



Bickerstaffe CE School

Love each other as I have loved you...

John 15:12 from The Vine and the Branches

*Love life

*Love learning

*Love each other

RSE Policy

As a Church of England school, our Christian vision, mission, motto and values are central to all we do. Our mission statement, Jesus said, "Love each other as I have loved you", motivates us to develop our Christian Values and foster a respect for other people and their beliefs. Consequently, at Bickerstaffe Church of England Primary School, the definition of Relationship, Sex Education is understood as:

Lifelong learning about physical, moral and emotional development and the understanding of the importance of family life, stable and loving relationships, respect, love and care for all.

We teach within a framework of Christian principles and values:

B	be truthful and trustworthy (June)
I	instil peace (November)
C	have compassion (January)
K	show kindness (December)
E	ensure justice (April)
R	respect (February)
S	show humility (July)
T	thankfulness (October)
A	always show perseverance (May)
F	friendship (September)
F	forgiveness (March)
E	endless and everlasting love

Emphasizing respect, compassion and loving care embedded throughout our school rules of:

- Be ready
- Be respectful
- Be responsible
- Be reflective

Aims

Relationship and Sex Education will be taught in accordance with the new DfE statutory guidance (September 2020). This requires all maintained schools to develop a programme for RSE that, 'will help young people to respect themselves and others and move with confidence from childhood through adolescence into adulthood.' Staff and governors seek to provide a well-balanced programme that reflects the age and maturity of the children whilst complying with relevant requirements of Equality Act 2012.

The programme will be delivered at Bickerstaffe C of E in the context of the school Christian ethos and values through the Church of England updated document 'Valuing All God's Children' (2019).

Through our robust Programme of Study, it teaches that sex is not only a given fact of life, but a Christian belief, a gift of God as part of creation. It is important that as children grow up, they understand their own bodies, instincts and feelings with a strong focus on mental health and are equipped to adapt to changes.

Through our comprehensive provision, we aim to provide all pupils with:

- The knowledge and understanding of a variety of relationships;
- The ability to identify any concerns they have about a relationship;
- Coping strategies and an awareness of how and where to seek support;
- An understanding of their rights and responsibilities within a range of relationships;
- An awareness of the process of growing up and the changes they and others will experience;
- An understanding of the characteristics of positive relationships;
- An awareness of positive relationships online.

Roles and Responsibilities

- The RSE programme in our school will be led by Mrs Jane Crook.
- The school governor representative responsible is Mrs Kim O'Brien.
- All staff members involved in teaching and supporting the curriculum will be trained and supported by Mrs Jane Crook and the Headteacher.

Working with Parents

Bickerstaffe C of E Primary School highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children. We are widely committed to working in partnership with parents and will endeavor to consult parents as widely as possible on the development and review of the Relationship and Sex Education Policy.

Withdrawing Pupils

Under new government statutory guidance for RSE 2019 and Under Section 403-405 of the Education Act 1996, parents/carers have the right to withdraw pupils from some, or all, of sex education delivered as part of statutory RSE that are not part of the science curriculum but **do not** have the right to withdraw their children from relationship or health education. Before granting any such request, the headteacher will discuss the request with parents and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with parents the benefits of receiving important information and any detrimental effect that withdrawal may have on the child.

Our Relationships Education Curriculum

Our inclusive curriculum supports the objectives set out by the **PSHE Association** which meets the statutory requirements for Key Stage 1 and 2. Staff at Bickerstaffe have created a bespoke curriculum which meets the needs of all our children. (Appendix 1)

In relation to the Church of England's vision, 'live life in all its fullness' (John 10:10) we strive for pupils to engage in learning in a safe and welcoming environment. All staff and pupils without exception or exclusion support diversity. Therefore, in our desire to create an environment where everyone is welcome, we have incorporated the popular **No Outsiders** resource. This programme promotes an ethos of inclusion and tolerance, and aims to prepare children for life in modern Britain. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum. (Appendix 2)

Today's children and young people are growing up in an increasingly complex world that presents many positive opportunities but also many challenges and risks. Our curriculum enables children to understand the importance of equality, tolerance and respect whilst living in modern day Britain and offering a 'Safe and welcoming place for all God's children'.

Curriculum Delivery

Relationships and Sex Education will be taught from Foundation Stage through to Year 6. Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

RSE will be taught:

- EYFS will follow Development Matters.
- Following the PSHE Association planning
- Every half term a lesson from *No Outsiders* resource is taught (EYFS - Year 6)
- Confidentially - ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.
- In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities, including: video, role play, visitors/excursions (when safe), games and research.
- Through story, circle time and class worships, daily meditation and spontaneous prayer
- Sensitively - we aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidentially, relating to the lesson content, an opportunity will be provided.
- Through distancing techniques, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences. Each class also has a question box or a worry monster, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class.
- The work will always start with the children's understanding and then will be planned and adapted appropriately.

Assessment, Monitoring and Reporting

Monitoring of the effectiveness of this policy document will be carried out by the R.S.E. coordinator in order to ensure that the Policy and Schemes of Work for RSE are being put into practice; to inform future planning; to check on continuity and progression; to gather information, and to ensure the maintenance of standards in RSE throughout the school.

This will include:

- Monitoring of planning and floor books
- Walk around observations
- At the beginning of each lesson, staff will assess children's knowledge against the objective thus informing planning.

- Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning throughout the units. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.
- Comments on children's learning and progress in Relationships Education, as part of their learning in PSHE, will be reported to parents and carers termly during parents' evenings or end of year reports.

Inclusion

Our RSE curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our curriculum.

This programme is an entitlement and is accessible for all people. Teaching will be planned, differentiated and personalised to ensure accessibility for all pupils with SEND. Nobody will be excluded by the school because of race, gender, religion or sexual orientation in line with The Equality Act (2010).

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the Designated Safeguarding Lead and in their absence, their deputy.

Designated Safeguarding Lead: Miss Kirstin O'Kane

Deputy Designated Safeguarding Lead: Miss Aimee Wilson

Visitors and external agencies which support the delivery of RSE will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Staff Development

The staff in our school meet regularly to review, discuss, adapt and plan the teaching and the curriculum within the school. RSE is discussed in this way along with other subjects. Each year a significant part of our INSET/staff training calendar is devoted to RSE. The subject leader has attended the PSHE Curriculum course 'Leading PSHE'. Staff feel confident to ask for guidance when needed.

Links to Other Policies

Our Relationships Education Policy links to the following other school policies:

- Behaviour and Anti Bullying Policy
- R.E. Policy
- Mental Health Policy
- Equality Policy
- Safeguarding and Child Protection Policy
- Online Safety

Reviewing the Policy

This policy will be reviewed on an annual basis by the Headteacher and Mrs Jane Crook to ensure that:

- Information is accurate and up-to-date and that the views of all stakeholders are heard and considered regularly;
- It is contributing to the achievement of high standards and progress in RSE throughout the school;
- It complies with statutory requirements and any new legislation;
- Any necessary actions are included in the School Improvement Plan.

Appendix 1 (A Cycle)



Primary PSHE Education: Long Term Overview (A)

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
Unit:	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
Class 1	PSED - Making relationships	PSED - Managing feelings and behaviour	PSED - Managing feelings and behaviour	Understanding the world - people and communities	Understanding the world - Technology	Understanding the world - People and communities (occupations)	PD - Health and Self Care	PSED - SC and SA	PSED - Managing feelings and behaviour
No Outsiders	The Family Book	Blue Chamelon		You Choose	Everybody Welcome		Hello Hello	Red Rockets and Rainbow Jelly	
Class 2	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
No Outsiders	The Great Big Book of Families	Can I join your club?		How To Be A Lion	Elmer		Errol's Garden	Going to the Volcano	
Class 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
No Outsiders	Dogs Don't Do Ballet	Julian is a Mermaid		The Hueys in the New Jumper	Along Came a Different		When Sadness Comes	Red: A Crayon's Story	
Class 4	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies and first aid
No Outsiders	Rose Blanche	Kenny Lives with Erica Martina		Mixed	The Island		How to Heal a Broken Wing	An Tango Makes Three	

Appendix 1 (B Cycle)



Primary PSHE Education: Long Term Overview (B)

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
Unit:	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
Class 1	PSED - Making relationships	PSED - Managing feelings and behaviour	PSED - Managing feelings and behaviour	Understanding the world - people and communities	Understanding the world - Technology	Understanding the world - People and communities (occupations)	PD - Health and Self Care	PSED - SC and SA	PSED - Managing feelings and behaviour
No Outsiders	The Family Book	Blue Chameleon		You Choose	Everybody Welcome		Hello Hello	Red Rockets and Rainbow Jelly	
Class 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class/year	Safety in different environments; risk and safety at home; emergencies
No Outsiders	Want To Play Trucks?	Max the Champion		Your World, My World	All Our Welcome		What the Jackdaw Saw	Amazing	
Class 3	Positive friendships; including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
No Outsiders	Beegu		We're All the Wonders	The Truth About Old People		Aalfred And Aalbert	Planet Omar: Accidental Trouble	This is Our House	
Class 4	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transitions	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
No Outsiders	Introducing Teddy		The Only Way is Badger	King and the Sky		The Day in the Life of Marlon Bundo	The Little Island		Leaf



Information Leaflet for Parents & Carers

Year Group	Example Picture Book/ Text	
Reception	<p>You Choose - Nick Sharratt & Pippa Goodhart</p> <p>You Choose encourages children to choose their favourite places to live, favourite transport, favourite food etc. It highlights the notion that we all like different things!</p>	
Year 1	<p>Elmer - David McKee</p> <p>Elmer shows us an elephant who tries to hide his difference but realises by the end of the story that he should celebrate it!</p>	
Year 2	<p>How To Be A Lion - Ed Vere</p> <p>This book shows us that not all lions have to behave in the same way (scary and fierce). Leo the lion is gentle and kind and he ends up making friends with a duck in this story!</p>	
Year 3	<p>Beegu - Alexis Deacon</p> <p>This story gives children an opportunity to explore why Beegu, an alien character who has crash landed on Earth, feels like an outsider. Beegu does not feel like he belongs and the other characters in the story try their very best to make sure that he does!</p>	
Year 4	<p>Dogs Don't Do Ballet - Anna Kemp & Sara Ogilvie</p> <p>This book teaches our children to go for their dreams. Everybody in this story tells the dog he can't be a ballerina but he proves in the end that you can be anybody you wish to be!</p>	
Year 5	<p>How To Heal A Broken Wing - Bob Graham</p> <p>An Amnesty International book which shows a boy choosing to stop and help an injured bird; he is the only one to stop and help. This encourages the children to choose to be (or not to be) a bystander.</p>	
Year 6	<p>Leaf - Sandra Dieckmann</p> <p>Leaf describes fears about the unknown and a lack of confidence to find out. A polar bear arrives on the island and, rather than talk to him, the other animals hide and talk about him.</p>	