

Relationships and Sex (RSE Policy)

Date:	March 2018	Review Date:	Sept 2019
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Our school is a Church of England School and works in partnership with our two local parish churches, St Mary with St Albans and St Peter and St Paul's. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

We believe high standards of care, love and inclusivity play an integral part in the quality of teaching and learning across the whole curriculum. Our school's Christian vision of 'Life in all its fullness' applies to all areas of our school, including RSE. The two great commandments given by Jesus will underwrite the life of our school; they are to 'love God' and to 'love your neighbour as yourself'. It is our aim for both of these instructions to be evident in the whole life of the school, in the relationships between all members of the community, pupils, staff and parents.

St Mary's and St. Peter's school fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. Our RSE policy is one of a range of documents which include our safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are protected.

Introduction

The Department of Education require all schools to have a Sex and Relationships Education Policy (SRE) and that it should be planned and delivered as part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum. At SMSP we have changed the order of the nationally recognised phrase "Sex and Relationships Policy (SRE)" to Relationships and Sex Education Policy (RSE) in order to place greater emphasis on the word 'relationships'. Throughout this document, RSE will be used instead of SRE.

How we approach the delivery of RSE at SMSP

At SMSP we teach RSE within a Christian context. While RSE in our school means that we give children information about forming relationships, learning about their bodies, sexual development and behaviour, we do this with an awareness of a Christian ethos and with Christian values.

Why is RSE Important?

RSE can be defined in different ways. The DfEE Guidance states:

"It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity-this would be inappropriate teaching".

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives.

The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

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Pupils need to be given accurate information and should be helped to develop skills to enable them to understand differences and respect themselves and others and for the purpose of preventing and removing prejudice.

RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and prepare them for the responsibilities and experiences of adult life.

Effective RSE does not encourage early sexual experimentation. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity.

Our Aims

- At SMSP we have based our RSE Policy on the DfE Guidance document [Sex and Relationship Education Guidance](#) and the LDBS [Policy on Relationships and Sex Education](#) (June 2009). In these documents, RSE is described as learning about physical, moral and emotional development. It is about understanding the importance of marriage and stable, loving relationships for family life. It is also about the teaching of sex, sexuality, and sexual health. While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, placing high value on family life and supportive relationships. We do not use RSE as a means of promoting any form of sexual orientation. We teach the children:
 - about the physical development of their bodies as they grow into adults
 - about the way humans reproduce
 - about health and relationship issues
 - respect for the views of other people
 - about forming relationships in line with a Christian ethos
 - that children are best raised within a loving, secure, stable and committed relationship
 - that babies should only be conceived when the parents are ready and able to care for them and cope with the responsibility of life
 - that sexual relationships should wait until a person is emotionally and physically mature
 - that relationships require effort and commitment to work

During the course of the lessons, from Reception to Year 6, we will teach RSE in the belief that:

- it is taught in the context of marriage, civil partnerships and family life
- it is part of a wider social, personal, spiritual and moral education process
- children are taught to have respect for their own bodies
- it is important to build positive relationships with others, involving trust and respect
- children learn about their responsibilities to others

By the end of Year 6, pupils will understand:

- that there are different types of relationships in families
- key issues in keeping themselves safe
- who to ask if they feel unsafe
- where to get help in the wider community
- how their bodies work and change as they get older
- how babies are made
- that their actions affect others and that their actions have consequences

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- how to identify their own feelings and the feelings they have towards others
- why it is important to respect the views of other people
- how some diseases are caused and that diseases can spread
- and be aware of HIV/Aids

Values

All RSE will be delivered in the context of Christian teaching and the school's aims. Christian values and attitudes, with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and sense of moral responsibility will permeate the entire curriculum, both explicit and implicit. It is built on the message that we all have the right to make choices, to think about our aspirations and the decisions that affect our future life choices. This is to ensure that pupils' understand that sexual intercourse should only take place within a caring, committed and stable **relationship such as marriage.**

Teaching staff will always ensure that lessons will be delivered in a manner that enables pupils to develop:

- Respect for themselves and their own bodies
- Respect for the views of other people
- An understanding that sexual relationships should wait until a person is emotionally and physically mature
- An understanding that babies should only be conceived when the parents are ready and able to care for them
- An understanding that children are best raised within a loving, secure, stable and committed relationship
- An understanding that family life is important and can provide invaluable support for individual members
- that relationships require effort and commitment to work

Through both RE and RSE lessons, pupils will be taught that Christians believe that God created all life and that every human being has a unique place in his creation and is highly valued. Because we, as individuals, are prized so highly by God, we should set high values on our body and consider how we use it.

It will be acknowledged that not every relationship can live up to the high standards that are set by God. Those relationships that fall short of these high expectations are not condemned. God shows through the story of the Prodigal Son that everyone can be loved, forgiven and welcomed back.

Key themes explored

Our RSE is delivered through a curriculum where key themes are revisited throughout the programme at an age appropriate level over the course of the time that a pupil attends SMSP. Each year, pupils will build on concepts previously encountered, allowing opportunities for reflection and reinforcement.

Key themes that are explored throughout the programme are:

- Feelings
- Keeping safe

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- Caring for myself and others
- Growth and change
- Sexual reproduction
- Similarities and differences
- Relationships
- Families

How RSE is delivered

RSE is part of the PHSE curriculum, and as such, elements of the PHSE curriculum are delivered to pupils in a variety of ways. They can include:

- Whole school assemblies conducted by members of staff or visiting speakers
- Specific workshops delivered by outside agencies
- School Nurse sessions
- The whole school ethos and philosophy which is reinforced through school and classroom rules and the school behaviour management policy
- Dedicated and regular PSHE lessons in class
- Cross-curricular themes delivered through Science and PE.

The specific RSE lessons will be taught by mainly by class teachers, although outside speakers and experts (School Nurse/Health Visitors, etc) may assist when deemed appropriate.

The style of the lessons will be in line with best practice, and include a variety of methods to make the lessons interesting, enjoyable and stimulating. The methods will include:

- Discussion
- Role play and drama
- Investigative and creative research
- Reading
- Literacy work
- Watching elements of recommended DVDs (Channel 4's "All About Us-Living and Growing" , the BBC's Whiteboard Active "Sex and Relationship Education" and Lovewise's "Growing Up....Growing Wise) and on-line animations/Power Points

It is recognised that some topics within the RSE curriculum are more specifically related to either boys or girls (for example: wet dreams for boys and menstruation for girls). It is important for both boys and girls to be aware of these issues that relate to the opposite sex. However, to allow a more intimate teaching and learning environment, teachers may feel that some of these issues could further be addressed in more detail by teaching the class in gender groups, where possible, to allow for greater confidentiality.

Equal Opportunities and Differentiation

The pitch of the work undertaken in our RSE lessons will be appropriate to the age and maturity of the pupils being taught. As pupils mature and develop at different rates, the RSE Programme is planned so

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that its key concepts are revisited several times. This allows for reinforcement as well as the differentiated stages of pupil maturity.

Children with learning difficulties may need support in coping with the physical and emotional aspects of growing up; they may also need more help in learning what behaviours are acceptable.

Staff planning and delivering RSE lessons always consider differentiated learning when choosing activities. They will plan for all the needs of the pupils within their class in order to allow them to access all the information they need from the lessons, no matter what their ability levels are. Teachers know to be aware that LAC or children on the child protection/safeguarding register may need more sensitive support when teaching certain areas of the RSE programme.

Dealing with questions from pupils

Clear parameters of what is appropriate and inappropriate in terms of questioning by pupils will be established within the ground rules by the class teacher at the start of the RSE lessons. Where appropriate, children in upper KS2 will be given the opportunity to ask anonymous questions through inserting them into an anonymous question box. Teachers will use their professional judgement to decide on the amount of detail to include in their answers in order to answer questions truthfully and in an age-appropriate manner.

If a question is too explicit, is not age appropriate for the pupil or the whole class, or raises concerns about inappropriate sexual knowledge or awareness, then the teacher will remind the class of the ground rules established at the start of the lessons and explain why they are not in a position to answer the question. If the teacher feels there is a genuine desire by a pupil to know an answer, but the topic is not appropriate for the whole class, then, with the pupil's consent, it may be referred back to the parents.

If a question is raised that alerts a member of staff that a pupil might be at risk due to an inappropriate sexual knowledge or awareness, they shall notify the DSL and guidance in the Safeguarding policy shall be followed.

Homosexuality

We do not actively teach children about homosexuality but as the society in which we live is diverse and children will raise issues of interest and concern as well as introducing their own experience into class discussions. When this happens it will always be handled without prejudice or bias. A discussion of civil partnership may arise through children's questions, but teachers will not advocate homosexual behaviour and will not discuss sexual activity between same sex partners

Child Sexual Exploitation (CSE)

As a school we are aware of Child Sexual Exploitation and issues that arise from children that have been sexually exploited. Please refer to the Child Protection and Safeguarding Policy for more information about the procedures followed when dealing with concerns that arise from Child Sexual Exploitation.

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Safeguarding and Confidentiality

Teachers conduct RSE lessons in a sensitive manner. However, if a child makes a comment that suggests that they may be at risk of sexual or any other type of abuse, then the teacher has a responsibility to take such matters seriously and deal with it as a matter of child protection and safeguarding. The teacher will notify the DSL. The DSL will then follow the guidance laid out in the School's Safeguarding policy.

Right of withdrawal

Parents need to be aware that if they are withdrawing their child from some specific aspects of the programme, questions may be asked by pupils in lessons which relate back to previous discussions and lesson content.

Parents do not have the right to withdraw their child from the RSE elements that are taught within the Science curriculum, which are statutory and focus on life cycles and reproduction, both in plants and animals.

If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with their child's **Class Teacher in the** first instance. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent. Children withdrawn from RSE lessons will undertake work in another class during this time.

Monitoring, Evaluating and Reviewing the RSE Programme

We are committed to monitoring and evaluating the effectiveness of this programme through:

- pupil feedback
- staff review and feedback
- parental feedback
- work scrutiny.

Evidence will be collated by the PSHE Co-ordinator and shared with staff as ongoing review and development regarding the effectiveness of the policy. The policy will be reviewed on an **annual** basis. **Parents will be notified of any changes to the Policy.**

Headteacher:		Date:	March 2018
Chair of Governing Body:		Date:	