

RSE Policy

Forncett St. Peter & Carleton Rode CEVA Primary Schools' Partnership

This Relationships and Sex Education policy covers the Forncett St. Peter and Carleton Rode Partnership's approach to teaching relationships and sex education (RSE). It was produced following consultation with the whole school community including children, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community.

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

Parents/Carers will be informed about the policy through our newsletters and websites. A hard-copy will be provided on request. The school will work with parents/carers requiring the policy in an alternative format, ensuring equitable accessibility for all. This policy relates to many other policies in our schools including: Behaviour and Anti-Bullying, Safeguarding and Child Protection, Online/E-Safety and Teaching and Learning policies.

Values, aims and objectives:

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider Christian ethos, values and principles of our schools. RSE in our schools means learning about the human body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.

- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving children as evaluators to ensure relevance.
- ✓ Ensuring children are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum we use was planned following consultation with children. This ensures the needs of all children can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by our children. Consultation with our children will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet the DFE's RSE guidance and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means children will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps children to make informed decisions relevant to their age and stage. RSE will support our Partnership's commitment to educate and safeguard our children, preparing them to live safely in the modern world.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our children are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

The RSE programme will be led by Sharon Creasey (Fornsett) and Liz Churchill (Carleton Rode), and taught by all staff, supported by the school nurse, should the need for her input be required, carefully vetted visitors and outside agencies where appropriate. All staff involved in the delivery of RSE will have received training ensuring children are taught with consistent approaches to RSE throughout their time in our schools.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all children, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids children feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all children, including those who may have experienced unhealthy relationships and/or abuse. The school'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.

Across the Partnership, we actively celebrate the diversity of our children, their families and the wider whole school community. RSE 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. 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 and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school communities.

At the end of every lesson, children will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by children during the lesson. Teachers may ask a child to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not 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 decision clearly explained. The teacher will work with the child to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, 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 systems to advise of topic coverage. This will ensure the school can be responsive to children's pastoral

needs, and safeguarding arrangements can be actioned efficiently if required. If either school has any reason to believe a child is at risk of harm, we are required to respond in accordance with the schools' Safeguarding and Child Protection Policy.

Children's learning will be assessed at the end of every topic. This will ensure that children are making sufficient progress building 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. The evaluation of teaching and learning assessments will be shared with children and parents/carers as appropriate.

RSE is most effective when it is a collaboration between school and home. Our schools will provide support to parents/carers through annual communication, so providing the opportunity to develop awareness of emerging RSE topics. Parents/carers will be invited to an annual briefing session where the resources being used will be available to view and helpful information will be provided to help them consider ways to build on RSE at home. The schools both operate an open-door policy enabling parents/carers to easily make an appointment to discuss RSE with staff throughout the school year.

This policy is based on the Norfolk Educator Solutions RSE Package Model Policy

Adopted by the Partnership governing bodies: **November** 2018

Signed: _____ Chair of Governors

Date for review: Autumn 2 2019

Letter to Parent/Carer

Dear Parents/Carers,

Our schools pride themselves on delivering effective, age-appropriate relationships and sex education (RSE) that meets the needs of all our children within an inclusive and supportive learning environment; using non-biased resources. RSE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

RSE will deliver a spiral curriculum that enables children to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. Please see overleaf for RSE Curriculum.

I would like to take this opportunity to reassure you that none of the teaching materials or strategies should shock children. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child's relationships and sex education with them at home. This is an opportunity for you to share your family values in relation to the topics, building strong channels of communication about emotions, the human body and relationships with your child.

If you would like to know more information about our programme of relationships and sex education, please attend our parent/carers briefing session (*date/time to be inserted*). In the meantime, please familiarise yourself with our RSE policy and read the 'Top tips for talking to your child' overleaf.

Please feel free to contact us if you would like to discuss our programme of relationships and sex education on an individual basis.

Yours sincerely,

Judith Jones

Executive Headteacher

Fornsett St. Peter & Carleton Rode CEVA Primary School Partnership