

Relationship and Sex Education (RSE) Policy



We ask that Christ lives in our hearts through faith making us
rooted and grounded in love.

Ephesians 3:17

Approved by:

Date:23/05/23

Review date:23/05/26

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 Great Marsden St John's Church of England 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 Great Marsden St John's Church of England Academy 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 enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationships.
- To integrate elements of Citizenship and Science to understand relationships in a positive and informed light.
- 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 relationships.
- 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

This school 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

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 – Our RSE curriculum is embedded within PSHE and is taught as part of it. Staff have had the most up to date guidance and the curriculum has been developed in light of this guidance and upon consultation with Lancashire Advisors.
2. Staff consultation – All school staff were given the opportunity to look at both the policy and the curriculum and make recommendations and amendments.
3. Parent/stakeholder consultation – Parents and any interested parties were invited to attend a meeting about changes to the school's PSHE curriculum in regards to RSE and were given any requested documentation surrounding the school's RSE and PSHE curriculum.
4. Pupil consultation – We investigated what exactly pupils want from their RSE; our curriculum reflects both the statutory requirements as well as the needs of our children and the wider community.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

This policy will be reviewed every three 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 in all environments.

Sex Education is a programme of work that covers sexual orientation, sexual health in the light of puberty, and civil partnerships in regards to the Equality Act (2010) and British values.

As a professional body of people; staff at Great Marsden St John's Primary Academy have decided that elements of Sex Education such as the act of sex, contraception and childbirth are not relevant elements to be included in the school's overall PSHE curriculum. This is because although the teaching and delivery of these themes is recommended, they are already part of the compulsory KS3 Science curriculum and children will have access to this information in Year 7 in a high school setting. However, staff and children in Year 6 engage in an annual end of Primary school Sex and Relationships Talk. Within this, elements of Sex Education such as childbirth and the act of sex are communicated. The nature of this talk fluctuates annually based on the needs, ambiguities and questions of the current Year 6 cohort. This particular talk is not embedded within the school's PSHE curriculum. Parents are informed via letter and email prior to it and are given the right to withdraw their child if they so wish.

Health Education, which is also embedded within our PSHE curriculum, is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum (Appendix 1) covers human reproduction and the human life cycle.

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.

All parents will be informed prior about any sex education taking place in school and will be given time to withdraw their child upon communication with the headteacher.

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.

Consultation

The headteacher and our previous PSHE lead at Great Marsden St John's were involved in various consultation opportunities in order to construct a well-sourced and well-informed RSE curriculum. Liaison with other local schools in Pendle through the



Building Bridges RSE meetings has allowed staff at Great Marsden St John's to achieve a thorough insight into the visions and thoughts of local schools in regards to RSE policies and curriculum. Through these meetings, staff have been able to align their curriculum plans collectively and base them on most recent guidance.

The previous PSHE lead engaged in multiple consultations with Lancashire PSHE Advisors and took guidance surrounding RSE policies and frameworks in order to construct a curriculum which both meets DFE requirements and the needs of the children at Great Marsden St John's.

As a team we also assure that the Great Marsden St John's RSE curriculum is reflective of and aligned to the 2020 Relationships and Sex Education Guidance from the Blackburn Diocese. In relation to this, staff have conducted and engaged in meetings with the Church School cluster and other Church of England schools which are part of the Cidari Trust family in order to discuss RSE curriculum content.

Links have been exercised with, and guidance has been taken from, the Imams of local mosques in Nelson to retrieve an insight into religious opinions on the deliverance of RSE in schools. These links have been made via Building Bridges Pendle acting as an intermediary between schools and local mosques. It has come to the attention of staff at Great Marsden St John's that the guidance from the local mosques sits closely with the Church School cluster and Blackburn Diocese. Therefore, there is no conflict of interest and staff at Great Marsden St John's shall feel confident delivering RSE to mixed religious cohorts.

Upon collating all this information, consulting important bodies and receiving thorough guidance, staff at Great Marsden St John's convened a meeting for parents in January 2020. The intention of this meeting was to inform parents about the plans for launching an RSE curriculum which will be taught as part of the PSHE curriculum. This meeting was both a means of understanding the school's plans and being able to ask any questions in regards to these. This was responded to well and allowed the staff at Great Marsden St John's to become aware of any parental concerns and address them in a professional environment.

Curriculum Delivery of RSE

Appendix 2 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years.

The RSE curriculum will be delivered to all children in Years 1-6. EYFS shall focus on relevant Early Learning Goals (Appendix 3) as its foundation to build on for upcoming RSE teaching and learning.

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.

Difficult questions & sensitive issues in relation to sex education

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. Of course this varies from cohort to cohort and staff are equipped with flexibility in regards to content delivery and depth with respect to the children. We feel that some topics are best postponed until the secondary school years where they become compulsory.

Our school 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 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 Local Governing Board

The Local 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.

At Great Marsden St John's Primary Academy, Miss S Rashid is responsible for sourcing the RSE curriculum as well as reviewing both content and resources upon reflection on most up to date guidance. All teaching staff at Great Marsden St John's Primary Academy are responsible for the delivery of a well-balanced and well-taught RSE curriculum with sensitivity and understanding towards the children in their care.

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 guidance from and consultation with Lancashire advisors.

The headteacher may invite visitors, such as school nurses or 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:

- **Lesson drop ins based on subject timetabling**
- **Book looks (including class floor-books)**
- **Pupil voice**



Appendix 1- Science Curriculum Overview

YEAR 5	YEAR 6
<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none">• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs• using test results to make predictions to set up further comparative and fair tests• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations• identifying scientific evidence that has been used to support or refute ideas or arguments	
<p>Human and animal lifecycles (combined)</p> <p>4-6 HOURS INCLUSIVE OF EXTENDED WRITE</p> <p>Be aware of Year 4 objectives</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals.</p> <p>describe the changes as humans develop to old age.</p>	<p>Circulatory System</p> <p>4-6 HOURS INCLUSIVE OF EXTENDED WRITE</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>describe how living things are classified into broad groups according to common observable</p>



Appendix 2-RSE Curriculum Overview taken from the overall PSHE curriculum

Year 1 – Spring 1 – My Relationships

- R1.** to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- R2.** to communicate their feelings to others, to recognise how others show feelings and how to respond
- R3.** to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- R4.** to recognise that their behaviour can affect other people
- R5.** to recognise what is fair and unfair, kind and unkind, what is right and wrong
- R6.** to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- R7.** to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.

Year 1 – Spring 2 – Equality & Diversity

Week 1 focus – Race and Religion

LO – To understand that we are surrounded by people which look different to us and have different beliefs.

Week 2 Focus – Gender equality (including stereotypes)

LO – To explore common gender stereotypes and think of ways these can be tackled. **(Use ‘Red Rockets and Rainbow Jelly’ or ‘the ding dong bag’)**

Week 3 Focus – Disability

LO – To explore how sounds might help our friends who might not be able to see. **(Use ‘Quiet’ or The Great Big Body Book)**

Week 4 Focus – Sexual Orientation

LO - To recognise that different types of families exist. **(Use Heather has 2 Mummies)**

General overview of 5 strands and repeat initial questionnaire

LO - To recognise what is fair and unfair, kind and unkind, what is right and wrong

Year 2 – Spring 1 – My Relationships



- R1. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- R2. the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- R3. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- R4. to offer constructive support and feedback to others
- R5. to identify and respect the differences and similarities between people
- R6. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- R7. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Year 2 – Spring 2 – Equality & Diversity

Week 1 focus – Race and Religion

LO – To identify and respect the differences and similarities between people.

Week 2 Focus – Gender equality (including stereotypes)

LO – To explore common gender stereotypes and think of ways these can be tackled. **(Use 'the great big body book' or 'The sissy duckling')**

Week 3 Focus – Disability

Learning Question – What does it mean if somebody has a disability? **(Use the great big body book)**

Week 4 Focus – Sexual Orientation

LO - To recognise that different types of families exist. **(Use 'Tango Makes three')**

General overview of 5 strands and repeat initial questionnaire

LO – To revise strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Year 3 – Spring 1 – My Relationships

- R1. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- R2. to judge what kind of physical contact is acceptable or unacceptable and how to respond
- R3. to recognise and respond appropriately to a wider range of feelings in others
- R4. that their actions affect themselves and others
- R5. to recognise and challenge stereotypes

Year 3 – Spring 2 – Equality & Diversity



Week 1 focus – Race and Religion

LO – To explore the range of races and religions in England.

Week 2 Focus – Gender equality (including stereotypes)

LO – To challenge common Gender stereotypes and explore why these might exist. (Use ‘The sissy duckling’)

Week 3 Focus – Disability

Learning Question – How can we at St John’s cater for our disabled friends? (Use the great big body book or ‘Hudson Hates School’)

Week 4 Focus – Sexual Orientation

LO - To understand that an intimate relationship does not always consist of a male and female. (Use ‘Donovan’s Big day’)

General overview of 5 strands and repeat initial questionnaire

LO – To recognise and respond appropriately to a wider range of feelings in others.

Year 4 – Spring 1 – My Relationships

- R1. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- R2. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- R3. how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

January 2017 additions:

- R4. Understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- R5. to recognise and manage ‘dares’

Year 4 – Spring 2 – Equality & Diversity

Week 1 focus – Race and Religion

LO – To explore the range of races and religions in the UK.

Week 2 Focus – Gender equality (including stereotypes)

Learning Question – What makes someone a ‘sissy’ or a ‘tomboy’? (Use ‘The sissy duckling’)

Week 3 Focus – Disability

Learning Question – What does it mean if somebody has a disability? How can this affect their lives?

(Use ‘My Three best friends and me’)

Week 4 Focus – Sexual Orientation

LO – To understand that two people, regardless of gender, who love and care for one another can be in a committed relationship. (Use Donovan’s Big day)

General overview of 5 strands and repeat initial questionnaire

LO – To revise strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Year 5– Spring 1 – My Relationships

- R1.** to recognise different types of relationship, including those between acquaintances, friends, relatives and families
- R2.** to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
- R3.** that marriage is a commitment freely entered into by both people, that no one should marry if they don’t absolutely want to do so or are not making this decision freely for themselves
- R4.** to work collaboratively towards shared goals
- R5.** to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)

January 2017 additions:

- R6.** to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

Year 5 – Spring 2 – Equality & Diversity

Week 1 focus – Race and Religion

Learning Question – Do all religions have the same goal?

Week 2 Focus – Gender equality (including stereotypes)

Learning Question – What makes someone a ‘sissy’ or a ‘tomboy’? **(Use When Kayla was Kyle)**

Week 3 Focus – Disability

Learning question – Does having a disability make somebody less able to achieve their goals? (**Use 'young knights of the round table' or make references to Paralympics**)

Week 4 Focus – **Sexual Orientation**

LO – To understand that marriage is a commitment freely entered by both people and these do not have to be a male and a female. (**Use King and King or Heather has 2 mummies**)

General overview of 5 strands and repeat initial questionnaire

Learning Question – How do our British values serve equality and diversity?

Year 6– Spring 1 – My Relationships

- R1.** about the difference between, and the terms associated with, sex, gender identity and sexual orientation
- R2.** the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- R3.** that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- R4.** to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- R5.** that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the [Equality Act 2010](#))
- R6.** that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

Year 6 – Spring 2 – Equality & Diversity

Week 1 focus – **Race and Religion**

Learning Question – Why do different religions exist?

Week 2 Focus – **Gender equality (including stereotypes)**

Learning Question – Is there certain things only boys can do and certain things only girls can do? (**Use when Kayla was Kyle**)

Week 3 Focus – **Disability**

Learning question – Does having a disability make somebody less able to achieve their goals? (**Use 'young knights of the round table' or make references to Paralympics**).

Week 4 Focus – **Sexual Orientation**

LO – To understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people regardless of gender who love and care for each other and want to spend their lives together. (**Use King and King or Heather has 2 mummies**)

LO – To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the [Equality Act 2010](#))

Appendix 3- A brief summary of the DFE section 3 Early Learning Goals document which summarises introduction to RSE in EYFS

Self Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Managing Self

- Explain the reason for rules, know right from wrong and try to behave accordingly.

Building Relationships

- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own needs and to others' needs.