



Grange View C.E. First School
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We aim to SPARKLE!

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.



Grange View C.E First School

RHSE Policy

April 2020

1. This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equalities Act 2010
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education - Statutory Safe Guarding Guidance (2018)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy should be considered alongside the following:

- E-safety/Online Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy

2. The Consultation Process Has Involved:

- School council
- Consultation and engagement with parents / carers
- Review of Relationships Education (Rel Ed) curriculum content with staff
- Consultation, agreement and implementation of policy by school governors

3. What is Relationships Education? (Including Relationships and Sex Education)

Relationships Education (Rel Ed) is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non exploitative relationships.

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

There should be a clear progression of what is taught from Rel Ed in primary school through to RSE in secondary school. This is done through skills progression developed by staff to ensure all skills are covered.

4. Principles and Values

In addition, Grange View believes that Rel Ed and RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.

- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- Ensure acceptance and diversity for all families e.g. children living with step families, same sex parents, children looked after, adopted children, extended family.
- encourage pupils and staff to share, listen and respect each other's views and the right to hold/express views. We are aware of different values and opinions to sexual orientation and gender identity without promotion of any particular family structure.
- generate an atmosphere where questions and discussion on personal matters can take place without any embarrassment.
- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Relationship Education (Including Relationships and Sex Education) in this school has three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices.
- Learning the value of family life, stable and loving relationships, marriage and civil partnerships.
- Learning the value of and demonstrating respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions within relationships confidently and sensitively, including off and online.

- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Knowledge and Understanding

- Know the key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes. (Health Education beginning in Year 4)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education in Year 4)

5. Aims and Objectives

The aim of Rel Ed & RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our Rel Ed & RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others
- understand the consequences of their actions and behave responsibly within personal relationships.

- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- Have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

6. Roles and Responsibilities

Miss Conroy is the lead of Relationships, Health and Sex education in the school who will monitor the teaching of the subject and provide support to all staff. Mrs Laskey and governors will be responsible for monitoring it overall.

7. Organisation and Content of Relationship Education (Including Relationships Education)

Grange View specifically delivers Relationships Education and Relationship and Sex Education through its RHSE Programme, RE and Science lessons at foundation stage, KS1 and KS2

Lessons are set within the wider context of the curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction may also be taught as part of National Curriculum Science which is taught yearly.

Any Rel Ed/RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons a group/classroom agreement, formally known as ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level. If it is felt that answering a specific question would involve information at a

level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

Support and professional development will be provided for staff if needed so that they can develop their confidence in delivering the whole of the Rel Ed/RSE programme.

At Grange view all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair. An overview of the areas we are covering for each year group is on our school website and is regularly monitored and adapted if needed.

8. Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Gender, Identity and Sexual Orientation

The Rel Ed lead should ensure that the content is fully integrated into their programme of study. Schools are free to determine how they do this, it is expected that all pupils to be taught LGBT content, at a timely point. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality need to feel that relationship education is relevant to them.

9. Working with parents/carers and the wider community

Here at Grange view we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access.

Parents will be invited into school before the beginning of the academic year to discuss our RHSE curriculum and to discuss any concerns.

10. Pupils right to be excused from Sex and Relationship Education

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to excuse their children from all or part of the sex education elements delivered as of the statutory Relationships Education but not for Science or other areas of the National Curriculum. Any concerns must be raised with the Head Teacher which can then be discussed and reviewed.

11. Monitoring and Evaluation of Relationship and Sex Education

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of RHSE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Governing body is responsible for overseeing, reviewing and organising the

revision of the sex and relationship education policy and curriculum.

Ofsted is required to evaluate and report personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils.

This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development, and quality of provision.

