St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Relationships and Sex Education (RSE) Policy

Date Approved and Minuted	**MAT Board**	11 March 2020
Date of Next Review	**MAT Board**	March 2023

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
"Jesus is the light of the world… we are gems that reflect his light as we learn." The Christian Bible talks of God seeing humans as his jewels in the making (Malachi 3:16-17).

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 Teaching RSE with Confidence scheme of work (an overview of the learning in each year group can be found in Appendix I). Our programme, appropriate for each age group, has been reviewed and adapted in consultation between teachers and parent/carers. The needs and situations of individual parents' and classes' are always taken into account.

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.

In line with the Equalities Act, 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 e.g those with SEND who may have difficulty accessing this subject.

Our RSE programme is inclusive of all learners and will be taught through a range of teaching methods and interactive activities such as question and answer boxes, problem page scenarios, story bag activities, pair and share work, circle time etc. High quality resources will support our RSE provision and this may include books, film clips, interactive whiteboard resources etc 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 some sex education through other subject areas (e.g. science), where we feel that they contribute significantly to a child's knowledge and understanding of his, her or their own body, and how it is changing and developing. Student voice will be used to review and tailor our RSE programme to match the different needs of our pupils.

5. The Role of parents

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

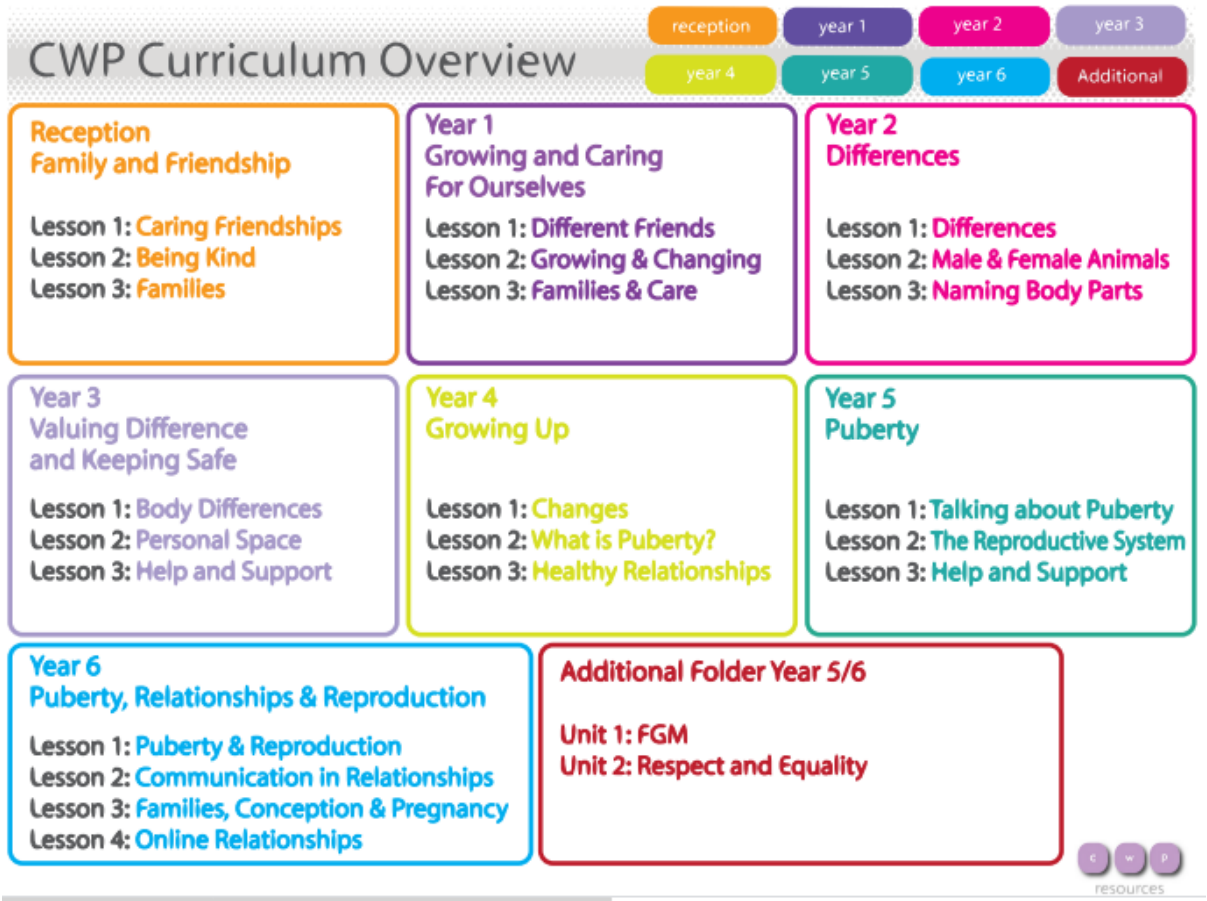
quickly as possible, but ensure that the child is spoken to again before the end of the school day in a more appropriate setting.

- 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


CWP Curriculum Overview
reception
year 1
year 2
year 3
year 4
year 5
year 6
Additional
Reception
Family and Friendship
Lesson 1: Caring Friendships
Lesson 2: Being Kind
Lesson 3: Families
Year 1
Growing and Caring For Ourselves
Lesson 1: Different Friends
Lesson 2: Growing & Changing
Lesson 3: Families & Care
Year 2
Differences
Lesson 1: Differences
Lesson 2: Male & Female Animals
Lesson 3: Naming Body Parts
Year 3
Valuing Difference and Keeping Safe
Lesson 1: Body Differences
Lesson 2: Personal Space
Lesson 3: Help and Support
Year 4
Growing Up
Lesson 1: Changes
Lesson 2: What is Puberty?
Lesson 3: Healthy Relationships
Year 5
Puberty
Lesson 1: Talking about Puberty
Lesson 2: The Reproductive System
Lesson 3: Help and Support
Year 6
Puberty, Relationships & Reproduction
Lesson 1: Puberty & Reproduction
Lesson 2: Communication in Relationships
Lesson 3: Families, Conception & Pregnancy
Lesson 4: Online Relationships
Additional Folder Year 5/6
Unit 1: FGM
Unit 2: Respect and Equality
resources