



St. John's C.E. Primary School

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Policy for: Relationships and Sex Education

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St John's CE Primary Relationships and Sex Education Policy



Introduction

St John's CE Primary School is made up of staff and pupils who originate from many nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers, whilst promoting and maintaining Christian values across our community.

Today's children and young people grow up in an increasingly complex world, living their lives seamlessly both on and offline. This presents many positive and exciting opportunities, but also challenges and risks. At St John's we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives. We see this as an integral part of the Personal, Social and Health Education (PSHE) curriculum.

- PSHE makes a significant contribution to the promotion of young people's personal and social development.
- Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society.
- PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem.
- PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding 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 health." The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims and objectives

The sex education and relationship programme is an opportunity for pupils to:

- To provide a PSHE Education that is dynamic, relevant and appropriate for the challenges and contexts of 21st century life, as part of our commitment to broad outcomes for children.
- Teaching children about equality and diversity as is our duty within the Equalities Act (2010)
- Teaching about different family structures including single parent families, LGBT parents, adoptive parents, foster parents/carers.
- Develop an understanding of sex, sexuality and relationships that is age appropriate and contributes to lifelong learning and pupil well-being.
- Develop a range of appropriate personal skills.
- Having a strong commitment to confidentiality and to providing a safe learning environment where all feel respected whilst safeguarding vulnerable pupils.
- Informing and working with parents and families to support and promote our work in school by making policies and schemes of work available in school, and on our website and supporting them should they have any questions about RSE.
- Working collaboratively with partners and agencies such as healthcare professionals etc to enrich and support pupil's learning in Relationships and Sex education where appropriate.

1. Legislation

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE 'Sex and Relationship Education Guidance' 2000
- DfE 'Science programmes of study: key stages 1 and 2' 2013
- Equality Act 2010
- Children and Social Work Act 2017
- DfE 'Keeping Children Safe in Education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour policy
- SEND policy
- Equality and Diversity Policy
- RE Policy
- Anti-Bullying Policy
- E-safety Policy
- PSHE Policy
- Wellbeing Policy
- Teaching & Learning Policy

Definition of Relationships Education:

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Definition of Sex Education

Although it is not statutory to deliver sex education outside of the science curriculum (which is statutory) at primary level, the DfE recommends that all primary schools should have a sex education programme in place. At St John's we do teach pupils sex education beyond what is required of the science curriculum – the content is tailored to the age, and physical and emotional maturity of the pupils, and ensures that boys and girls are prepared for the changes that adolescence brings, drawing on the human life cycle.

2. Aims of Sex Education

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to:

- To give children the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening, and thinking about feelings and relationships

- To be able to name parts of the body and describe how their bodies work
 - To be prepared for puberty
 - To understand the consequences of their actions and behave responsibly within relationships
 - To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
 - To understand the role the media plays in forming attitudes
 - To understand what a healthy relationship is both on and offline
- Ensure children know how and where to access appropriate support

Safeguarding and Confidentiality

Everyone involved in the teaching RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue

If a staff member has any concerns or a child discloses information giving cause for concern, this must be report to the DSL and the schools safeguarding policy must be followed.

Equality and Diversity

The school understands its responsibilities in relation to the Equality Act 2010, meaning that school cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our Relationships and Sex education programme is sensitive to the needs of all our pupils and their families by:

- Being aware of pupils' individual characteristics, backgrounds, attitudes, and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Sex education for all our pupils including those with SEND or EAL.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- Ensuring freedom from all forms of bullying including homophobic, biphobia and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice

Role of the Headteacher

It is the responsibility of the Head of School to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

Role of subject leader:

Overseeing the delivery of the subjects.

- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.

- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The Governing board should make sure that:

Ensuring all pupils make progress in achieving the expected educational outcomes.

- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- The subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

Organisation of the programme

RSE will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At St John's we have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of all our pupils

At the point we consider it appropriate to teach pupils about LGBT, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

- All teachers will have responsibility for planning and delivering RSE.
- Everyone involved in the teaching of RSE will follow the school policy.
- A balanced and non-judgmental approach will be taken, and the personal beliefs and attitudes of teachers will not influence the teaching of RSE. .

At St John's a number of teaching strategies will be used, to deliver an inclusive RSE curriculum, including:

- Establishing ground rules with pupils.
- Using 'distancing' techniques (e.g. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and age appropriate materials.
- Encourage reflection

At St John's we follow the PSHE Association scheme of work, which is split into 3 core

The scheme of work maps out the lessons/units for each year group, which progresses and returns to themes as children move through the school

Core Theme 1: Health and wellbeing

Core Theme 2: Relationships

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

By the end of primary school, pupils will have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

3. Programme of Study

3.1 In reception and Key Stage 1 (4 - 7 years old)

- Children might learn about their special people; friends and friendship; learning to recognise and react to different feelings and how to keep safe.
- They might explore how we show love and express feelings in our relationships. They might learn how we are all special and what makes us the same, what feelings we all share and what makes us different. They explore how we feel when our special people go away or even die.
- They learn about good and not so good promises and secrets and how to say “No!”, “Don’t”, “I’ll ask” and “I’ll tell”. Sex and relationship education (SRE) in primary schools: guidance for parents of primary school children www.pshe-association.org.uk ©PSHE Association 2011
- They might explore growing and changing in animals, plants and people and understand that growing and changing is a natural part of living.

3.2 In year 2 and 3 (6 - 7 years old)

- Children continue to explore growing and changing. Children learn to recognise and name main body parts. This helps children understand the differences between males and females and how they change as they get older.
- They bring in photographs of themselves as a baby, toddler and child and explore how they have grown and changed and what they can do now that they couldn’t do before.
- They explore the different stages of human development, understanding how some people’s needs and responsibilities stay the same whilst some change as they get older.

3.3 During Key Stage 2 (8 -11 years old)

- Children explore emotional changes and how to manage feelings towards themselves, their families and others in a positive way.
- They learn that we all go through physical and emotional changes but the age at which changes happen will depend on their own personal ‘body clock’.
- They learn that although people’s bodies may be ready to have/make babies, they as people are not ready in many other ways (emotionally, financially, and educationally) for a long time.
- Towards the end of their time in primary school children learn the process of conception and understand the importance of loving, stable relationships. Revisiting differences in reproductive system between boys and girls, they learn how they change during puberty.
- They learn that being able to talk sensibly and learn about this is an important part of growing up.

4. Training of staff

- 4.1. All staff members at St John’s undergo regular training to ensure they are up-to-date with the sex and relationship education programme.
- 4.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as ‘sexting’, which may need to be addressed in relation to the programme.

5. Delivery of the programme

- 5.1. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 5.2. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 5.3. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in St John’s E-safety Policy, and Acceptable Use Policy.
- 5.4. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

- 5.5. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 5.6. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 5.7. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 5.8. St John's understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.
- 5.9. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
- 5.10. At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.
- 5.11. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

6. Working with parents

- 6.1. St John's understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- 6.2. We will ensure that no teachers express their personal views or beliefs when delivering the programme.
- 6.3. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.
- 6.4. We respect the legal right of parents/carers to withdraw their child from all or part of the sex education programme, however, as the 'relationships' aspect of the PSHE curriculum is now statutory, parents do not have the right to withdraw their child from this or the science curriculum.
- 6.5. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in Appendix 2 – Science national curriculum.

7. Equal opportunities

- 7.1. The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.
- 7.2. We are dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

8. Confidentiality

- 8.1. Confidentiality within the classroom is an important component of sex and relationship education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 8.2. Teachers must, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the Safeguarding Policy.

9. Bullying incidents

- 9.1. St John's has a zero tolerance approach to bullying. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

- 9.2. Any occurrence of these incidents should be reported to a member of school staff, who will then discipline the pupil once he/she is on school premises.
- 9.3. These incidents will be dealt with following the process in our Anti-bullying Policy. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- Circle time - Gives pupils the opportunity for discussion and listening to other people views and opinions
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

Assessment

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge individuals' progress. Pupils have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways, including: - reflective diaries, class discussions, group work, questionnaires / surveys, and peer assessment.

Pupil voice will also be used to inform future planning for PSHE and RSE, to ensure it is both relevant and effective

10. Monitoring and review

- 10.1. This policy will be reviewed by the headteacher in conjunction with the PSHE subject on a bi-annual basis.
- 10.2. Any changes needed to the policy, including changes to the programme, will be implemented by the headteacher.
- 10.3. Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

Right of Withdrawal

Relationships and Health Education are statutory at primary school and there is no right to withdraw from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

As sex education is not statutory at primary level (other than what is taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the sex education curriculum.

Before considering this option, we would always encourage parents to come and talk to us.

(For more information, please go to <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>)

Appendix 1 – Letter to parents

Dear Parents,

This half-term during PSHE lessons, each class will be covering age appropriate aspects of the Relationships and Sex Education Curriculum. The school bases much of its work in this area on Stockport Local Authority's Relationships and Sex Scheme of Work which is widely adopted by other schools in the borough.

We recognise that children's own families are the most important educators and the work done in school complements this. We believe, especially with the older children, it is important that they have the opportunity to discuss relevant issues in a safe environment, where they have the chance to receive accurate and reliable information. Below is a brief list of some of the teaching points addressed during these lessons:

In Key Stage 1:

- Recognise and compare the main external parts of the bodies of humans.
- Recognise similarities and differences between themselves and others and treat others with sensitivity.
- Learn how to identify and share their feelings with others.
- Recognise safe and unsafe situations
- Be aware of their actions and feelings and the impact these have on others.
- Why families are special.
- The needs of babies and young people.

In Key Stage 2:

- Express opinions about relationships and bullying.
- Respect other peoples' viewpoints and beliefs.
- About the main stages of the human life cycle
- Relationships they are involved in.
- How the media can impact on forming attitudes.
- How their actions have consequences and be able to anticipate the results.
- About, and accept, a wide range of different family arrangements.
- About keeping themselves safe, including the potential of peer pressure.
- About physical changes during puberty (**Year 4, 5 and 6**).
- The basic facts about the processes of conception, pregnancy and birth (**Year4, 5 and 6 Only**).

Should you have any queries about the content due to be covered or when these lessons will take place, please feel free to contact your child's class teacher.

Yours Sincerely,



Mr Andy Clerc
Deputy Headteacher

Appendix 2 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none">• That animals, including humans, move, feed, grow, use their senses and reproduce.• To recognise and compare the main external parts of the bodies of humans.• That humans and animals can produce offspring, and they grow into adults.• To recognise similarities and differences between themselves and others.• To treat others with sensitivity.
Key stage 2	<ul style="list-style-type: none">• That nutrition, growth and reproduction are common life processes for humans and other animals.• About the main stages of the human life cycle, including the changes experienced at puberty.