



### Our vision

Our vision statement sets out the framework around which all work in our school is carried out:



## Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

*Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)*

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

Our vision is brought to life in school through our five shared Christian values of **compassion, creativity, courage, simplicity and community**.

Our RSE teaching and learning is delivered within the aims of our vision statement and our equal opportunities policies. Therefore, RSE will be delivered within an ethos of honesty, trust, respect and care. We appreciate that whilst values cannot be imposed, children can be equipped with the skills necessary to consider other people's values whilst developing their own.

RSE will support the importance of strong and stable relationships, including marriage, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances. Teachers will be sensitive to these issues and to different types of families, promoting inclusion and reducing discrimination. Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is

valued. As part of our teaching we will teach that all major world faiths believe sexual relations should occur between married couples.

### Purpose of the Relationships and Sex Education (RSE) Policy

It is a statutory responsibility of the Governing Body to have an up-to-date RSE policy which sets out the content, organisation and approach to teaching RSE at Christ Church Primary School.

The purpose of this policy is to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents and carers about what is taught and when and how they can be involved
- Give a clear statement about what the school aims to achieve by teaching RSE and why it thinks RSE is important

### Development and review of this policy

This policy was originally developed by the school staff in consultation with pupils (through evaluation of questionnaires completed by the Year 5 children post RSE unit) and the LA PSHE and Citizenship adviser. Key changes and a summary of the policy were shared with all parents and their comments have been taken into account. This policy and its implementation is part of our commitment to maintaining our Healthy School Status. This policy has also been ratified by the whole Governing Body.

The following documents have supported the writing of this policy:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education – draft statutory guidance (DfE, February 2019)
- Changes to the teaching of Relationships and Sex Education and PSHE: Church of England Education Office response, (Church of England Education Office, February 2018)
- Camden Primary Sex and Relationship Education Suggested Scheme of Work – April 2015
- Guidance for Teaching SRE – Camden 2015
- Camden Primary Sex and Relationship Education (SRE) Policy September 2015
- LDBS Policy on Relationships and Sex Education 2009

This policy has been given a light-touch review by staff and governors in May 2019 as part of our three-yearly policy review cycle, with no significant changes made to our aims or scheme of work. There will be a more comprehensive consultation on and review of our RSE policy in 2020. This decision has been taken for the following reasons:

- final statutory RSE DfE guidance is yet to be published (draft only February 2019) with the new guidance to be implemented from September 2020
- the London Diocesan Board for Schools is developing new guidance and a new model policy for RSE (due 2020)

### Definition of RSE

The Church of England Education Office document (2018) sets out the following definitions:

‘We understand relationships education to be that pertaining to the development of pupils’ understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds.

We understand sex education to be that pertaining to the development of pupils’ understanding of sex, sexual health and human sexuality.’

The DfE draft guidance (2019) states that Relationships Education and Relationships and Sex Education at primary school should 'put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online' (p4).

At Christ Church School we believe that Relationships and Sex Education is about learning about growing up, changes, reproduction and the physical aspects of personal relationships. It is also about encouraging self-awareness, self-esteem and a sense of moral responsibility and the development of social and communication skills essential for making informed decisions about our own health and well being, feeling good about ourselves and making and maintaining positive personal relationships.

#### Aims of Relationships and Sex Education at Christ Church School

In our school we have a responsibility and opportunity to help children towards mature and understanding attitudes in these important areas of life. RSE is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all round development. This links directly to our vision of inspiring *life in all its fullness* for all which includes the aims of developing strong, positive and loving relationships and the promotion of respect and compassion for ourselves and all others.

RSE aims:

- to meet the school's safeguarding obligations
- to ensure children feel prepared for the physical and emotional aspects of pubertal change
- to develop children's communication and social skills so that they can develop positive relationships and friendships with others
- to generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment and to develop pupils' confidence to talk, listen and think about their feelings and relationships
- to help pupils to recognise the value of different types of family life, the implications of parenthood and the needs of the very young
- to encourage children to recognise the value of intimacy in loving and caring relationships
- to provide opportunities for pupils to examine their own values and those of other people
- to encourage effective communication about relationships and sexual matters between children, their parents/carers, family and friends
- to set the physical aspects of relationships and sex education within a moral, values-based framework
- to cover the statutory section of the Science National Curriculum which stipulates teaching about the biological aspects of puberty and reproduction, providing factual information and using correct vocabulary
- to present facts in an objective and balanced manner so as to enable pupils to comprehend a range of sexual behaviour in society and to understand the influence of the media
- to challenge discrimination and prejudice in society and to promote equal opportunities
- to develop children's awareness of the law as it relates to sexual behaviour and their knowledge of sources of help
- to ensure that children leave school with an awareness of their sexuality appropriate to their maturity
- to lay the foundations for continuing RSE/SRE at secondary school
- to give children essential skills to keep themselves safe online and offline and to recognise when something is risky or unsafe

#### Organisation of RSE at Christ Church School

RSE is taught through both the **PSHE&C and Science curricula** at Christ Church School, covering both the biological and emotional and social aspects.

RSE is taught by the **class teacher**, who may be supported by other adults in the school or by visitors such as a school nurse. **Other adults** who support RSE teaching will be given this policy to read and will work within the confines of this policy. They will plan their teaching together with the class teacher and the class teacher or teaching assistant will be present throughout.

RSE is, in general, taught in **mixed classes**. Occasionally, however, **single sex groups** may be more appropriate to the needs of the pupils for certain topics – e.g. changes at puberty. However, the same information will always be taught to both girls and boys. If at all possible a female member of staff will be asked to support the male class teacher or vice versa during the single sex group teaching session.

The RSE reflects and is in line with our equal opportunities policies and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils. Where needed, RSE will be differentiated to meet the needs of children with SEND.

A range of **teaching methods** will be used, as in any lesson or curriculum area. These may include group discussion, class discussion, circle time, brainstorming, problem solving, role play, research, visiting speakers, using children's books, and watching DVDs/other resources.

Clear **expectations** should be set with the class and the class reminded of these expectations before each lesson. These might include:

- no personal or private questions or information
- respect for each other's point of view
- listening to each other
- supporting each other
- let each other talk without being interrupted
- if a child doesn't want to say something, they don't have to

Children should also be reminded about when and where it is appropriate to continue to discuss the topics covered – i.e. not to continue discussion in the playground or with younger children.

### Content of RSE at Christ Church School

RSE covers 3 elements:

1. Knowledge and Understanding including; growing and changing, puberty; reproduction, pregnancy and birth, similarities and differences between males and females, parts of the human body, gender stereotyping and discrimination, families, relationships, where to get help if needed.
2. Personal and Social Skills including; talking and listening to others, managing emotions, forming and maintaining loving and caring relationships, developing self respect and empathy for other, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including on line
3. Attitudes and values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage, for bringing up children.

The content of the RSE curriculum is taught within our PSHE+C and Science lessons throughout the school. In addition, in Year 5 and 6, there is a separate RSE topic with set resources and plans.

Some of the topics covered in each year group are:

#### Reception

- Keeping safe – dangers I might encounter, awareness of being able to say 'no'
- My body and other people's bodies – similarities and differences
- The beginning of life – me, animals, plants

- Life cycles
- Differences between what I can do now and what I can do when I was a baby
- Caring for a baby – invite in a new mum to talk about caring for their baby
- Ageing – how do we know things are alive or dead, young or old
- Being a kind friend
- Feelings

### Year 1

- Know that animals (including humans) grow and have babies
- Know how we are growing and changing
- People in my life – what they do for me and what I do for them
- Understand that my family is special
- My moods – feeling happy, sad
- Friendships – be able to make good relationships with my peers and resolve disagreements with friends
- Safety in the home
- Safety out and about – saying no to strangers

### Year 2

- Know about the human lifecycle and the changes humans go through from young to old
- Know how they are growing and changing
- Healthy lifestyles, caring for myself - hygiene, sleep, exercise, diet
- Know that humans grow and reproduce, that babies are made by a mummy and daddy and that they come from inside a mummy
- What makes me happy, valuing myself
- What I like or don't like about other people, cooperation
- Be able to make and maintain friendships and sort out disagreements
- Know what makes a good friend
- People who help me to care for myself
- Be able to help and care for others

### Year 3

- Keeping healthy – exercise, diet, the immune system , reducing spreading of disease
- Different families
- Feelings in families (e.g. love, jealousy)
- What helps people to get on with each other (e.g. listening and sharing)
- What I like or don't like about me
- Keeping safe – Looking after others / co-operation

### Year 4

- Difficult situations – e.g. teasing or bullying
- Family trees
- Belonging to many groups and the different roles and relationships we have in them
- Friendship – who our friends are, why we value them and how we make and lose friends
- Keeping safe – taking risks and safety procedures
- Making decisions – good and bad influences – resisting pressure
- Actions and their consequences

### Year 5

- The main stages of the human life cycle
- Know how they have grown and changed since being babies

- Basic biology of the reproductive system and reproduction
- Pregnancy and birth
- Living things and their habitats, including reproduction
- Physical and emotional changes at puberty, what happens and why are they happening
- Know why hygiene is important during puberty
- Looking after a newborn baby – parenting skills
- Asking questions – question box

### Year 6

- Recap on changes at puberty
- Gender identity
- Recap biology of the reproductive system and reproduction
- Recap pregnancy and birth
- Recap personal hygiene
- Feelings about the future (e.g. making new friends at new school)
- The qualities of strong, supportive and diverse relationships
- Media and stereotypes - Messages about health, sexuality and HBT discrimination from television, films, magazines, other media
- Healthy lifestyles -diet, drugs
- Asking questions – question box

### Possible issues arising from RSE

These issues do not form a specific part of the RSE teaching programme at Christ Church School but this provides guidance for staff should these issues arise in children’s discussions or questions.

### Sexuality

At Christ Church School we believe it is important to foster an environment in which issues such as sexuality and gender identity can be discussed in an objective and unemotional way, should the need arise and at the discretion of the teacher. Where appropriate and relevant, we will always take the opportunity to challenge prejudice and homophobia. The teacher will be best placed to judge the maturity levels of the children within their class.

### Sexually Transmitted Infections (STIs), including HIV/AIDS

Many issues to do with health and hygiene will arise during the course of discussions with children and they will be dealt with sensitively and factually in accordance with the maturity level of the pupils. STIs, including HIV/AIDS, will be dealt with as part of children’s learning about how to protect themselves and others from the spread of a range of infections. These discussions may also form an opportunity to foster tolerance and acceptance of all others.

### Contraception and Abortion

Although these topics do not form part of our RSE teaching programme it will be necessary to explain to children that not all sexual intercourse results in a pregnancy. Teachers may think it appropriate, depending on the maturity of the children, to explain that there are many different contraceptive methods. Children’s questions about abortion should, if it is felt appropriate to answer them in school, be dealt with in a balanced way and always with reference to the related legal issues.

### Resources and training/support for staff

Class teachers will have access to relevant training and continuing professional development in order to deliver the RSE curriculum. This may include in-school training and support from colleagues and LA training courses. This will help staff to feel confident, supported and prepared to deliver RSE.

Teachers use the Camden RSE and PSHE+C scheme of work as a starting point to plan their lessons and a range of resources to help to deliver the lessons.

### Setting class expectations

It is important to create the right atmosphere in the classroom, to enable pupils to ask questions and discuss issues without feeling embarrassed or being disruptive. Setting clear and agreed expectations can help establish clear boundaries and a positive learning environment for SRE and also prevent inappropriate questions and personal disclosures.

### Answering children's questions

In all areas of the curriculum we encourage children to actively advance their understanding by means of asking questions. It must be recognised that questions about sex do provide a challenge for teachers since special sensitivities are involved. Possible strategies to use in dealing with sensitive questions include answering referring to material already used, gaining thinking time ('what do you mean by...?' 'can you tell me why you want to know...?'), balancing controversial issues ('some people think...and some would not agree, When you are older you will have to make your own mind up') and referring to others ('I'm not sure about the correct answer to that but we could find it out by asking...'). See Appendix 1 for further guidance for staff in dealing with possible questions/issues.

In Year 5 and Year 6 one of the teaching methods used will be the provision of a question box for children's anonymous questions, the answers to which may form part of the following teaching session.

Questions raised in a lesson do not have to be answered directly and can be addressed individually later on. We believe that individual teachers should use their discretion and skill in these situations and refer to the head teacher if they are concerned. Children can be referred to their parents if the teacher feels they would be in a more appropriate position to answer the question.

Staff are aware of the procedures if a pupil discloses information where it is felt that this is a child protection issue and that the child's welfare is at risk or they are in danger. The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for reporting and recording disclosures.

### Assessment and monitoring

Assessment in RSE will include assessments made from children's questions, answers and contributions in class discussion, marking their work or quizzes and tests at the end of each unit of work.

The PSHE&C and Science subject leaders, along with the Senior Leadership Team, are responsible for monitoring the implementation of the RSE scheme of work in line with this policy; monitoring may include work sampling, planning monitoring or lesson observations. Children in year 5 will also carry out an end of unit questionnaire to inform future planning and organisation of RSE lessons.

### Involvement of parents/carers

RSE is the joint responsibility of school, parents, carers and communities and is an important element of children's development. It is part of lifelong learning, starting early in childhood and continuing throughout life.

The involvement of parents/carers in their children's RSE will contribute to children's learning in this important topic, to their continuing ability to ask questions and receive answers from a reliable source and to their ability to develop positive relationships.

At Christ Church we will enable a partnership between parents/carers and school staff in RSE teaching by:

- informing parents of all topics to be taught in all curriculum areas in a termly class leaflet
- holding a Year 5 parents workshop before the teaching of RSE in Year 5 to share our policy, teaching methods and resources and to answer any questions from parents
- letting Year 5 and Year 6 parents know when the RSE unit will begin so that discussion about the different topics in RSE can be continued at home.
- making this policy and the resources we use available to all parents if they wish to see them
- inviting parents to talk about pregnancy and their experience of looking after a new born baby and being a parent
- welcoming any comments from parents on our policy
- involving parents in the review of this policy, in particular through their involvement on the Governing Body and Curriculum Committee

### Right to withdraw/Right to be excused

Parents have the right to withdraw their children from some elements of the RSE teaching programme. However, we would encourage all parents to include their children in all aspects of the RSE teaching and learning, in the interest of all children experiencing the full, broad curriculum we have on offer at school. Parents *cannot withdraw* their children from the statutory Science elements of the National Curriculum these include:

Key Stage 1:

- learning that animals, including humans, reproduce
- main external parts of the bodies of humans
- humans and animals produce offspring and these grow into adults
- similarities between themselves and others and the need to treat others with sensitivity

Key Stage 2:

- reproduction
- about the main stages of the human life cycle

If a parent wishes to withdraw their child from aspects of RSE which do not form part of the statutory Science curriculum, they should meet with the class teacher and head teacher to discuss their concerns. They may also be invited to discuss their concerns with the school's London Diocesan Board Adviser. If, following this discussion, they still wish to withdraw their child, they should inform the head teacher of their decision in writing.

### Dissemination of this policy

The reviewed policy will be publicised to all teaching staff in a staff meeting and to all parents via the school newsletter and website and copies made available for all parents who request it.