



## **Policy for Relationships and Sex Education**

“I am able to do all things through Him who strengthens me” Phillippians 4:13

Reviewed: March 2020

Agreed: Governors meeting 25<sup>th</sup> March 2020

Next review date: March 2021

## Relationships and Sex Education Policy

### Our Vision

Using our Christian values as the golden thread in all we do, we believe that children have the right to Learn, Enjoy, Grow, developing spiritually and having awe-inspiring learning experiences. Our children learn within a culture of acceptance, build resilience and flourish in unique ways in God and his world.

**The sower and the soils parable - Matthew 13**

### Rationale and Christian Context

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019).

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

*"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"*

*(Secretary of state forward RSE guidance 2019)*

Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- It is to be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- 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 the Christian values regarding relationships and marriage as recognised by the Church of England (i.e. Marriage is a gift of God in creation and encompasses consent, public witness, permanence and lifelong fidelity)
- 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 children 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.

### **Legal Requirements**

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes pupil referral units, maintained special schools, special academies, and non-maintained special schools.

To give effect to the duty in section 34 of the 2017 Act and the power in section 35 of that Act, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 amend existing provisions in the Education Act 1996 and the Education Act 2002 and insert new provisions into the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. The new provisions include a requirement for the Secretary of State to

publish guidance on Relationships Education, RSE, and Health Education; require schools to have regard to that guidance; require schools to make a statement of policy on their provision of Relationships Education and RSE; and set out the circumstances in which a pupil is to be excused from RSE.

### **Aims**

We aim to provide pupils with an age appropriate SRE programme that is tailored to their physical and emotional maturity. The intention is to ensure that through SRE pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to name parts of the body and describe how their bodies work
- Are able to protect themselves and ask for help and support
- Are prepared for their development into adulthood
- To know the Christian definition of love in its different forms and contexts
- To acquire information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings.

In doing this, we acknowledge the value of contributing to a spiral curriculum. This curriculum should enable children to make positive choices about their sexual and emotional health, both now and in the future. We seek to achieve this by having three main elements to our programme as outlined in, 'Sex and Relationship Guidance', DfEE ref 0116/2000, p5.

### **Key learning objectives**

- Learn to care about others and to be sensitive to their needs and views
- Learn the importance of conscience, Christian values and moral considerations
- Learn to accept differences between people, not exploit them
- Learn the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- Learning the importance and responsibilities of the family unit for all its members
- Learn to respect oneself and others
- Learn to be honest, loyal, trustworthy and faithful in relationships
- Learn to take responsibility for one's actions in all situation
- Learn to explore, consider, understand and reflect as part of decision making

- Learn to manage emotions and relationships confidently and sensitively
- Develop empathy for others
- Learn to manage conflict

### **Moral Framework**

Pupils will be taught SRE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and of others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for bringing up children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

### **Delivering Sex and Relationship Education**

RSE is taught through a developmental scheme of work to all children across Key Stage 1 and 2, and links to other aspects of PSHE to fully equip the children with the skills and attitudes necessary for them to benefit effectively from sex education.

At Teynham Primary School, PSHE is supported by use of the Jigsaw Programme (The mindful approach to PSHE) in all year groups. Jigsaw is a spiral curriculum, which, in all year groups, re-visits and builds on the themes of:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Most of the teaching of RSE will be done by the class teacher, as s/he will have established a working relationship with the class. Year 5 pupils receive a puberty talk during the summer term, which is given by an outside professional through the Christian charity, Lovewise. The school nurse and other professionals may also be available to advise and assist the children on body development and puberty issues.

### **Cross curricular links**

All curriculum areas make a contribution to RSE. Some subjects make a clear contribution, such as Science, which contributes significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing. A number of objectives are also covered through ICT, through teaching on online relationships and safety.

Other subjects make a less obvious, but important, contribution, such as:

- Literacy - discussion of specific relationships and moral dilemmas;
- R.E. - discussion of family and marriage;
- History and Geography - discussion of wider social issues;
- Art and Music - discussion of feelings and emotions within relationships.

### **Parents and Sex & Relationships Education**

We appreciate the sensitivity and concerns some parents may feel towards RSE and therefore, inform parents before particular sensitive content is taught, ensuring they understand the content, to be able to make an informed decision to allow their child's participation. We believe that for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- Inform parents/carers about the school's RSE policy (on Website) and practice;
- Answer any questions that parents/carers may have about RSE of their child;
- Take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Inform parents/ carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents/carers give to children at home.

The school will inform parents before a topic of a sensitive nature is taught. Parents/carers have the right to withdraw their children from that part of the RSE programme that is delivered through PSHE (though not from those elements taught through Science). Parents / carers who wish to withdraw their children from this aspect of RSE should discuss this with the Headteacher.

### **Entitlement and Equal Opportunities**

SRE will be delivered in line with the school's equal opportunities policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. SRE will be available to all pupils regardless of gender, culture or disability.

### **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and with consideration for the need for confidentiality. But should issues of disclosure regarding inappropriate sexual behaviour/ activity arise, then the teacher will take the matter seriously and deal with it as a matter of child protection including any issues surrounding Prevent and Online Safety. In such cases, procedures as laid down in the Child Protection Policy will be followed.

### **Useful Documents and Resources**

Key references can be found below.

These have been taken from "Valuing All God's Children, Guidance for Church of England Schools in Challenging Homophobic Bullying" May 2014 pages 60-62

<https://www.churchofengland.org/media/1988293/valuing%20all%20god's%20children%20web%20final.pdf>

[http://www.stonewall.org.uk/at\\_school/education\\_for\\_all/quick\\_links/education\\_resources/primary\\_school\\_resources/default.asp](http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/primary_school_resources/default.asp)