



St Jude & St Paul's
Church of England Primary School

Relationships and Sex Education Policy

Date: September 2018

Lead: Headteacher/Deputy Headteacher

Next Review: Summer 2020

Committee: Curriculum, Standards and Community Committee

Bless us to encourage, love and learn.

Purpose of the RSE Policy

It is a statutory responsibility of the Governing Body to have an up-to-date RSE policy which sets out the content, organisation and approach to teaching RSE at St Jude & St Paul's Primary School. We believe that the focus should be placed first on relationships and have therefore decided to follow the London Diocesan Board for Schools (LDBS) guidance in calling this topic Relationships and Sex Education (RSE). The Government Response: Life lessons: PSHE and SRE in schools (July 2015) also recommended Sex and Relationships Education be renamed "Relationships and Sex Education" to reflect the (existing) focus on relationships and to emphasise the importance of this part of children and young people's education.

The purpose of this policy is to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents and carers about what is taught and when and how they can be involved
- Give a clear statement about what the school aims to achieve by teaching RSE and why it thinks RSE is important

Definition of RSE

DFES Guidance (2000) defines Sex and Relationships Education as: '...the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.' SRE also "gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline." (SRE for the 21st century 2014 - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)

In agreement with the LDBS guidance we believe 'RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of children at our school and prepare them for the opportunities, responsibilities and experiences of adult life.'

At St Jude & St Paul's, we believe that Relationships and Sex Education is about learning about growing up, changes, reproduction and the physical aspects of personal relationships. It is also about encouraging self-awareness, self-esteem and a sense of moral responsibility and the development of social and communication skills essential for making informed decisions about our own health and well-being, feeling good about ourselves and making and maintaining positive personal relationships.

Aims of Relationships and Sex Education

In our school, we have a responsibility and opportunity to help children towards mature and understanding attitudes in these important areas of life. RSE 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. RSE aims:

- to meet the school's safeguarding obligations
- to ensure children feel prepared for the physical and emotional aspects of pubertal change
- to develop children's communication and social skills so that they can develop positive relationships and friendships with others
- to generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment and to develop pupils' confidence to talk, listen and think about their feelings and relationships
- to help pupils to recognise the value of different types of family life, the implications of parenthood and the needs of the very young
- to encourage children to recognise the value of intimacy in loving and caring relationships
- to provide opportunities for pupils to examine their own values and those of other people
- to encourage effective communication about relationships and sexual matters between children, their parents/carers, family and friends
- to set the physical aspects of relationships and sex education within a moral, values-based framework
- to cover the statutory section of the Science National Curriculum which stipulates teaching about the biological aspects of puberty and reproduction, providing factual information and using correct vocabulary
- to present facts in an objective and balanced manner so as to enable pupils to comprehend a range of sexual behaviour in society and to understand the influence of the media
- to challenge discrimination and prejudice in society and to promote equal opportunities
- to develop children's awareness of the law as it relates to sexual behaviour and their knowledge of sources of help
- to ensure that children leave school with an awareness of their sexuality appropriate to their maturity
- to lay the foundations for continuing RSE/SRE at secondary school
- to give children essential skills to keep themselves safe online and offline and to recognise when something is risky or unsafe

Organisation of RSE

RSE is taught through both the PSHE and Science curricula, covering both the biological and emotional and social aspects. It is taught by the class teacher, who may be supported by other adults in the school or by visitors such as a school nurse.

Other adults who support RSE teaching will be given this policy to read and will work within the confines of this policy. They will plan their teaching together with the class teacher and the class teacher or teaching assistant will be present throughout.

RSE is, in general, taught in mixed classes. Occasionally, however, single sex groups may be more appropriate to the needs of the pupils for certain topics, e.g. changes at puberty. However, the same information will always be taught to both girls and boys. If at all possible a female member of staff will be asked to support the male class teacher or vice versa during the single sex group teaching session.

The RSE reflects and is in line with our equal opportunities policies and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils. Where needed, RSE will be differentiated to meet the needs of children with SEND.

A range of teaching methods will be used, as in any lesson or curriculum area. These may include group discussion, class discussion, circle time, brainstorming, problem solving, role play, research, visiting speakers, using children's books, and watching DVDs/other resources.

Clear expectations should be set with the class and the class reminded of these expectations before each lesson. These might include:

- no personal or private questions or information
- respect for each other's point of view
- listening to each other
- supporting each other
- let each other talk without being interrupted
- if a child doesn't want to say something, they don't have to

Children should also be reminded about when and where it is appropriate to continue to discuss the topics covered – i.e. not to continue discussion in the playground or with younger children.

Content of RSE at St Jude & St Paul's

RSE covers 3 elements:

1. Knowledge and Understanding including; growing and changing, puberty; reproduction, pregnancy and birth, similarities and differences between males and females, parts of the human body, gender stereotyping and discrimination, families, relationships, where to get help if needed.
2. Personal and Social Skills including; talking and listening to others, managing emotions, forming and maintaining loving and caring relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, including online safety.
3. Attitudes and values including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, including marriage, for bringing up children.

RSE is explicitly taught in years 2,4 and 6, following the Islington scheme of work.

RSE in the curriculum: Primary RSE scheme of work within PSHE

EYFS & Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
RSE, Boys and girls and families	Other Areas of PSHE	RSE, Growing up and changing	Other Areas of PSHE	RSE, Healthy relationships How a baby is made	Other Areas of PSHE
<ul style="list-style-type: none"> understand and respect the differences and similarities between people about the biological differences between male and female animals and their role in the life cycle the biological differences between male and female children about growing from old to young and that they are growing and changing that everybody needs to be cared for and ways in which they care for others about different types of family and how their home-life is special 	<p>Drug, alcohol and tobacco education about what goes onto our bodies and how it can make people feel</p> <p>Mental health and emotional well-being about being co-operative with others</p> <p>Keeping safe and managing behaviour and risk about personal safety and who they can talk to</p> <p>Identity, society and equality about people that are special to them and what they do</p>	<ul style="list-style-type: none"> about the way we grow and change throughout the human lifecycle about the impact of puberty in physical hygiene and strategies for managing this about the physical changes associated with puberty about menstruation and wet dreams how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty strategies to deal with feelings in the context of relationships to answer each other's questions about puberty with confidence, to seek support and advice when they need it 	<p>Mental health and emotional well being</p> <ul style="list-style-type: none"> about similarities and differences between themselves and others about what makes a good friend about dealing with issues that might arise in friendship about different emotions and how to manage these 	<ul style="list-style-type: none"> about the changes that occur during puberty consider different attitudes and values around gender, stereotyping and sexuality; their origin and impact what values are important to them in relationships and to appreciate the importance of friendship in intimate friendships about human reproduction in the context of the human life cycle how a baby is made and grows (conception and pregnancy) about roles and responsibilities of carers and parents to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>Year 6, HIV and contraception (additional lessons – see Appendix 1)</p> <ul style="list-style-type: none"> some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted about how the risk of HIV can be reduced that contraception can be used to stop a baby from being conceived 	<ul style="list-style-type: none"> Mental health and emotional well being about stereotyping including gender stereotyping about prejudice and discrimination (in relation to homophobia) and how this can make people feel FGM Domestic Violence

Resources and training/support for staff

Class teachers will have access to relevant training and continuing professional development in order to deliver the RSE curriculum. This may include in-school training and support from colleagues and LA training courses. This will help staff to feel confident, supported and prepared to deliver RSE.

Answering children's questions

In all areas of the curriculum, we encourage children to actively advance their understanding by means of asking questions. It must be recognised that questions about sex do provide a challenge for teachers since special sensitivities are involved.

Possible strategies to use in dealing with sensitive questions include answering referring to material already used, gaining thinking time ('what do you mean by...?' 'can you tell me why you want to know...?'), balancing controversial issues ('some people think...and some would not agree, when you are older you will have to make your own mind up') and referring to others ('I'm not sure about the correct answer to that but we could find it out by asking...'). See Appendix I for further guidance for staff in dealing with possible questions/issues.

In Years 4 and 6 one of the teaching methods used will be the provision of a question box for children's anonymous questions, the answers to which may form part of the following teaching session.

Questions raised in a lesson do not have to be answered directly and can be addressed individually later on. We believe that individual teachers should use their discretion and skill in these situations and refer to the head teacher if they are concerned. Children can be referred to their parents if the teacher feels they would be in a more appropriate position to answer the question.

Disclosures

Staff are aware of the procedures if a pupil discloses information where it is felt that this is a child protection issue and that the child's welfare is at risk or they are in danger. The school will ensure that staff, and visitors, understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for reporting and recording disclosures.

Monitoring

The PSHE and Science subject leaders, along with the Senior Leadership Team, are responsible for monitoring the implementation of the RSE scheme of work in line with this policy; monitoring may include work sampling, planning monitoring or lesson observations.

Involvement of parents/carers

RSE is the joint responsibility of school, parents, carers and communities and is an important element of children's development. It is part of lifelong learning, starting early in childhood and continuing throughout life.

The involvement of parents/carers in their children's RSE will contribute to children's learning in this important topic, to their continuing ability to ask questions and receive answers from a reliable source and to their ability to develop positive relationships.

We will enable a partnership between parents/carers and school staff in RSE teaching by:

- informing parents of topics to be taught in curriculum areas
- letting Year 2, 4 and Year 6 parents know when the RSE unit will begin so that discussion about the different topics in RSE can be continued at home.
- making this policy and the resources we use available to all parents if they wish to see them
- inviting parents to talk about pregnancy and their experience of looking after a new born baby and being a parent
- welcoming any comments from parents on our policy
- involving parents in the review of this policy, in particular through their involvement on the Governing Body and Curriculum, Standards and Community Committee.

Right to withdraw

Parents have the right to withdraw their children from some elements of the RSE teaching programme. However, we would encourage all parents to include their children in all aspects of the RSE teaching and learning.

Parents *cannot withdraw* their children from the statutory Science elements of the National Curriculum these include:

Key Stage 1:

- learning that animals, including humans, reproduce
- main external parts of the bodies of humans
- humans and animals produce offspring and these grow into adults
- similarities between themselves and others and the need to treat others with sensitivity

Key Stage 2:

- reproduction
- about the main stages of the human life cycle

If a parent wishes to withdraw their child from aspects of RSE which do not form part of the statutory Science curriculum, they should meet with the class teacher and head teacher to discuss their concerns. If, following this discussion, they still wish to withdraw their child, they should inform the head teacher of their decision in writing.

Appendix I – Possible issues arising from RSE

This appendix provides guidance for staff should these issues arise in children's discussions or questions.

Sexuality

We believe it is important to foster an environment in which issues such as sexuality can be discussed in an objective and unemotional way, should the need arise and at the discretion of the teacher. Where appropriate and relevant, we will always take the opportunity to challenge prejudice and homophobia. The teacher will be best placed to judge the maturity levels of the children within their class.

Additional RSE lessons

Sexually Transmitted Infections (STIs), including HIV

Many issues to do with health and hygiene will arise during the course of discussions with children and they will be dealt with sensitively and factually in accordance with the maturity level of the pupils. STIs, including HIV/AIDS, will be dealt with as part of children's learning about how to protect themselves and others from the spread of a range of infections. These discussions may also form an opportunity to foster tolerance and acceptance of all others.

Contraception and Abortion

Although these topics do not form part of our main RSE teaching programme, it will be necessary to explain to children that not all sexual intercourse results in a pregnancy. Teachers may think it appropriate, depending on the maturity of the children, to explain that there are many different contraceptive methods. Children's questions about abortion should, if it is felt appropriate to answer them in school, be dealt with in a balanced way and always with reference to the related legal issues.