

Darwen St James'
C of E Primary Academy



**Relationships and Sex
Education Policy
2021/22**

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 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 2021

<u>PSHE Overview</u>	<u>Autumn term</u>	<u>Spring term</u>	<u>Summer term</u>
Nursery	<u>Building Relationships</u> Friendships- RSE Emotions Valuing each other Boundaries and creating rules	<u>Managing self</u> Feelings and behaviour RSE Problem and conflicts Healthy choices	<u>Self regulation</u> Keeping safe RSE Growing and changing RSE Independence
Reception	<u>Building relationships</u> Friendships- RSE Emotions Valuing each other Boundaries and creating rules	<u>Managing self</u> Feelings and behaviour RSE Problem and conflicts Healthy choices	<u>Self regulation</u> Keeping safe RSE Growing and changing RSE Independence
Year 1	<u>Relationships</u> Families and friendships <ul style="list-style-type: none"> Roles of different people: families, feeling cared for. Safe relationships <ul style="list-style-type: none"> Recognising privacy: staying safe: seeking permission - RSE Respecting ourselves and others <ul style="list-style-type: none"> How behaviour affects others: being polite and respectful. 	<u>Health and well being</u> Physical health and mental well being <ul style="list-style-type: none"> Keeping healthy food and exercise: hygiene routines sun safety Growing and changing <ul style="list-style-type: none"> Recognising what makes them unique and special: feelings: managing when things go wrong - RSE Keeping safe <ul style="list-style-type: none"> How rules and age restrictions help us: keeping safe online 	<u>Living in the wider world</u> Belonging to a community <ul style="list-style-type: none"> What rules are: caring for others needs looking after the environment Media literacy and digital resilience <ul style="list-style-type: none"> Using the internet and digital devices communicating online Money and work <ul style="list-style-type: none"> Strengths and interests: jobs in the community
Year 2	Relationships Families and friendships <ul style="list-style-type: none"> Making friends; feeling lonely and getting help Safe relationships <ul style="list-style-type: none"> Managing secrets; resisting pressure and getting help; recognising hurtful Behaviour- RSE Respecting ourselves and others <ul style="list-style-type: none"> Recognising things in common and differences; playing and working cooperatively; sharing opinions 	Health and well being Physical health and Mental wellbeing <ul style="list-style-type: none"> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Growing and changing <ul style="list-style-type: none"> Growing older; naming body parts; moving class or year- RSE Keeping safe <ul style="list-style-type: none"> Safety in different environments; risk and safety at home; emergencies 	Living in the wider world Belonging to a community <ul style="list-style-type: none"> Belonging to a group; roles and responsibilities; being the same and different in the community Media literacy and Digital resilience <ul style="list-style-type: none"> The internet in everyday life; online content and information Money and Work <ul style="list-style-type: none"> What money is; needs and wants; looking after money
Year 3	<u>Relationships</u> Families and friendships <ul style="list-style-type: none"> What makes a family; features of family life Safe relationships <ul style="list-style-type: none"> Personal boundaries; safely responding to others; the impact of hurtful behaviour Respecting ourselves and others <ul style="list-style-type: none"> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite 	<u>Health and well being</u> Physical health and Mental wellbeing <ul style="list-style-type: none"> Health choices and habits; what affects feelings; expressing feelings- RSE Growing and changing <ul style="list-style-type: none"> Personal strengths and achievements; managing and reframing setbacks Keeping safe <ul style="list-style-type: none"> Risks and hazards; safety in the local environment and unfamiliar places 	<u>Living in the wider world</u> Belonging to a community <ul style="list-style-type: none"> The value of rules and laws; rights, freedoms and responsibilities Media literacy and Digital resilience <ul style="list-style-type: none"> How the internet is used; assessing information online Money and Work <ul style="list-style-type: none"> Different jobs and skills; job stereotypes; setting personal goals

Year 4	<u>Relationships</u> Families and friendships <ul style="list-style-type: none"> Positive friendships, including online Safe relationships <ul style="list-style-type: none"> Responding to hurtful behaviour, managing confidentiality- RSE Respecting ourselves and others <ul style="list-style-type: none"> Respecting differences and similarities 	<u>Health and well being</u> Physical health and mental well being <ul style="list-style-type: none"> Maintaining a balanced lifestyle: oral hygiene and detak care Growing and changing <ul style="list-style-type: none"> Physical and emotional changes in puberty: personal hygiene routines-RSE Keeping safe <ul style="list-style-type: none"> Medicines and household products, drugs common to everyday life 	<u>Living in the wider world</u> Belonging to a community <ul style="list-style-type: none"> What makes a community: shared responsibilities Media literacy and digital resilience <ul style="list-style-type: none"> How data is shared and used Money and work <ul style="list-style-type: none"> Making decisions about money: using and keeping money safe
Year 5	<u>Relationships</u> Families and friendships <ul style="list-style-type: none"> Managing friendships and peer influence Safe relationships <ul style="list-style-type: none"> Physical contact and feeling safe-RSE Respecting ourselves and others <ul style="list-style-type: none"> Responding respectfully to a wide range of people recognising prejudice and discrimination 	<u>Health and well being</u> Physical health and mental well being <ul style="list-style-type: none"> Healthy sleep habits, sun safety, medicines,vaccinations Growing and changing <ul style="list-style-type: none"> Personal identify, recognising individuality and different qualities mental well being-RSE Keeping safe <ul style="list-style-type: none"> Keeping safe in different situations,emergencies and first aid etc 	<u>Living in the wider world</u> Belonging to a community <ul style="list-style-type: none"> Protecting the environment compassion towards others. Media literacy and digital resilience <ul style="list-style-type: none"> How information online is targeted ,different types, their role and impact Money and work <ul style="list-style-type: none"> Identifying jobs interests and aspirations
Year 6	<u>Relationships</u> Families and friendships <ul style="list-style-type: none"> Attraction to others-relationships-RS E Safe relationships <ul style="list-style-type: none"> Recognising and managing pressure consent in different situations-RSE Respecting ourselves and others <ul style="list-style-type: none"> Expressing opinions and respecting other points of view, including discussing topical issues. 	<u>Living in the wider world</u> Belonging to a community <ul style="list-style-type: none"> Valuing diversity : challenging discrimination and stereotypes Media literacy and digital resilience <ul style="list-style-type: none"> Evaluating media sources: sharing things online Money and work <ul style="list-style-type: none"> Influences and attitudes to money: money and financial risks. 	<u>Health and well being</u> Physical health and mental wellbeing <ul style="list-style-type: none"> What affects mental health and ways to take care of it: managing change, loss and bereavement , mangagin time online. Growing and changing <ul style="list-style-type: none"> Increasing independence and managing transitions, puberty-RSE Keeping safe <ul style="list-style-type: none"> Keeping personal information, safe regulations and choices: drugs use and law: drug use and the media

Appendix 2-Curriculum Overview for SEND Children

PSHE SEND Overview 2021

Within the SEND framework there are six strands that link to other each other.

PSHE Overview for SEND Children	Autumn Term	Spring Term	Summer Term
Nursery	Develop from the EYFS		
Reception	Develop from the EYFS		
Year 1	People who are special to us. RSE Playing and working together	Healthy eating Keeping safe RSE	Jobs people do Belonging to a community Money
Year 2	Getting on with others Kind and unkind behaviours	Keeping safe online Trust Taking care of ourselves	Different types of relationships Respecting differences between people.
Year 3	People who are special to us Things we are good at	Looking after our teeth Keeping safe RSE	Taking care of physical health Belonging to a community

Year 4	Getting on with others Identifying and expressing feelings RSE	Baby to adult RSE Taking care of ourselves	Taking care of the environment
Year 5	Taking care of ourselves Keeping safe online RSE	Respecting differences between people	Jobs people do Money
	Autumn Term	Spring Term	Summer Term
Year 6	Keeping safe online RSE money	Changes at puberty RSE Dealing with touch RSE Public and private RSE	Keeping well Healthy eating

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