

# Darwen St James'

## C of E Primary Academy



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## Relationships and Sex Education Policy 2024/25

### **Mission Statement**

Nurturing ambition through a living faith.

### **Vision Statement**

Our academy delivers its purposeful curriculum through its living Christian faith. We nurture ambition in all of our learners in order for them to become positive citizens of tomorrow.

### **Bible verse**

Let us not love with words or speech alone but with actions and truth. John 13:8

## **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 Darwen St James' Church of England Primary Academy 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 focuses on the importance of 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.

Each child is a unique being, a child of God, loved and accepted. 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 Darwen St James' CE Primary Academy are:

- To ensure Relationships and Sex 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 enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments.
- 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.
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
  - Teach pupils the correct vocabulary to describe themselves and their bodies
- 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 know how to 'love your neighbour' even when we might disagree.

## **Statutory requirements**

As a primary academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Darwen St James' CE Primary Academy we teach RSE as set out in this policy.

## **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 or working group gather 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 attend a meeting (or respond to a questionnaire) about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **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 that covers positive relationships, relationship values, puberty and sexual health including correct vocabulary for body parts.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol, vaping and tobacco.

The Science curriculum covers human reproduction (see Science

## **Policy) Withdrawal**

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.

Parents cannot withdraw their child from any part of the Science curriculum.

If you do have any concerns, then please contact the office to make an appointment to see the Headteacher.

## **Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Notice changes of offspring which grow into adults (Science)
- Changes to humans from birth to adulthood (Science)

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.

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.

*Please see [appendix 2](#)*

## **Curriculum Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Difficult questions & sensitive issues in relation to sex education**

Our academy'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. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

### **Our academy has decided not to teach about or answer questions on...**

Rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay.

AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

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 Child Protection. 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 committee**

The governing committee 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.

All teachers have the responsibility of teaching RSE in school, Mrs H Corbally along with Miss Peckson will monitor.

### 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 through a variety of training opportunities - staff meetings, INSET and external courses.

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 through:

- Learning walks
- Peer observations
- Pupil interviews
- Planning and work scrutinies
- Assessment information where applicable

### Appendix 1-Curriculum Overview

#### PSHE Overview 2024/2025

| Units                                | Autumn 1<br>Me and my relationships                    | Autumn 2<br>Being my best                                  | Spring 1<br>Keeping Safe   | Spring 2<br>Rights and Respect   | Summer 1<br>Valuing Difference                                 | Summer 2<br>Growing and changing  |
|--------------------------------------|--|--|--|--|--|---|
| Two's Class<br>Birth to five matters | Making relationships                                   | Sense of self  | Making relationships   | Understanding emotions   | Sense of self  | Understanding emotions  |
| Pre-school Class                     | Marvellous me<br>I'm special<br>People who are special | What does my body need<br>I can keep trying<br>I can do it | People who help me and keep me safe<br>Safety indoors and outdoors<br>what's safe to go into my body | Looking after myself<br>Looking after others<br>Looking after my environment | Me and my friends<br>Friends and family<br>Including everybody | Growing and changing in nature<br>When i was a baby<br>Girls, boys and families |
| Reception                            | What makes   | Keeping by body  | Rights and   | Keeping Safe   | Similarities   | Cycles  |

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| Class  | me special.<br>People close to me.<br>Getting help.   | healthy - food, exercise, sleep.<br>Growth Mindset.   | <u>Respect</u><br>Looking after things: friends, environment, money  | Keeping my body safe<br>Safe secrets and touches<br>People who help to keep us safe  | and difference<br>Celebrating difference<br>Showing kindness  | Life stages<br>Girls and boys - similarities and difference   |
| Year 1 | Feelings<br>Getting help<br>Classroom rules<br>Special people<br>Being a good friend                                  | Growth Mindset<br>Healthy eating<br>Hygiene and health<br>Cooperation   | How our feelings can keep us safe - including online safety<br>Safe and unsafe touches<br>Medicine Safety<br>Sleep     | Taking care of things:<br>Myself<br>My money<br>My environment   | Recognising, valuing and celebrating difference<br>Developing respect and accepting others<br>Bullying and getting help           | Getting help<br>Becoming independent<br>My body parts<br>Taking care of self and others             |
| Year 2 | Bullying and teasing<br>Our school rules about bullying<br>Being a good friend<br>Feelings/self-regulation            | Growth Mindset<br>Looking after my body<br>Hygiene and health<br>Exercise and sleep                               | Safe and unsafe secrets<br><br>Appropriate touch<br><br>Medicine safety  | Cooperation<br>Self-regulation<br>Online safety<br>Looking after money - saving and spending                                   | Being kind and helping others<br>Celebrating difference<br>People who help us<br>Listening<br>Skills                              | Life cycles<br>Dealing with loss<br>Being supportive<br>Growing and changing<br>Privacy             |
| Year 3 | Rules and their purpose<br>Cooperation<br>Friendship (including respectful relationships)<br>Coping with loss         | Keeping myself healthy and well<br>Celebrating and developing my skills<br>Developing empathy                     | Managing risk<br>Decision-making skills<br>Drugs and their risks<br>Staying safe online                                | Skills we need to develop as we grow up<br>Helping and being helped<br>Looking after the environment<br>Managing money         | Recognising and respecting diversity<br>Being respectful and tolerant<br>My community   | Relationships<br>Changing bodies and puberty<br>Keeping safe<br>Safe and unsafe secrets             |
| Year 4 | Healthy relationships<br>Listening to feelings<br>Bullying<br>Assertive skills  | Having choices and making decisions about my health<br>Taking care of my environment<br>My skills and interests   | Managing risk<br>Understanding the norms of drug use (cigarette and alcohol use)<br>Influences<br>Online safety        | Making a difference (different ways of helping others or the environment)<br>Media influence<br>Decisions about spending money | Recognising and celebrating difference (including religions and cultural difference)<br>Understanding and challenging stereotypes | Body changes during puberty<br>Managing difficult feelings<br>Relationships including marriage      |
| Year 5 | Feelings<br>Friendship skills, including compromise<br>Assertive skills<br>Cooperation<br>Recognising emotional needs | Growing independence and taking ownership<br>Keeping myself healthy<br>Media awareness and safety<br>My community | Managing risk, including online safety<br>Norms around use of legal drugs (tobacco, alcohol)<br>Decision-making skills | Rights, respect and duties relating to my health<br>Making a difference<br>Decisions about lending, borrowing and spending     | Recognising and celebrating difference, including religions and cultural<br>Influence and pressure of social media                | Managing difficult feelings<br>Managing change<br>How my feelings help keeping safe<br>Getting help |

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| Year 6 | Assertiveness<br>Cooperation<br>Safe/unsafe touches<br>Positive relationships | Aspirations and goal setting<br>Managing risk<br>Looking after my mental health | Understanding emotional needs<br>Staying safe online<br>Drugs: norms and risks (including the law) | Understanding media bias, including social media<br>Caring: communities and the environment<br>Earning and saving money<br>Understanding democracy | Recognising and celebrating difference<br>Recognising and reflecting on prejudice-based bullying<br>Understanding Bystander behaviour<br>Gender stereotyping | Coping with changes<br>Keeping safe<br>Body Image<br>Self-esteem<br>Puberty |
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### Appendix 3 - Vocabulary

#### Year 1, 2 and 3

Female genitalia (parts that determine sex):

Vulva:

Vagina:

Clitoris:

It may also be useful for pupils to know about:

Urethra:

Male genitalia (sex parts):

Penis

Testicles

Year 4, 5 and 6 (including the above)

Pubic hair, Breasts, Anus, Uterus, Cervix, Ovary, Fallopian tubes