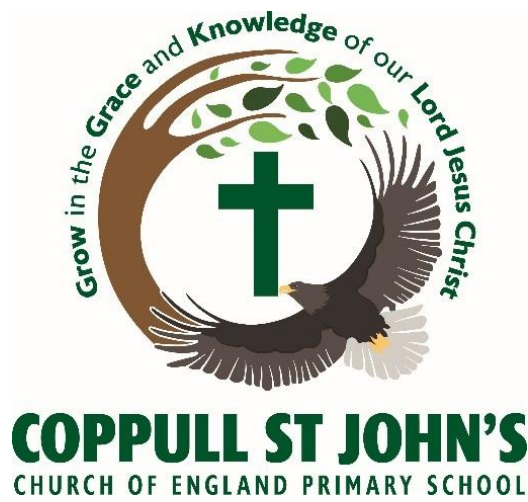


Relationship and Sex Education (RSE) Policy

Coppull St. John's CE Primary School



'Grow in the Grace and Knowledge of our Lord Jesus Christ'
2 Peter 3 v18

We are a welcoming church school where everyone is valued and encouraged to flourish academically, emotionally and spiritually.

We promote a love of learning where individual talents are nurtured; hopes and aspirations can be achieved.

Where excitement is evident and enrichment opportunities shape our grace and knowledge.

Jesus motivates, inspires and teaches us about living life in all its fullness.

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Coppull St John's Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of positive relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Paul's letter to the Corinthians offers us a clear guide as to how we should relate to each other: *'Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.'* 1Corinthian 13 v 4-8

This passage gives us a clear guide on how we should treat others and how we should seek to be. Each child is created by God in His image, they are unique and thus worthy of dignity honour, and respect. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Aims

The aims of Relationship and Sex Education at Coppull St John's CE Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To provide the knowledge and information to which all children are entitled.
- To enable pupils to understand the qualities of healthy relationships, including the Christian principle of marriage as a lifelong commitment and as the basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To respect and care for their bodies

- To be prepared for puberty and adulthood
- To know how to 'love your neighbour' even when we might disagree.

Statutory requirements

Coppull St John's complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

How will we ensure the curriculum is relevant for our children?

We will consult external data and school information such as CPOMs and attendance related to relationships, health, PSHE education to inform planning and to address the needs of the whole school community. Available to school is the health needs assessment; Health LSIP.

Policy Development and Review

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 member of staff has gathered all relevant information including relevant national, diocesan 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 invited to complete an online questionnaire with opportunity to add comments about content of the PSHE curriculum
4. Pupil consultation – we investigated what exactly pupils want from their Relationships and Sex Education
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every two years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe

Sex Education is a programme of work to provide knowledge about the processes of human reproduction and the nature of sexuality and romantic relationship.

Health Education is a programme of teaching about changing adolescent body, physical health and fitness, basic first aid, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy)

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance

Alternative work will be given to pupils who are withdrawn from Sex Education.

Curriculum Delivery of RSE

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

RSE forms a central part to the PSHE programme across the three core themes:

- 1. Health and Wellbeing**
- 2. Relationships**
- 3. Living in the Wider World- inc. Economic wellbeing and being a responsible citizen**

The curriculum planning adopts a spiral approach, which gradually revisits and reintroduces topics at a deeper and more complex level at each year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives, both now and in the future.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

A range of resources are used to support the delivery of the curriculum. Some of those include NSPCC; SCARF; Medway; PSHE association.

The Specific Teaching of Sex Education

We believe sensibly and sensitively approached, sex education itself is appropriate and relevant for our Year 6 children. The purpose of sex education is to provide knowledge about the processes of human reproduction and the nature of sexuality and relationships. At the same time, it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It also provides a very important forum for children to discuss their own issues and ideas, clarifying issues, gaining correct information and reaching balanced views that may help them to avoid potential difficulties in the future. Therefore, added to the above context SRE for our Year 6 children aims:

- To explain changes in the body related to puberty, the varying time scales associated with these and what issues may cause young people anxiety and how they can deal with these.

- To present facts in an objective, balanced and sensitive manner, set within a clear moral framework, which emphasises the importance of relationships.
- To provide a basic knowledge about the purposes of human reproduction (i.e. how a baby is conceived and born)
- To generate an atmosphere where questions about sexuality and reproduction can be asked and answered simply and truthfully and without embarrassment on either side.
- To help children appreciate the value of stable family life and the responsibilities of parenthood.
- To help children appreciate the need for proper care for all young creatures.
- To encourage children to consider the importance of dignity, respect for themselves and sensitivity towards the needs and views of others.
- To help children understand that they have rights and should have control over who touches their bodies and to increase communication skills about these.
- To recognise that parents are key figures and the teaching offered by school should be complementary and supportive to this role.
- To provide a means of developing the total personality of the child, thus helping the overall development of all children into well balanced human beings, who are able to take a responsible role within society.
- Develop meaningful discussions about feelings and relationships and avoid an overly reproductive focus.
- Identify the different needs and learning styles of boys and girls and provide work and discussions in single sex groups whenever appropriate.
- Provide a questions box so that some questions can be asked anonymously, so that important issues aren't missed through a child's embarrassment.

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding.

This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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.

Pupils

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

Training

Staff are trained on the delivery of RSE using resources from the PSHE association and LCC

The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Monitoring arrangements

The delivery of RSE is monitored each half term through work scrutiny, pupil discussion, learning walks.

Appendix 1-RSE Curriculum Overview

By the end of Key Stage 1 We aim for pupils to:	• identify, name, draw and label the basic parts of the human body, including agreed terminology for external body parts • understand that humans and animals grow and reproduce and that offspring grow into adults. • know the needs of babies and young people. • understand why families are special for caring and sharing. • understand the basic rules for keeping themselves safe and healthy (healthy diets, importance of exercise, understanding about safe places to play and safe people to be with – simple rules for resisting pressure when uncomfortable or at risk). • recognise similarities and differences between themselves and others and treat others with sensitivity. • understand that they have some control over their actions and bodies and that their feelings and actions have an impact on others. • make friends, talk with them and share feelings.
By the end of Key Stage 2 We aim for pupils to:	• describe the life process of reproduction in animals including sexual production and changes as humans develop, learning about the changes experienced in puberty. • recognise that living things produce offspring of the same kind. • understand the physical changes that take place at puberty, why they happen and how to manage them. • recognise their changing emotions with friends and family and be able to express their feelings positively. • understand the need for trust and love in established relationships. • understand and accept that families can be formed in different ways. For example, second marriages, fostering, extended families, several generations living together and same sex partnerships. • know where individual families and groups can find help. • understand how the media impact on forming attitudes. • recognise and challenge stereotypes- for example, in relation to gender or sexuality. • discuss moral questions and express opinions, for example, about relationships and bullying. • be able to articulate their thoughts and opinions to a variety of audiences. • respect other peoples' viewpoints and beliefs. • recognise their own worth and identify positive things about themselves.

	• recognise the pressure of inappropriate physical contact, and know ways of resisting it. • understand about keeping themselves safe when involved with activities that may involve risk and when it is appropriate to seek help; such as social media. • listen to, support others, and manage friendship problems. • understand that their actions have consequences and be able to anticipate the results of them. • see things from other peoples' viewpoints- for example, parents and carers. • be self-confident in a wide range of new situations, such as seeking new friends. • understand the diversity of values and customs in school and in the wider community. • understand why being different can provoke bullying and know why this is unacceptable. Also to understand about different forms of bullying and the feelings of both bullies and victims
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Year 6 Sex Education Resources

Resource documents:

SCARF – Relationships- 'Making Babies'

Medway Primary PSHE Education; Relationships and Sex Education Year 6

Videos/presentations:

Menstruation

https://www.youtube.com/watch?v=vXrQ_FhZmos&safe=active

Puberty: boys (erections, ejaculation, wet dreams)

Video section from 02.39 'What's up down there?' to 03.21: <https://kidshealth.org/en/kids/boys-puberty.html#cat20449>

Puberty: boys (wet dreams) for SEN

<https://www.bbc.co.uk/bitesize/clips/z7n2hyc>