



**DRAFT**

## **Relationships and Sex Education Policy**

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It is the mission at St Paul's C E Primary School to nurture and promote achievement for all within a caring Christian environment.

### **1. Rationale**

At St Paul's CE Primary School with regard to Relationship Education we believe that a Church school should positively set standards of behaviour and morality which are informed by Christ's teachings.

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

It is underpinned by the faith and values of our school and we uphold it as an entitlement for all our pupils. The pupils will be encouraged to have due regard to moral considerations and the value of 'family' life within the context of life long, loving committed relationships, whilst being sensitive to those for whom this is not a personal experience. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils and taking into account other faiths, abilities and backgrounds. We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

### **2. Context**

The purpose of this document is to provide for teachers, parents and governors a clear summary of the role of relationship and sex education (RSE) within the broad education offered at St Pauls CE Primary School. RSE supports and promotes our pupils' *'spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life'* Section 351 of the Education Reform Act 1996, the two broad aims for the school curriculum.

### **3. Aims**

- To offer all pupils a planned programme of education about human development, relationships, sexuality, and family life, this is developmental and appropriate to the age and maturity of the child.
- To provide an educational programme for RSE that is presented within a moral framework and one which emphasises stable relationships and family life.
- To encourage pupils to develop skills and positive attitudes towards physical and emotional changes.
- To help children understand that they have rights over their bodies.
- To help pupils recognise peer social pressure and raise self-esteem.

#### **4. Policy Development**

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. This process involved the following steps:

- Review – a working group pulled together all relevant information including national and local guidance
- Staff consultation – staff had the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to work with us on the policy, look at examples of resources, and make recommendations
- Pupil consultation – we spoke to pupils about the skills they would like to learn
- Ratification – once amendments were made, the policy was shared with governors and ratified

#### **5. Policy into Practice Guidance**

RSE is firmly rooted in our school's PSHE Curriculum and Policy which includes Personal, Spiritual, Moral, Social and Cultural (SMSC) and is also delivered as part of other curriculum areas including Science and RE.

We aim to develop an understanding in our pupils of the biological, emotional, social, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives beginning in the early years through to Year 6.

The school has taken guidance from the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) and the Government Statutory Publications: Sex and Relationship Education (DFES, 2000) and Sex and Relationship Education for the 21<sup>st</sup> Century (DFE, 2012)

#### **6. Statutory requirements**

Relationships education is compulsory in primary schools from 2020, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. Pupils will learn about puberty as part of science and health education lessons in year 4/5/6. The school nurse will support the delivery of some of these lessons. Other aspects of sex education will not be covered unless safeguarding concerns determine otherwise. Parents will be informed in advance if that happens.

#### **7. Links to other Policies and Curriculum Areas**

##### **Curriculum**

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty. (See Appendix 1)

## **Policies**

The content of relationships education is supported by our anti-bullying policy, equality and diversity policy, and safeguarding policy.

### **8. Curriculum Delivery**

RSE will in the main be delivered through cross curricular links through topic work. There may be appropriate times that elements of RSE are taught through discrete subjects such as: Science, RE ICT and Humanities and Literacy.

Generally RSE will be taught in mixed groups so that boys and girls are encouraged to work with each other. All children will be taught the correct terminology for body parts including male and female genitalia starting from Reception. It is important that both boys and girls know about the experience of puberty for the opposite gender. However, there will be planned opportunities for single gender sessions in both Years 5 and 6 to explore gender specific issues, such as management of periods and puberty, or what is good/bad about being a girl/boy before discussing the issues with the opposite sex. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.

### **9. Visitors**

We welcome the support of visitors offering specialist support and links with the community. The school nurse and other health professionals may be involved at different stages of the programme. Visitor sessions always complement the existing RSE provision and never replace or substitute teacher-led curriculum provision.

The lessons are prepared with the visiting speaker and the class teacher will remain with the class at all times.

### **10. Monitoring and evaluation of the RSE curriculum**

The review and monitoring of this policy is the responsibility of the PSHE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers and offer support where necessary.
- Carrying-out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

### **11. Confidentiality**

As a teaching staff, we will endeavour to respect a child's confidence, unless we consider the child to 'be at risk'. Where confidentiality has to be breached, reasons should be given.

## **Specific Issues**

### **Child Sexual Abuse**

Miss Moore, Mrs Palmer and Mrs Timms are named persons for Child Protection and any identification of child sexual abuse including exploitation, violence, pornography, inappropriate use

of visual imaging such as computers and phone cameras and Female Genital Mutilation (FGM) must be reported.

Written by Miss G Briggs

Date: 12.11.2020

## **Appendix 1**

### **National Curriculum Science 2014**

#### **Key Stage 1:**

Animals including humans

- 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
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### **Key Stage 2:**

Animals including humans

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.