



The Chandler CofE (A) Junior School

Policy Number CLS-09

Relationships, Health and Sex Education Policy

Our Vision:

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At The Chandler our relationships education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focuses on the importance of relationships and our school values demonstrate the way in which they can be built, through honouring one another, whether within a friendship, family, or romantic relationship.

Aim:

The aims of Relationship, Health and Sex Education (RHSE) at The Chandler are to:

- enable pupils to understand the qualities of respectful relationships and respecting others, even if they are different from ourselves;
- help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy;
- prepare children for healthy relationships in an on-line world;
- recognise the importance of families; that there are various family models and that these differences should be respected;
- understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe;
- encourage children to respect and care for their bodies;
- prepare for puberty and adulthood;
- foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example, people of the same gender;
- and provide accurate knowledge of sexual matters at a level suitable to their age.

RHSE Statutory Requirements

The Chandler complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

Policy Development and Review

This policy has been developed in consultation with staff, pupils, Governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group gather all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were consulted about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed after the first year and thereafter every three years using the above process, drawing on the views of parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Health Education is a programme of teaching about physical health and fitness, healthy eating, mental wellbeing, puberty, drugs, alcohol and tobacco.

Sex Education is a programme of work that covers romantic relationships, and how a baby is conceived and born.

Schools have a statutory duty to teach relationships and health education and there is no provision for children to be withdrawn from these lessons. However, sex education is part of the curriculum at the discretion of the school - at The Chandler this is taught in Year 6.

Right to be excluded from Sex Education

The Chandler will inform parents when aspects of the Sex Education programme are being taught and will provide an opportunity for parents to view a sample of the resources used in lessons. Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum.

A request for exclusion should be made to the headteacher who, before granting such a wish, will discuss with the parents the benefits of receiving this important education. Alternative work will be found for those children who have been withdrawn from these lessons.

Organisation and Delivery of RHSE

The PHSE subject leader and the headteacher are responsible for the organisation of RHSE at The Chandler. RHSE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: PSHE, Science, RE and computing.

Where taught within the curriculum, RHSE will be delivered by the class teacher and therefore usually within a mixed gender class. Assemblies are delivered by the headteacher and other teaching staff. Visiting speakers from the community, e.g. NSPCC, community police and health promotion specialists, can make a valuable contribution to the RHSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RHSE curriculum.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RHSE lessons, and a differentiated programme will be provided, where necessary, to ensure that all pupils gain a full understanding.

Questions Raised by Pupils

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions.

Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, one of the Designated Safeguarding Leads (DSLs), Tony Nunn, Hugh Rawson, Sarah Dutton or Emily Lack, must be informed. If the DSLs are not able to be contacted, a member of the Senior Leadership Team must be consulted. No adult should ever promise confidentiality to a child, as per The Chandler's Safeguarding Policy.

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| Policy No/Name: CLS-09 Relationships, Health & Sex Education Policy (prev Sex & Relationship Educ) | | | | |
| Category: 2 | | | | |
| Review Frequency:- 2 yearly | | | | |
| | 2014 | 2020/21 | | |
| Staff Member responsible | HT | TN | | |
| Nature of changes made | Diocese | New | | |
| Governor Committee | T & L | C&L | | |
| Date reviewed by Committee | 19/6/14 | 09/02/2021 | | |
| Date of FGB Approval (Category 1 only) | N/A | | | |
| Date next review is due | 2015 | Spring 2023 | | |
| DMC File Version | 4 | 5 | | |