



Carleton Rode &
Forncett St. Peter
CEVA
Primary Federation



Carleton Rode and Forncett C.E.V.A. Primary Schools' ethos is founded on the belief that we should love our neighbour as we love ourselves and show this by treating others as we would like to be treated.

RSHE Policy

(Relationships Education, Sex Education & Health Education)

Formally adopted by the Governing Board of:	Carleton Rode & Forncett St. Peter CEVA Primary Federation
On:	30.11.20
Chair of Governors:	Kirsty Byrne
Review due:	November 2022
Signed by Chair of Committee:	Date 30.11.20
Louise Chandler	
Signed by Executive Head:	Date 30.11.20
J Jones	

RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

Policy context and Rationale

This relationships, sex and health education policy covers Carleton Rode and Fornsett St. Peter CEVA Primary Federation's approach to teaching relationships education, sex education and health education (RSHE).

This core policy was produced by the Diocese of Norwich in collaboration with an external national RSHE Adviser. We have adapted it and made it our own policy, consulting with staff and governors, some of whom are parents or carers at the schools.

This policy aims to ensure the needs of all our children can be met through the delivery of an age and stage-appropriate RSHE curriculum that addresses relevant issues informed by analysis of public health data and child priorities.

Policy availability and consultation

Stakeholders are informed about our policy through events such as new intake parent/carer meetings, reference in the schools' brochures or through accessing a copy from the schools' websites. Hardcopies are also available from both school offices if required. We will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. We recognise the importance of working in partnership with our families about the content and delivery of our RSHE curriculum and we will consult with them through a variety of means including: newsletters, emails and school events. Children's views will be sought through class and group discussions.

Policy values, aims and objectives

Our federation supports the aims and objectives set out by the Secretary of State for Education in the RSHE Guidance, 2019 which says '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. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society'.

Secretary of State
Foreword, 2019

Our federation's overarching distinctively Christian vision for children is 'Loving our neighbours as ourselves, by treating others how we'd like to be treated'. RSHE is underpinned by a clear set of embedded values and principles that complement the schools' ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

To embrace the challenges of creating a happy and successful adult life, our children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We need our children to be able to 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. RSHE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. Our RSHE curriculum is about doing this in an age and stage appropriate manner. It will equip our children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, within which they value themselves as unique individuals who take responsibility for their health and wellbeing both now and in the future.

We recognise the importance of RSHE in preparing our children to live safe, fulfilled and healthy lives. The objective of RSHE is to support children and young people through a journey of physical, emotional and moral development, through the teaching of essential knowledge, skills and values within the framework of the law, relevant provisions of the Equality Act, 2010 and through the inclusion of Christian perspectives on relationships and sex.

Effective RSHE can make a significant contribution to the development of personal skills needed by children to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care in line with our Christian values. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving children's health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including NSPCC, Barnardo's, The Children's Society and education unions.

As a part of the Diocese of Norwich, we are committed to the RSHE which:

- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- Delivers lessons where children feel safe and encouraged to participate using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of children, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- Gives a positive view of human sexuality, with honest and medically accurate information, so that children can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- Gives children opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- Includes learning about how to get help and treatment from sources such as the

school nurse and other health and advice services, including reliable information online

- Respects gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in every-day school life
- Meets the needs of all children with their diverse experiences - including those with special educational needs and disabilities
- Seeks children's views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our children, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law, to ensure all children have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect children's different abilities, levels of maturity, personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole-school community in accordance with the school's approach to inclusion.

Teaching and learning

The federation delivers its RSHE through its existing PHSE (personal, social, health and economic) programme. This PHSE programme has been updated to ensure it meets the high level core content requirements laid down in the DfE's statutory guidance. RSHE is led by Sharon Creasey and Laura Sparkes, and is taught by all teachers supported by the school nurse service where needed. If available, carefully vetted visitors and outside agencies are also used where appropriate. All teachers involved in the delivery of RSHE have received specialist training to ensure that children receive clear and consistent approaches to RSHE throughout their time in our federation.

RSHE is taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, debating, independent research, media and artistic presentations etc. This wide range of teaching strategies promotes engagement by all children.

Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet the DfE Statutory Guidance from November 2019 and The Equalities Act, 2010.

RSHE will be taught through a 'spiral curriculum'. This approach means that children will gain knowledge, develop values and acquire skills gradually during their primary school years by re-visiting core themes to build on prior learning. RSHE will support the school's commitment

to safeguard children through an age-appropriate curriculum that prepares them to live safely in the modern world. Our intended RSHE curriculum may vary in response to emerging issues and to reflect the rapidly changing world in which our children are living and learning. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

Assessment and monitoring

Children's learning will be assessed at the end of every topic to ensure that they are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that children do not feel under pressure. There will be self-assessment tasks throughout the programme that will confirm understanding of the topics. The evaluation of teaching and learning assessments will be shared with children and parents and carers as appropriate.

The quality of RSHE teaching and learning will be monitored through a variety of means including: learning walks, looking at learning outcomes such as books, speaking to children and through speaking to staff. Governors will monitor the quality of provision, progress and accessibility of the RSHE provision through their curriculum monitoring.

Responding to children's questions

We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly, within the ground rules the teachers create with children and agree follow at the start of a topic. At the end of every lesson or at other times of the school day, children are provided with an opportunity to ask questions in an open setting. They are also provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket'. Teachers answer questions as fully as they feel they can, based on the child's age and stage and what is appropriate based on the level of knowledge demonstrated by children during the lesson. Teachers may delay answering a question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can also refuse to answer a question that they feel is inappropriate, and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the child will have the reasons for this clearly explained and the teacher will work with them to identify suitable sources of information where they can obtain an answer to their question such as encouraging the child to ask a parent, carer or trusted adult at home. If deemed appropriate, the teacher may let a parent or carer know that the child has unanswered questions they need support with.

Confidentiality, signposting, safeguarding and handling disclosures

The federation's responsibility to safeguard children through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching, the class will discuss and create a 'working agreement' of ground rules. Confidentiality will be included within this agreement so children are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of puppets or cartoon characters within RSHE avoids children feeling under pressure to participate or disclose information beyond that which is

appropriate or feels comfortable. This strategy makes RSHE more accessible to all children, including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost children to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage so that other staff can be responsive to any pastoral needs, and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, or any other illegal or destructive activity, then the teacher will take the reference very seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of any form of abuse. They will follow the federation's procedures and immediately inform the designated safeguarding lead who will then deal with the matter in line with the Safeguarding policy.

Involving parents and carers

We believe that parents and carers are the primary educators of their children in RSHE and that RSHE is most effective when it is a collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation. Parents and carers will be contacted before we teach certain elements of the programme to allow time for questions and discussion between them and the schools and a look at resources we use if needed. Both schools also operate an open-door policy enabling parents and carers to discuss RSHE at relevant times throughout the school year.

Parental right to have a child excused

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from sex education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory sex education, they should discuss this with the Executive Headteacher, making clear which aspects of the programme they do not wish their child to participate in. The Executive Headteacher should outline to the parents or carers 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 parents or carers propose to deliver sex education to their child at home instead). Once a decision has been made, they must inform the school in writing stating their reasons as to why they would like their child withdrawn.

This process is the same for children with SEND. However, there may be exceptional circumstances where the Executive Headteacher may want to take a child's specific needs arising from their SEND into account when making this decision. If a child is excused from non-science elements of sex education, it is the schools' responsibility to ensure that the child receives appropriate, purposeful education during the period of withdrawal.

The Executive Headteacher will automatically grant a request to withdraw a child from any sex education delivered in primary schools, other than as part of the science curriculum, in line with the DfE guidance document's expectations.

Links to other school policies and curriculum

This policy complements many federation policies, procedures and curriculum focus areas including:

- Behaviour and Anti-bullying
- British Values
- Citizenship
- Confidentiality
- Equalities
- Extremism
- Inclusion
- Online safety
- Physical Education
- Religious Education
- Safeguarding & Child Protection
- SMSC (spiritual, moral, social and cultural)
- Science
- Teaching, learning and assessment

Review date or Monitoring and Review

The Governing Board monitors the impact of RSHE on an annual basis. The Governors give serious consideration to any comments, consultation views and evidence of impact.

Consultation with children will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years, or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing child needs or introduction of new legislation and guidance.