



St Mary's and St Peter's C of E School

Relationships and Sex Education Policy

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our school Christian vision of 'Life in all its fullness' applies to all areas of our school. 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, and also in our safeguarding responsibilities.

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

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary a statutory subject, and our policy reflects the changes in statutory status.

How we approach 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?

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 recommends:

“... 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).

Compulsory aspects of Relationships, Health and Sex Education

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

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.

Our Aims

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education by using the scheme Jigsaw. The Jigsaw PSHE programme will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose;
- Value self and others;
- Form relationships;
- Make and act on informed decisions;
- Communicate effectively;

- Work with others;
- Respond to challenge;
- Be an active partner in their own learning;
- Be active citizens within the local community;
- Explore issues related to living in a democratic society;
- Become healthy and fulfilled individuals.

Curriculum

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. It is about understanding the importance of marriage and stable, loving relationships for family life and also about the teaching of sex, sexuality, and sexual health. 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;
- 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.

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, schools and wider community;
- An understanding that sexual relationships should wait until a person is emotionally and physically mature.

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.

Jigsaw RSE Content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; challenging gender stereotypes; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others’ perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby’s needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; coping with change, boyfriends/girlfriends.
10-11	Children’s universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including ‘county-lines’ and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception (including IVF) to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

How RSE is delivered

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards a final learning outcome. Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

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

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states:

“Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated,

and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

The Church of England Document “Valuing all God’s Children”, 2019 states:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

Meeting the needs of all children

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

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 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.

Answering questions

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. 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.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying will be dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

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 it may be referred back to the parents.

Safeguarding and Confidentiality

Teachers conduct RSE lessons in a sensitive manner and as a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. Teachers are aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. If disclosures occur, the school's Safeguarding policy is followed. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the School's Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Right to withdraw

Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty). However, parents/carers have the right to withdraw their children from Sex Education provided at school *except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education.* Those parents/carers wishing

to exercise this right are invited in to speak to the head teacher/deputy head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Monitoring, evaluating and reviewing

The Governors Curriculum Committee monitors the RSE policy during Governors monitoring visits. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

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 Leader and shared with staff as ongoing review and development regarding the effectiveness of the policy. The policy will be reviewed on an annual basis and will be made available on the school website. Governors will be notified of any changes to the Policy.

Policy Date: September 2021

Review Date: September 2022