



**Relationships and Sex Education
(RSE) Policy**

Date Approved and Minuted	MAT Board	May 2023
Date of Next Review	MAT Board	May 2026

Approved by LGB Autumn 2023 (NB pending approval on Gov hub)

RSE guidance from DFE is currently under review.

Relationships and Sex Education **(RSE) Policy**

This policy covers our school's approach to the teaching, planning and resourcing of Relationships and Sex Education. It was produced through consultation with pupils, parents, governors and staff members.

Our Christian vision

The children will be taught the academic and life skills to be able to achieve their potential in a nurturing Christian environment; with this resilience and courage they will learn to be respectful and caring towards others, advocate that all people should be equal and aim to be custodians of the wider world.

'What we nourish today, will flourish tomorrow'

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) 2019. Other documents that have informed this policy include the guidance document 'Deeply Christian, Serving the Common Good – The Church of England Vision for Education (2016); Statutory Inspection of Church of England and Methodist Schools – Inspection Schedule Strand 5 (2018); Sex and Relationship Education Guidance' (2000); 'The Education Act (1996); Supplementary Guidance SRE for the 21st Century (2014); The Equalities Act (2010), and Valuing All God's Children – The Church of England's report (2017). We recognise that issues relating to human identity, sexual orientation and marriage are sensitive and important. The Church of England is exploring them through the work of 'Living in Love and Faith' commissioned by the Archbishops and due for publication in 2020.

1. Context

We aim to take a faith sensitive and inclusive approach to the requirement for RSE believing it will provide pupils with the knowledge that will enable them to navigate a world in which many will try and tell them how to behave, what to think and what do. It is our hope that the RSE curriculum will provide them with the skills to communicate their own views and make their own informed decisions.

All RSE in a Church of England School should be set in a context which is consistent with the school's Christian ethos and values.

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should reflect that sex is a gift from God as part of creation : a human longing for an intimate union.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture.

- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Pupils are given the opportunity to explore their own attitudes, values and beliefs within the context of our Church of England school with its distinctive ethos centred in the teachings of Jesus Christ. Our hope is for each pupil from these teachings to develop a strong sense of morality which will guide their actions at the same time as exercising an understanding of the right of people to hold their own views within a framework of respect for others.

2. Principles

SRE should be based on the following principles encountered over a child's primary education:

- Children should learn the significance of committed relationships, including for Christians the sanctity of marriage, as key building blocks of community and society.
- Sex education includes learning about physical and emotional development.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for their own and other people's bodies.
- It is important to build positive relationships with others, involving trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others.

3. Aims and Objectives for RSE

Our RSE programme is an integral part of our whole school PSHE education provision and our objectives are:-

- To provide an environment in which children may develop a healthy self-esteem and respect for their bodies and the bodies of others.
- Strengthened by our Christian ethos, to develop a sense of personal identity that will reflect the child's growing ability to make good choices of behaviour and lifestyle. It is our hope for each child's identity to be rooted in a deep understanding that they are loved by God and for this belief in their infinite worth to guide their decisions in life.
- To understand the nature of many types of personal relationships, including friendship, family relationships, love and conflict.
- To develop an understanding of the physical, emotional and sexual development of human beings leading to preparation for puberty.
- To provide an acceptable, accurate sexual vocabulary.
- To counter stereotypical gender attitudes.
- To develop communication skills – speaking, listening, negotiating and assertiveness.
- To provide the necessary knowledge and develop the skills required to enable children to keep themselves safe and understand that they have rights over their own body.

- To develop respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship or marriage.
- The characteristics of a healthy family life and that many families look different from their own.
- The importance of respecting others, even when they are very different from them.
- How people choose, make and maintain friendships.
- The rules and principles for keeping safe in friendships and relationships, including online

4. Organisation

Our RSE programme will be planned and delivered for all year groups following the Jigsaw SRE scheme of work. (See Appendix 1) RSE will be presented in such a way that all children will have equal opportunity to access the curriculum and support will be provided as necessary to pupils who may have difficulty accessing this subject. The needs and situations of individual parents and classes are taken into consideration.

The teaching of all RSE is set within a clear, balanced and moral framework in which pupils are encouraged to consider the importance of responsibility, sensitivity, self-esteem, dignity, self-restraint, loyalty and fidelity.

High quality resources will support our RSE provision and this may include books, film clips, interactive whiteboard resources, which will be used to support and promote understanding of the key objectives.

We teach RSE through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach sex education through other subject areas, particularly Science. This learning will contribute significantly to a child's knowledge and understanding of their own body, and how it is changing and developing. Student voice will be used to obtain feedback from the children about the curriculum.

5. The Role of parents and carers

The school is well aware that the primary role in children's sex education lies with parents and carers therefore we consult them on a regular basis as a way of monitoring the subject. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the Relationships, Sex Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

If they feel it necessary, parents have the right to withdraw their child from part or entirety of the Sex Education taught curriculum that is not part of the Science curriculum, after consultation with the Headteacher. If a parent chooses to activate this right, they would have to assure the Headteacher that their child would receive this element of their education from an alternative source. Children may not be withdrawn from the relationship element of RSE.

We work closely with parents to ensure that they are fully aware of what is being taught and as part of our whole school approach to RSE there will be annual parent information sessions where the parents will have the opportunity to view the materials and resources being used in lessons.

6. The role of the headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our relationships and sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

7. The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Visitors, professionals or parents, used as leaders of or contributors to RSE, must always abide by the school's RSE policy. They must never be left in control of a class, but must be accompanied at all times by a staff member.

8. Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

- We will ensure a safe learning environment by agreeing ground rules as a class before the sessions take place.
- Teachers cannot offer or guarantee absolute confidentiality and pupils must be made aware of this.
- The best interests of pupils will always be maintained and they can be assured of this. If there is any possibility of abuse the school's Safeguarding and Child Protection procedure will be set in motion.
- The child will be informed first if confidentiality has to be broken and will then be supported as appropriate. Personal disclosures may take place at an inappropriate place or time. If this happens the teacher will bring the disclosure to an end as quickly as possible, but ensure that the child is spoken to again before the end of the school day in a more appropriate setting.
- Teachers will consult with the designated safeguarding lead and in his/her absence the deputy of any safeguarding or child protection concerns.

9. Review

The governing body reviews our Relationships Sex Education policy on an annual basis.

Appendix 1

What are children taught about puberty and human reproduction?

Jigsaw's 'Changing Me' unit is usually taught in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme. The Changing Me Puzzle is all about coping positively with change and includes:

Reception	Growing up: how we have changed since we were babies.
Year 1	Boys' and girls' bodies; correct names for body parts.
Year 2	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).
Year 3	How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.
Year 4	Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.
Year 5	Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in

	simple biological terms.
Year 6	Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

All lessons are taught using correct terminology, child friendly language and diagrams.

Relationships education has been divided into small steps and the learning is distributed across the year groups according what is age-appropriate. For example:

- *Children learn what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) - This concept is covered in each year from Y1 to Y6.*
- *Children learn about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. This concept is covered in each year from Y1 to Y6.*
- *Children learn about the importance of self-respect and how this links to their own happiness - This concept is covered in each year from Y1 to Y6.*