A key aim of Crosscanonby St John’s CE School is that all pupils will develop the skills and knowledge to make responsible and appropriate decisions and choices. Relating appropriately to others is a complex skill. RSE covers more than biological facts and information; it tries to help young people to take responsibility for their choices and prepare them to value and develop caring, loving, stable relationships. Developing this is not a task for the school in isolation and we seek to work in partnership with parents and guardians.

**Crosscanonby St John’s CE School Policy for ‘Relationships and Sex Education’ has been devised with due consideration to and in line with guidance given in: -**

DFE Circular 5/94 Education Act 1993: ‘Sex Education in Schools’.

DfEE Guidance 0116/2000: ‘Sex and Relationship Education Guidance’.

Ofsted Report: ‘Sex and Relationships’ HMI 433, 2002.

Sex Education Forum: ‘Developing and Reviewing a School Sex Education Policy’, 1996.

Cumbria Education Service: Sex and Relationships Education Policy and Guidance, 2003.

DfE Guidance: Relationships Education, RSE and Health Education 2019 – UPDATED 13th SEPTEMBER 2021

**The aim of this Relationships and Sex Policy is to clarify the content and the manner in which RSE is delivered.**

**1. Relationships and Sex Policy**

The school’s Aims, Vision and Ethos underline the school’s commitment to developing the whole child in preparation for life as active, healthy, morally responsible, adult citizens and the Relationships and Sex Policy and Scheme of work form part of that commitment.

The Relationships and Sex Policy will demonstrate and encourage the following values:

* Respect for self.
* Respect for others.
* Responsibility for one’s own actions.
* Responsibility for family, friends, school and the wider community.
* Acceptance of all different respectful relationships
* Christian and Fundamental British Values

**Aims of Relationships and Sex Education:**

Crosscanonby St John’s CE School believes that Relationships and Sex education will be developmental.

We aim to ensure that pupils:

* Develop confidence in talking, listening, and thinking about feelings and respectful relationships and therefore give opportunities to help raise pupils’ self-esteem.
* Are able to name correctly parts of the body and describe how their bodies work.
* Are able to protect themselves and ask for help and support.
* Are properly prepared for puberty.
* Have opportunities to learn about emotional and physical well-being
* Recognise abuse and know how to seek help when something is wrong
* Understand how to keep safe, including when online
* Recognise that some images are not appropriate
* Understand the importance of using language that is respectful of others

**Equal Opportunities, Inclusion and Disability**

The information outlined in this Relationships and Sex Policy is pertinent for all pupils and the school will endeavour to ensure the fair and equal treatment of all regardless of sexuality, religion or belief, age, race, culture, gender/gender reassignment, mobility, ability and disability.

The RSE education that the children receive will be consistent, and the language and methodologies used will be adapted where necessary to accommodate pupils with emotional and/or additional needs.

Pupils will be made aware that there are differences in relationships and pupils will be encouraged to respect the validity of all loving, respectful relationships; prejudicial or inappropriate comments will not be tolerated and will be dealt with appropriately.

**Within the bounds of the agreed Programme of Study we also aim:**

* To provide accurate information to enable pupils to make responsible and informed decisions.
* To help and support pupils through their physical, emotional and moral development.
* To help pupils to develop the skills and understanding they need to live confident, healthy and independent lives.
* To help pupils understand and accept differences and to respect both themselves and others, to prevent and remove prejudice and sexual harassment.
* To promote the spiritual, moral, social, cultural, mental and physical development of pupils at school, and to help prepare them for opportunities, responsibilities and experiences of adult life.
* To enable pupils to understand human sexuality and to respect themselves and others.
* To equip pupils with communication and decision-making skills to keep themselves safe, including when online.
* To develop positive relationship skills.
* To ensure that teaching and content is sensitive and age appropriate.
* To promote acceptance of all different types of loving, respectful relationships.

***The Content of the Relationships and Sex Curriculum***

Developing and understanding positive relationships is a huge part of the ethos and culture of Crosscanonby St John’s CE School.

Positive relationships are explored and developed throughout the school in a variety of ways:

**Implicitly:** through the interpersonal relationships of pupil, staff, parents, governors and visitors and through the day-to-day communication between all of these parties.

**Explicitly**: through the Science curriculum and Relationships, Health and Sex Education

**Discretely**: through Religious Education, Circle Time and Collective Worship.

**The Science Curriculum:**

The National Curriculum for Science states that pupils should be taught:

* That the life processes common to humans and other animals include nutrition, growth and reproduction.
* To describe the changes as humans develop to old age.
* About the main stages of the human life cycle.

Through our science curriculum programme of study pupils should:

* Begin to know about and have some understanding of the physical, emotional and social changes that take place at puberty.
* Know and understand how changes at puberty affect the body in relation to hygiene.
* Know the basic biology of human reproduction and understand some of the skills necessary for parenting.
* Know there are different patterns in friendships and relationships and be able to talk about these with important adults.
* Know that within any environment there are people with different attitudes, values and beliefs and that these may influence people’s relationships with each other and with the environment.

***Organisation and Delivery of the Relationships and Sex Curriculum***

From January 2020 the school reintroduced PSHE lessons and these will be used as a platform to discuss caring friendships, different relationships within families, respectful relationships, online relationships, health and mental well-being, living in the wider world and personal safety.

The delivery of the RSE curriculum to pupils is done in a variety of ways, many of which have been outlined above. The school recognises that RSE must be taught in both key stages and not left until Year 6. Whenever RSE appears in the school’s PSHE programme the class teacher will inform parents about the issues to be covered.

The programme has been carefully planned to ensure continuity and progression of knowledge and skills across both Key Stages.

The delivery of the statutory and non-statutory elements of sex education in Year 6 is organised very carefully to create the most suitable environment for this sensitive aspect of the programme.

Pupils will be given opportunities to express themselves and articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate, respectful relationships.

**Ground Rules for RSE to establish a safe environment**

Teachers and pupils will initially set out the protocol/ground rules for RSE sessions:

* Personal information must not be disclosed to the larger group.
* No one, teacher or pupil will have to answer a personal question.
* No one will be forced to take part in discussion.
* Only the anatomically correct names of body parts will be used.
* Meanings of words will be explained in a sensible and factual way.
* Children will be reminded about content that it is not appropriate for younger pupils.

Additional ground rules may be established within the group prior to RSE taking place.

**Dealing with Questions**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class or group setting when the group is establishing the ground rules.

If questions are too personal, the pupils must be reminded of the ground rules, agreed by the group.

If a teacher feels that a particular pupil needs further support as a result of a particular question asked, the teacher can decide to refer the pupil to another, more appropriate person such as parent, school nurse etc.

If a teacher does not know the answer to a question it is important to acknowledge this and explain to the pupil that you will find out or they should find out by asking another trusted adult, such as a parent.

If a question is too explicit, feels too old for the pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later, on an individual basis. In this way, the pupil will feel that they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect, the teacher must remember to talk to the pupil later.

If the teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school’s child protection procedure and inform the Headteacher of their concerns.

**Specific Issues Related to Relationships and Sex Education**

**Confidentiality**

It is almost inevitable that effective RSE, which allows open discussion to take place, may lead to disclosures from pupils. It is essential, therefore, that teachers delivering RSE are completely familiar with the child protection procedures within the school.

Teachers have a legal obligation and are duty bound to report any disclosure or suspicions of unlawful, sexual activity to the designated Safeguarding Officer, in this case, the Headteacher.

Teachers should never promise confidentiality and pupils do not have the right to expect that incidents in the classroom will not be reported to their parents/guardians. This should be made clear to pupils at the setting of ground rules for RSE.

Wherever possible and where appropriate, teachers should always encourage pupils to discuss their concerns with their parent/guardians.

Any inappropriate or prejudicial language or comments will not be tolerated.

**Child Protection / Safeguarding Procedure**

Teachers have a legal obligation and are duty bound to report any disclosure or suspicions of unlawful, sexual activity to the designated Safeguarding Lead, in this case, the Executive Headteacher. The Executive Headteacher will then follow the procedures set out in the school’s Child Protection Policy.

Staff are aware that should a pupil make a disclosure of FGM they must contact the police immediately.

**Entitlement**

Parents will be kept informed about the content of relationships, health and sex education lessons through termly curriculum letters and will be informed of their right to withdraw pupils from the **non-statutory** elements of sex education. Sex education is not compulsory in primary schools, but in our school the content of sex education is broken into statutory and non-statutory elements. The statutory elements are taught in science lessons in both key stages and parents do not have the right to withdraw pupils from the lessons which cover the statutory science elements that are linked to sex education. Additional non-statutory content is usually taught in Years 6 and parents are informed of this at the time and are also advised that they may withdraw pupils from these non-statutory lessons.

**Parents may not withdraw their child from any lessons about relationships or health education.**

Parents are encouraged to discuss any requests to withdraw pupils with the Executive Head teacher.

**Complaints procedures.**

Complaints about the Sex and Relationship curriculum should be addressed initially to the Executive Headteacher and then to the Governing Board in line with the school complaints procedure.

Reviewed Annually

Established September 2018

Changes made September 2019

No Changes March 2020

Minor Changes- March 2021

Minor Changes (reflecting DfE updates from 13th September 2021) – January 2022