

Do everything in love



1 Corinthians 16:14

Learning to Love, Loving to Learn

Reviewed January 2020

Presented to Governors:

Deeply rooted in the love of Jesus we are committed
to:-

Creating a happy, healthy and honest school,
where everyone feels secure and valued.

Providing excellent teaching and learning opportunities
which develop independent, confident and resilient
life- long learners who can think for themselves.

Celebrating and supporting all children
to unlock and fulfil their unique potential.

Preparing children to contribute to society
with wisdom, hope, tolerance and dignity.

Living by our school values of Love; Honesty; Courage;
Compassion; Determination and Respect.

Our vision is to inspire and grow a
compassionate community of excellence.

A happy place for our children to shine for God,
for each other, and for themselves.

“The importance of sexual relationships in all our lives is such that sex education is a crucial part of preparing children for their lives now and in the future as adults and parents”

**‘Health Education from 5-16’
(HMI Series – Curriculum Matters)**

Introduction

St Mary’s RSE policy is based on the DFE’s Sex and Relationship Education Guidance (2019)

Sex and Relationship education is part of the PSHE curriculum in our school. We will teach 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 children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

1. Aims

1.1 At St Mary’s we pride ourselves on our strong Christian Ethos, and our vision, aims and values set the tone for our school. We recognise that children flourish in a safe environment where they feel loved, valued and secure. The behaviour and safety of our pupils is good and we understand that individual, God-given potential can be reached when children are given this opportunity.

Relationship and Sex Education (RSE) enables children to become healthy, independent and responsible members of society. The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and how it is related to moral values and responsibilities.
- Ensure pupils understand the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships ensuring that there is no stigmatization of children based on their home/personal circumstances.

- Teach pupils the correct vocabulary to describe themselves and their bodies

1.2 RSE directly supports the Every Child Matters outcomes, in particular:

‘Be Healthy’:

- Physically healthy
- Mentally and emotionally healthy
- Healthy lifestyles

‘Stay Safe’:

- Safe from maltreatment, neglect, violence and exploitation
- Safe from injury.
- Safe from bullying and discrimination (including cyber bullying)
- Safe from crime and anti-social behaviour in and out of school

‘Enjoy and Achieve’

- Achieve personal and social wellbeing and enjoy recreation

‘Make a positive contribution’

- Engage in law abiding and positive behaviour in and out of school
- Develop positive relationships and choose not to bully and discriminate
- Develop self-confidence and successfully deal with significant life changes and challenges.

‘Achieve economic well-being’

- Engage in further education, employment or training on leaving school.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St Mary's we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were consulted about the policy
4. Pupil consultation – we investigated what pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values within a Christian context. RSE is not about the promotion of sexual activity.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into accounts the age, needs and feelings of pupils.

- 5.1 At the Primary level, particular care and sensitivity is required in matching teaching to the maturity of children, not necessarily to their chronological age. It is important that children are not presented with information and knowledge unless, in the teacher's judgement,

they possess the skills and emotional maturity to deal with it. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Teachers and all those contributing to RSE will work within an agreed values framework which is in line with current legislation.

- 5.2 In the early years, children involved in role-play and carefully chosen activities, become aware of similarities and differences in a very natural way. Conversations about families and babies, particularly those related to real situations, provide a basis for future discussions and, as children get older, about loving, caring relationships and the joys of parenthood. Whenever opportunities arise, questions are answered truthfully and simply. Children's own natural curiosity and awareness of the reproductive cycle in animals and other creatures is developed as situations present themselves and in pre-selected curriculum study.
- 5.3 We make conscious efforts to ensure that both boys and girls are afforded the same opportunities within the context of the school programme. The cultural background of pupils is taken into account in order that we cater for a range of lifestyles and cultures. The general ethos of the school should encourage an understanding of acceptable behaviour between children themselves, between adults themselves and between adults and children interacting together.
- 5.4 For some children the onset of puberty occurs towards the end of the primary years or shortly afterwards. Children who are adequately prepared to understand the growth and developmental changes that are taking place in themselves and in members of the opposite sex are likely to approach this phase of their lives with more confidence than those who are not prepared. Parents have a part to play in this preparation and in helping their children through what can be a difficult, emotional time.
- 5.5 Love & Sex matters materials are used to offer a path that delivers the recommendations of the DfE's sex and relationships within a framework of Christian values. The emphasis of these materials is on creating dialogue through activity that will help children grow in emotional articulacy and develop the self-esteem to navigate a personal life that honours both themselves and others. We send a letter home in the Sumer Term telling parents we will be doing it, and giving them opportunity to come in and ask about it.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also cover aspects of RSE in our HEARTSMART lessons - five principles that build strength in a child's heart and mind.

- Don't forget to let love in
- No way through isn't true
- Too much selfie isn't healthy
- Don't Rub It In, Rub It Out!
- Fake Is a Mistake!

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. This usually takes place to Years 5 and 6 .

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. The Role of the Headteacher

- 7.1 It is the responsibility of the Headteacher to ensure that staff and parents are informed about the Sex Relationships Education policy and that the policy is implemented effectively. It is also the Head teacher's role to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 7.2 The Headteacher will liaise with external agencies regarding the school RSE programme and ensure that all adults who work with children on these issues are aware of the school policy and work within the framework.
- 7.3 The Headteacher will monitor the policy and report to Governors, when requested, on the effectiveness of the policy

8. The Role of Staff

Staff are responsible for:

- 8.1 Delivering RSE in a sensitive way
- 8.2 Modelling positive attitudes to RSE
- 8.3 Monitoring progress
- 8.4 Responding to the needs of individual pupils
- 8.5 Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

All teachers are responsible for teaching RSE in St Mary's.

9. The Role of Governors

The governing board will approve the RSE policy, and support the Headteacher with its implementation.

10. The Role of Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

11. The Role of Parents

The school is well aware that the primary role in children's Sex & Relationship Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

- 11.1 We feel that the teaching we offer should complement and support the role of parents in helping their children to understand and cope with the physical and emotional aspects of growing up. Whilst recognising that many parents are able to offer their children a model of tender and loving relationships in which they can discuss sexual development confidently and without embarrassment, we also realise that some parents find this difficult and, maybe, unimportant. Some children may also experience the same difficulty.
- 11.2 Opportunity is given to any parents who wish to withdraw their child/discuss their concerns with a senior member of staff. Before granting request for a withdrawal, parents will be asked to attend a meeting with the Headteacher (or a member of the SLT) to clarify the nature and purpose of the curriculum. The Headteacher will also discuss the benefits of sex education with parents, and any detrimental effects withdrawal may have on the child, including the likelihood that they will hear other pupil's version of what was said in class.
- 11.3 Parents/Carers of Year 5 & 6 pupils are welcome to discuss the programme of lessons we use in our teaching and to discuss any issues and how they are taught. Parent permission is sought at Year 5 prior to the planned programme of work being presented.

12. Parents' right to withdraw

Parents do not have the right to withdraw their children from sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. The Headteacher will discuss requests with the parents and decide upon the appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

13. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

14. Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those who work with children. This policy is governed by our Child Protection Policy in terms of 'confidentiality, disclosure and sensitive issues'. The only purpose of confidentiality in this respect is to benefit the child.

15. Inclusion

At St Mary's we teach RSE to our children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of the children. We provide appropriate, challenging planned work for those children who are Gifted and Talented. For children with learning difficulties and those learning English as an additional language we provide SEN support as part of the daily routine. Systems are in place to identify and track pupils with specific learning needs.

16. The National Healthy School Standard

The school operates on its commitment to the National Healthy School Standard and PSHE has a very strong contribution to the school's application for Healthy School Status. We work in partnership with the Health Improvement Team to promote the importance of the physical and emotional wellbeing of our pupils.

As participants in this scheme we:

- We consult with parents on all matters of Health Education Policy;
- Train all our teachers to teach Sex Education;
- Listen to the views of the children in our school regarding Sex Education;
- Look positively at any local initiatives that support us in providing the best sex-education teaching programme that we can devise.

17. Monitoring arrangements

The delivery of RSE is monitored through:

Lesson observations, planning scrutinies, learning walks, pupil voice surveys etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RSE coordinator and head teacher every 2 years or more frequently if changes occur.

At every review, the policy will be approved by the Governing Body.

Safeguarding Statement

St Mary's CE Primary is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• 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• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know• How to recognise and report feelings of being unsafe or feeling bad about any adult• How to ask for advice or help for themselves or others, and to keep trying until they are heard• How to report concerns or abuse, and the vocabulary and confidence needed to do so• Where to get advice e.g. family, school and/or other sources

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	