



Policy – Relationships and Sex Education (RSE) Policy

Mission Statement

By living the faith now, we reflect on centuries of Christian village life in Heysham. Jesus said 'Let your light shine before others.' Like Saint Peter, we will be the rock on which our children can build their lives with their light shining brightly as part of St. Peter's family.

Introduction

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 St. Peter's Church of England School our relationship 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 the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Ethos and Values

Relationships and Sex Education (RSE) will reflect the values of the PSHE and Citizenship programme. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help our children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Definition

According to the Relationships and Sex Education Guidance (DfE 2019), the aim of Relationships Education is "to put in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends, and moving out to other kinds of relationships, including online".

Sex Education is a programme of work that includes romantic relationships and sexual health. Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco. The Science curriculum covers human reproduction.

Aims

- At St. Peter's, we will ensure Relationships and Sex Education 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. Every pupil will receive their full entitlement to RSE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith.
- We aim to support children in their emotional, cultural and social, as well as academic development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.



- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship. We recognise that in a 21st century society there are many diverse structures to family life. The curriculum will promote ideal family life as being one of unconditional love, commitment and security. The child's happiness is of paramount importance.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes, which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

This policy should be read in conjunction with other relevant policies- child protection, confidentiality policy, equality and inclusion policy, science, PSHE, religious education and SMSC.

Objectives

The school aims to provide a graduated, age-appropriate RSE programme emphasising the social and emotional aspects of relationships.

We teach children about:

- developing confidence in talking, listening and thinking about feelings and relationships;
- protecting themselves and asking for help and support;
- being prepared for puberty;
- understanding that humans reproduce;
- respect for their own bodies;
- the importance of family life.

The RSE part of the curriculum is taught, progressively, throughout the school, starting in the early years with discussions related to family and friendships, feelings and general hygiene. The RSE programme at St. Peter's Primary School reflects the school ethos.

Equal Opportunities Statement

Our school is committed to the provision of RSE for all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs or Disabilities are given extra support from staff.

Organisation

The teaching of RSE is mainly taught within the PSHE scheme 'Jigsaw' and pieces it all together like a jigsaw with a unit each half term. At other times it might be delivered, where it was felt appropriate, through another curriculum area such as science. Each cohort of children can mature at a different rate and may dictate how they will be taught. Prior to the start of the RSE lessons in Year 5 and 6 the class teachers will discuss with the other staff / children the appropriate delivery and content of the lessons. The children may prefer to be taught altogether or boys/girls separately for a single session then continue to be taught



together. The delivery will then be modified accordingly. This will be reviewed annually. Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years.

RSE is normally delivered by class teachers. Teachers cannot opt out of teaching this area of the curriculum but can seek advice from the Headteacher if they require support or clarity. Active learning methods which involve children's full participation are used. Appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. This may include the school nurse/ known doctors.

St. Peter's Church of England Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with, and understand, the school's RSE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

In PSHE we teach children about relationships, and we encourage children to discuss issues. St. Peter's Church of England Primary School believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective RSE. Parents will be kept informed about the content of RSE lessons and when they will be delivered. This will be done in a timely fashion so that parents can make informed choices, review resources and be prepared to answer questions from their children.

Education about relationships **for 4-7 year olds** will focus on the building of self- esteem and confidence by encouraging learners to:

- respect, value and care for themselves and others,
- value recognise and communicate their feelings,
- form friendships and relationships,
- respect boundaries – their own and other peoples.

RSE will teach **7-11 year olds** to understand:

- the range of their own and others' feelings and emotions,
- the importance of personal safety and what to do or to whom to go when feeling unsafe,
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media,
- to be prepared for puberty and adulthood, including physical and emotional
- changes that take place at puberty, including conception, pregnancy and birth.

The minimum statutory requirement for RSE is that schools must deliver the **National Curriculum for Science** to all children within school:



National Curriculum 2014 Science Requirements

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- Describe the life processes of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Specific Issues within RSE

Withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action. Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance

Alternative work will be given to pupils who are withdrawn from Sex Education.

Confidentiality

Teachers will never promise confidentiality to a pupil, as they may need to inform other people if they consider it to be a child protection issue.

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the obligation and procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions and are encouraged to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. There are also sensitive or controversial topics over which some staff, parents and governors may have reasonable concerns. Our school has decided not to teach on rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution and contraception. AIDS/HIV issues will be discussed in an age-appropriate and sensible manner as and when they are encountered. If a child asks a question on any topic listed above, teachers will answer sensitively within the context of the question / age of child. The child may be asked to consult his/her parent for an answer if deemed inappropriate. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy



or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Support for Staff

- All class teachers will have the opportunity to have training in areas where they feel less confident.
- There will be in house training arranged in some areas.
- Staff will receive training in distancing techniques. Subject matter becomes less sensitive when taught objectively rather than subjectively.
- Staff will be given access to appropriate training courses.

Support for Pupils

There may be times when individual pupils need additional help and support in this area. There will be provision made for this to meet individual needs. Our RSE curriculum is inclusive for all children and we are aware that within each year group there is a variety of levels of understanding. The curriculum will be differentiated and extra support will be provided where necessary. Staff must acknowledge different needs/levels of maturity. Such cases can be attended to individually, for example, after the lesson or at another time. Children will be encouraged to use question boxes before and after discussion of the topic. Prior to using them the following information will be relayed to the children. The children will be encouraged to anonymously add questions or thoughts to the boxes. These will then be read by the class teacher prior to the lesson. Some will be used for class discussion – those which relate directly to the learning objective. They will also be used to gain an understanding of prior knowledge and any misconceptions.

As stated in the Child Protection Policy children will be made aware that staff cannot promise to keep confidentiality in the event of a disclosure.

Varying home backgrounds

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexual orientation

On average, about 5% of our pupils will go on to define themselves as lesbian, gay, bi-sexual or transgender (LGBT). Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people. Our approach to SRE will include sensitive, honest and balanced consideration of sexual orientation and sexual identity and will recognise / celebrate difference and diversity.

Special educational needs

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

The teaching programme for Relationships and Sex Education

We intend that all pupils shall experience a programme of relationships and sex education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Parental Consultation and Involvement



The Relationships and Sex Education policy is shared on the school website and full details are available on request. The school informs parents when aspects of the relationship and sex education programme are taught and will be given an outline of the lessons in advance so they are able to make an informed decision.

In November 2019 parents were invited to a discussion meeting where they had the chance to discuss reasons and rationale behind our RSE policy and scheme of work, sample some of the resources and ask any questions or express any worries they may have. The policy and scheme of work was also discussed with parents, staff and governors. This was followed by a two-week consultation period. In the prospectus parents are reminded that they may look at the scheme of work and resources for RSE. Our policy is also available on the website. Just before our RSE is delivered parents are reminded via each class's Curriculum Overview of the content covered. UKS2 parents are invited to a short meeting each year where we explain our policy and scheme of work.

Parents are given information about their right to withdraw their child from RSE as they have the right to withdraw their children from those aspects of sex education.

Confidentiality

Teachers need to be aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

- The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection.
- A member of staff cannot promise confidentiality if concerns exist

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required. The policy will be reviewed on a 3-year cycle by the HT/PSHE co-ordinator and Governors Curriculum and SEC Committee or before if required.

Signed on behalf of the Governing Body	
Date	January 2020
Review Date	January 2023