

St Thomas CE (vc) Primary School Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education and Health Education (RSHE)

We want all children and young people at St Thomas to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school. We seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish. Our school charter has been developed in collaboration and with the support of staff and governors and by using the guidance produced by Kirklees LEA and the Church of England

Our School Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.

We commit that:

- 1) RSHE will be delivered in a safe, supportive learning environment** so that young people feel able to express their views and ask questions. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand. RSHE lessons will encourage participation by using a variety of teaching approaches.
- 2) RSHE will be delivered professionally and as an identifiable part of PSHE-** as outlined in the content pages of the statutory guidance Relationships education, relationships and sex education (RSE) and health education (RSHE) (DfE, 2019). RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/ weeks such as anti-bullying week/health week/online safety week). It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way across all key stages and it be given enough curriculum time to cover the breadth of issues in relationships, sex and health education. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3) We will work in partnership with all stakeholders.** This will involve dialogue with a range of stakeholders including staff, children, governors and parents through all stages of policy development as well as providing, if asked, resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school. School will hold conversations (engagement activities) before drafting their RSHE policy. The RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE education; information about the law/ legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society).

- 4) We will seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.
- 5) That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will promote equality and not discriminate against any of the protected characteristics in the Equality Act¹ as well as being sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships and promote safe, caring, healthy, positive and respectful relationships. It will be based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together and to challenge all forms of prejudice and discrimination.
- 6) That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- 7) That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity. Any Information and resources used in RSHE will be up to date, based on best practice, and subject to on-going evaluation.
- 8) To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** RSHE teaching will be inclusive so it meets the needs of all pupils: It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND); those from a range of faith backgrounds; and LGBT pupils and recognise the possibilities and rights of all pupils to high quality relationships and sex education. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.

¹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.