collaborations; schools working together, in partnership to offer life in all its fullness for the young people who attend them. Church schools have a very distinctive purpose: Education is taught in an environment where there is a set of values and ways of behaving that stem from, and express, the Christian foundation of the school. Our schools are about providing an education within a Christian framework for children of the local community of any faith or none; Our Trust seeks to provide a place where church schools and non-church schools who support our philosophy can continue to provide high quality education, knowing that their distinctive ethos will be protected into the future.

When determining this policy, a number of documents were referenced including:

- Valuing All God's Children
- Deeply Christian, Serving the Common Good
- <https://www.churchofengland.org/more/education-and-schools/education-publications>
- Relationships Education, Relationships and Sex Education (RSE) and Health Education.
- Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers and Physical Health and Mental Well Being.
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Our mission is:

To provide high quality education within a Christian framework that allows all pupils to reach their full potential through experiencing a broad and balanced curriculum whilst ensuring staff have a good life / work balance and are fulfilled in their roles.

Our values

We have adopted the values of the Church of England, as articulated in the document 'Deeply Christian, Serving the Common Good' which sets out the vision for education that the Church of England believes should be seen in all schools, and not just those of a Christian foundation. As a result, the values apply equally to our church schools and our non-church schools.

Our key values are:

- **Hope** – through our Christian faith, we have hope that there can always be a positive outcome
- **Honesty** – we are honest with all inside and outside our organisation, whilst being sensitive to how we deliver these messages
- **Integrity** – we have strong principles rooted in our Christian mission that lead our actions and decisions
- **Helpfulness** – we work in co-operation and partnership with all staff and stakeholders
- **Respect** – we respect all those that we come across
- **Dignity and compassion** – we treat all those within and outside our organisation with dignity, irrespective of the circumstances, and we show everyone compassion for the difficulties that they are experiencing
- **Wisdom** – The decisions we take are wise; they are based on informed discussions and evidence, and we aim to ensure we achieve the best outcomes for all without compromising our values

2. Woodside Vision and Rationale

This policy should be read in conjunction with:

Relationships Education, Relationships and Sex Education (RSE) and Health Education; Department for Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers and Physical Health and Mental Well Being.

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

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy.

Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities, and experiences of adult life. This can also help schools to promote the spiritual, moral, social, cultural, mental, and physical development of pupils both at school and in society.

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Relationships and Health Education (RHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school.

It is embedded in our PSHE curriculum, and our aim is to equip children with the skills and understanding to become healthy, secure, independent, and responsible members of society.

Our school uses: Jigsaw

Jigsaw is a comprehensive program that provides a structured approach from Reception to year 6

The program comprises of 6 units of works, "Puzzles" and each puzzle has pieces (lessons).

The Puzzles are:

- 1 - Being me in my world
- 2 - Celebrating Difference
- 3 - Dreams and Goals
- 4 - Healthy Me
- 5 - Relationships
- 6 - Changing Me

Through all aspects of the RHE curriculum we promote spiritual, moral, social and cultural education, whilst considering the mental and physical development of pupils at school.

3. School Context

Our school serves the community of Baddesley Ensor and Grendon. A proportion of pupils are eligible for the pupil premium funding, and this is used to provide additional support for those pupils for their wellbeing and academic achievements.

4. Policy development and consultation

The policy has been developed through consultation with BDMAT Executive Team, our school's stakeholders, which include parents, governors, staff and pupils and has paid due regard to the Public Sector Equality Duty and issues relating to National Health Targets, and safeguarding of pupils including Child Sexual Exploitation, Female Genital Mutilation and Homophobia.

To ensure that consultation was thorough and meaningful parents were initially consulted when the policy was written in 2021 through: sharing of Policy, parents provided with 'What is Jigsaw- a Mindful Approach to PHSE, 'Jigsaw: Relationships Education and Sex Education in the Primary School', a Presentation via a meeting forum to inform of content with parents, and an open question and answer session via Zoom. Since this policy has been amended in 2023, further consultation has been offered for any parents wishing to discuss the content or ask questions from the Headteacher.

5. Relationships and Health Education

At Woodside Church of England Primary School understanding the way in which relationships develop and grow over time from childhood through to adult relationships is part of lifelong learning. Part of this is about understanding the importance of relationships and the values, qualities and responsibilities in friendships, families, and loving relationships and how to develop an understanding of safety in the online environment. It promotes self-respect, confidence, respect & responsibility toward others, emphasising the importance of marriage, loving relationships, safety, love and care.

Health Education includes the teaching of puberty and the changes that occur as pupils move into adolescence. The lessons will be based on teaching children's facts in an age-appropriate way to support children to flourish and grow.

Relationships and Health Education does not include teaching about sex (and the school's policy on that subject is explained further below).

Aims and Objectives of this policy and the relationships education curriculum:

- To provide clear guidance for parents, staff and governors in relation to programme progression and delivery.
- For pupils to develop the understanding of relationships and that they need to be built and maintained gradually.
- Relationship Education provides a foundation for further work at secondary school.

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- To help young people to respect themselves and others.
- To support pupils through their physical, emotional and moral development
- To develop skills and understanding to enable pupils to make healthy, responsible choices about their health and well-being including personal hygiene.
- To help pupils move more confidently and responsibly into and through adolescence.
- To help pupils to understand a range of views and beliefs about relationships.
- To help pupils to understand issues of media influence and mixed messages that may contradict and conflict with own beliefs

6. Sex Education

The school believes that in order to further the aims and objectives outlined above it is necessary to provide children with sex education lessons in addition to the lessons that are mandatory under the national curriculum for science.

The school's sex education programme will include lessons in years ***four, five and six***. Parents will be informed prior to the unit of lessons being taught. Parents will have the opportunity to view content of the lessons on request.

Organisation and Methods of Teaching

Planning and delivery of programme

- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected.
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school.
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated.
- Resources used are appropriate for each year group and enhance the learning.

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	Overview of mandatory requirements					
	Relationships Education			Health Education		
Year Group	Relationships	Safety off and online	Families	Mental health and well being	Health prevention	Changing bodies
R	X	X	X	X	X	
Y1	X	X	X	X	X	
Y2	X	X	X	X	X	
Y3	X	X	X	X	X	
Y4	X	X	X	X	X	
Y5	X	X	X	X	X	
Y6	X	X	X	X	X	

7. Areas of responsibility

Head Teacher and Governors

- Ensure the framework is followed and monitored.
- Ensure that this policy is made available to parents, Teaching Staff
- Implement this policy with the guidance of senior leaders in the school
- Ensure that the policy is followed in applied practice
- Liaise with the governors on the teaching of RHE and (Sex Education) in school as required.
- Ensure that the SENDCO and/or PSHE lead are adequately trained to support delivery in ALL aspects of the RSE 2020 guidance.
- Liaise with parents and feedback any concerns, following the school's usual procedures; a respond to the needs of pupils, following the school's usual procedures.

Specific Issues

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Confidentiality

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured, and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to school's safeguarding procedures).

Changing Facilities for Physical Education; Upper Key Stage 2

In our school we ensure that pupils are offered privacy when changing for physical education. Separate facilities will be offered to maintain privacy and self-esteem.

Answering Difficult Questions

If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually.

- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles
- Teachers will focus heavily on the importance of healthy relationships
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern.

8. Working with parents

The school has established a strong working partnership with parents through consultation and support. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role. On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

Parents will be consulted when this Relationships Education, Relationships and Sex Education and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with Mrs Johnson-Headteacher.

Parent Withdrawal

Parents have a right to withdraw their child from sex education lesson(s) **but not from Relationships and Health Education lessons.**

Where a pupil is withdrawn from sex education, the class teacher will ensure that the pupil receives alternative appropriate education, which may include the child working on an alternative project. In some cases, parents may be asked to come into school and supervise their child on an alternative project, but this would be discussed on an individual basis.

Any complaints will be addressed through the school's complaints procedure.

9. Provision for menstruation

Upper Key Stage two staff will be available to support pupils and will have all the necessary resources.

Sanitary disposal units are situated in the KS2 toilets

10. Other related documents and policies

- Education Act 2002
- Keeping Children Safe in Education 2022
- Working Together to Safeguard Children 2022
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations
- OFSTED School Inspection Handbook
- Relationship & Health Education Statutory Guidance (DfE)
- United Nations Convention on the Rights of the Child

11. Equal Opportunities/Inclusivity

The school's Relationships and Health [and sex] Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

12. Monitoring and Evaluation

This policy will be managed by the PHSE Leader, Headteacher and an appointed governor will be responsible to ensure that the programme is evaluated, and impact reported to the governing board

This policy has been written with Christian Values at its heart and valuing each of God's children. As a school we are determined to be a place where individuals grow and thrive.

Approved by Chair of LAB..... date.....

Headteacher..... date.....

Review Date: March 2024