



Diocese of Bristol Academies Trust

Model

Relationships & Sex Education Policy

Level: 3

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1) INTRODUCTION

[School] 's Relationship and Sex Education (RSE) Policy is based on the latest Sex and Relationships Education Guidance from the DfE (the latest Govt. guidance 2000).

Relationships and Sex Education is part of the Personal, Social, Health and Citizenship Education (PSHCE) curriculum in our school.

We will teach Relation and Sex Education within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation.

Whilst we use sex education to inform young people about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows students to ask and explore moral questions. We have taken account of the guidance provided in teaching materials supplied by the Diocese. Sensitivity and respect should be shown to all young people when teaching about personal relationships and sex education and RSE should be taught in a way that ensures that there is no stigmatisation of young people based on their home or personal circumstances.

2) CONTEXT

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 dignity, compassion, loving care, forgiveness and hope.
- 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 which brings life, joy and meaning.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold Christian values regarding relationships and marriage.
- 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.

Whilst pupils/students are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

3) PURPOSE OF THE RELATIONSHIP AND SEX EDUCATION POLICY

Producing an up to date RSE policy is the statutory responsibility of the Local Board. The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils
- Be clear about how we address RSE in our context as a Church of England school
- Set out how the school meets legal requirements in respect of RSE
- Uphold the duty to promote well-being (Children Act 2004)
- Uphold the duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
- Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)

- Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
- Teach statutory RSE elements in the Science National Curriculum
- Have an up to date policy developed in consultation with pupils and parents (Education Act 1996)
- Meet the school's safeguarding obligations
- Make the policy available to pupils and parents (Education Act 1996)
- Uphold the right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
- Take account of the DfE guidance on RSE (2000)
- Uphold the DfE expectation that all state schools "should make provision for personal, social, health and economic education (PSHEE) and that "RSE is an important part of PSHEE" (DfE guidance on PSHEE 2013)
- Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

4) LINKS TO OTHER POLICIES

This policy links to other policies, including, but limited to:-

- Personal, Social, Health and Citizenship (PSHCE) policy
- Safeguarding and Child Protection policies,
- Anti-bullying & Behaviour policies
- Equality & Diversity Policy
- Single Equality Plan
- Accessibility Plan
- E-Safety Policy.
- Social Media Policy

Our provision of RSE is part of our approach to support the health and wellbeing of children and our commitment to being recognised as a healthy school.

5) PRINCIPLES AND VALUES

RSE should be based on the following principles:

- The sanctity of marriage is an important belief in Christian teaching and practice; valuing family life and stable, loving and committed relationships
- Children/ Young people should learn the significance of marriage and families as key building blocks of community and society.
- Sex education includes learning about physical and emotional development, and the way that humans reproduce.
- Children/Young people will be taught the cultural and religious differences about matters of sexuality; and about understanding diversity regarding religion, gender, culture and sexual orientation
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Reducing intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Promoting gender equality, challenging gender stereotypes and inequality and promoting equality in relationships.
- Children/Young people should be made aware of the way in which advertising and the media influences their views about sexuality.
- Children/Young people should be made more aware of the spiritual dimensions and joys of intimacy.
- Children/Young people should be taught to have respect for their own and other people's bodies.
- Children/Young people should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children/Young people should learn that some people choose not to engage in sexual activity and that this choice should be respected.

- Young people should be taught to understand the power of sexual desire.
- Children/ Young people should be made aware that sex can be used compulsively, competitively and destructively.
- Children/Young people need to learn the importance of protecting themselves and of self control.
- Children/Young people should be made aware of God's forgiveness and that there is always a way back.
- Children/Young people should learn that it is important to build positive relationships that involve trust and respect.

Therefore we can enable children/young people to:

- Develop the confidence to talk, listen and think about feelings and relationships
- Make and maintain friendships
- Understand the importance of respect, responsibility, love and care in relationships
- Understand and respect different types of families
- Develop positive attitudes about growing up
- Explore their own and other people's attitudes and values
- Challenge and prevent discrimination based on sexual orientation and gender
- Prevent sexist, sexual, homophobic and transphobic language and bullying
- Challenge gender stereotypes and inequality and promote equality and respect in relationships
- Know the correct biological names for the parts of the body, including the male and female reproductive parts
- Know and understand about emotional, social and physical changes at puberty
- Know and understand about reproduction
- Know about human sexuality
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers
- Keep safe online and offline
- Recognise when something is risky or unsafe
- Know where and how to seek information and advice when they need help

Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

6) CONTENT AND ORGANISATION OF THE PROGRAMME

What language will be used when talking to children about RSE?

Often children are given 'pet' names or 'baby' names to describe their body parts. These codes can create a sense of secrecy about these areas of their bodies. Also, when they get older and the correct terminology is introduced they find it embarrassing, and it can make them uncomfortable talking about a 'new subject' with language that is also very strange to them.

At [School Name], we wish to empower children to talk openly and comfortably about their bodies. Therefore, we will use the correct terminology for the body parts unique to boys and girls i.e. penis, vagina and breasts from the age of Reception. If children use their own terminology we will respond to them, but we will try and model the correct language to them.

In Year 1 Science, children are taught to name all parts of the body that they are less familiar with to this point; including wrist, ankle, shoulder etc. As part of this teaching, they will be taught that

most body parts are the same for boys and girls, but some are different; boys have a penis and girls have a vagina.

From then on teachers will ask children to use the correct names if they are talking about those body parts in a Science Lesson. We aim that by the time they need to talk about puberty, these words won't feel uncomfortable for them.

7) WHERE IS RSE TAUGHT?

Where appropriate aspects of relationships education may be covered in the RE curriculum (such as marriage). The majority of RSE will be taught through a planned programme in PSHCE as well as in Science. This will ensure that it covers the statutory biological aspects, but also the social and emotional aspects. It is taught throughout the years, either as discrete topics/units or integrated into other topics at a level appropriate to the needs and maturity of the pupils. There is time for discrete teaching topics in particular years e.g. body changes in relation to puberty in Year 5 and reproduction in Year 6. We ensure that the same messages about being safe on line are taught through RSE as in Computing.

8) WHAT IS TAUGHT IN EACH YEAR GROUP?

We have a statutory duty to teach the RSE elements of the science national curriculum,

- The content is based on the RSE aspects in PSHCE and the statutory elements of the science national curriculum
- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.
- Teachers plan lessons, taking account of the RSE learning objectives and suggested scheme of work

9) WHO TEACHES RSE?

RSE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse or a visit from a pregnant mum or a parent with their baby. If visitors are involved in RSE we will

- plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- follow up in later lessons

The school nurse sometimes provides drop in sessions to support pupils on a range of health issues, including puberty

10) HOW IS RSE TAUGHT?

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful to include time when single sex groups can discuss issues with a teacher of the same gender. This is mostly applicable when they learn about body changes through puberty and about reproduction.

- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.
- Resources, such as aspects of the Diocesan recommended RSE resources, and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning including role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

- Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA or learning mentor
- Teachers do not discuss details of their personal relationships with pupils.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships.
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued. We will emphasise the importance of strong and supportive relationships, including marriage for family life and bringing up children.

11) INVOLVING PUPILS

To ensure the RSE programme meets the needs of pupils, the PSHCE Coordinator will involve the school council in reviewing and evaluating the programme annually, or to reflect changes in legislation.

12) CONFIDENTIALITY, SAFEGUARDING AND CHILD PROTECTION

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

13)ASSESSING RSE

Pupils' progress in learning in RSE is assessed as part of the assessment of Science and PSHE and citizenship.

14)MONITORING AND EVALUATING RSE

The PSHE Coordinator monitors teachers' planning to ensure RSE is being taught. Pupils and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE and Citizenship which also involves the school council.

15)TRAINING STAFF TO DELIVER RSE

It is important that RSE is taught by teachers that are knowledgeable, skilled and confident. We will ensure that teachers are trained to teach RSE and provide a range of training opportunities including school based training and external training for both subject leaders and upper Key Stage 2 teachers.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

16)WORKING WITH PARENTS/CARERS AND CHILD WITHDRAWAL PROCEDURES

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality.

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Giving parents the content of the RSE teaching programme
- Inviting parents and carers to a general meeting or workshop to discuss RSE in the school and help them talk to their children about growing up
- Providing materials for parents to use when talking about RSE with their children
- Consulting parents on the RSE policy when it is reviewed
- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to withdraw their children from RSE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the science national curriculum.

If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this. Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions would be answered honestly by staff.

17)DISSEMINATING THE POLICY

A copy of this policy is on the school website. It is included in the

- Staff Handbook
- Governor Handbook -

Copies are supplied to visitors who are involved in providing RSE in school.

When the policy is being reviewed, parents are informed through the newsletter and school's website.

18)KEY CONTACTS

PSHE and Citizenship Co-ordinator:

Science Subject Leader:

RSE Lead:

Governor with a lead on RSE:

Designated Safeguarding Children (Child Protection) Lead:

Headteacher/Principal: