



Read St. John's RSE Policy

'Sowing the Seeds of tomorrow; growing in the light of the Lord'

At Read St. John's we aim to unlock the potential for everyone to flourish whilst being rooted and grounded in God's love. We aim high, so together as one family, we can fly.

Policy Statement

RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex education forum 1999).

Effective Sex and Relationships Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables learners to make responsible and informed decisions about their health and well-being.

The 1966 Education Act consolidates all the relevant previous legislation and states that primary schools must provide an up to date policy that describes the content and organisation RSE. The DFE organisation of RSE supports this legislation and recommends that all primary schools should have a sex and relationships education programme tailored to the age and physical and emotional maturity of the children.

Aims and objectives

- To present children with Christian views of relationships and of the importance of committed, long-term and loving relationships.
- To understand the physical development of their bodies as they grow and change.
- To prepare children for puberty and understand their feelings and changes to their bodies as they grow and develop.
- To teach about the importance of family life and to respect the make-up of different types of families.
- To teach and promote self-respect in all children irrespective of their background.

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- To ensure children of all ages have an acceptable and appropriate vocabulary (doctor's words) for discussing their bodies.
- That all living things including humans reproduce.
- To correct misunderstandings and distorted information.
- To encourage a caring and understanding approach to others.
- To know who they should turn to if they are worried about abuse or sexual matters.

Statutory Requirements

We are required to teach relationships education (RSE) as part of our PSHE curriculum and current regulations and guidance from the Department for Education state that Relationship Education is compulsory in all primary schools, but Sex Education is not compulsory. However, the National Curriculum for Science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows (including puberty) and reproduction in some plants and animals. The Department for Education recommends that all primary schools should have a sex education program that is tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings. Linked to the National Curriculum for Science, pupils will learn about human life cycles and how a baby is conceived and born. Parent and carers may only remove their child from the non-statutory elements of RSE and must discuss this with the class teacher.

The RSE policy supports/complements the following policies:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education - Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Definitions and Delivery

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

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

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Sex education is a programme of teaching about a loving relationship and conception, (how a baby is made).

As a result of our RSE programme of learning, pupils will be taught and know the following by the end of primary school:

Families and people who care for me:

- That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
 - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

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Respectful relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships:

- That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.

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- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g., family, school and/or other sources.

Sex education (non-statutory)

- Human reproduction, how a baby is made and born, contraception and IVF.

As part of our programme of work and to ensure our pupils are prepared for the changes adolescence brings. Year 5 covers: external genitalia and reproductive organs, physical and emotional changes during puberty, key facts about the menstrual cycle and menstrual wellbeing, strategies to manage changes during puberty, the importance of personal hygiene, how to discuss the challenges of puberty and how to get information, help and advice. All these themes are statutory.

Year 6 covers: the links between love, committed relationships and conception, what sexual intercourse is and how it can be one part of an intimate relationship, how pregnancy occurs and the responsibilities of being a parent. The majority of these themes are statutory and are included in either Health Education or the Science National Curriculum. The PSHE association interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). The unit therefore includes sexual intercourse. The sexual intercourse element is non-statutory. A letter is sent home prior to this unit being taught and parents can ask for their child to be excused from this lesson.

Equal Opportunities

The school is committed to the provision of RSE to all its pupils. We aim to consider the diversity of faiths, cultures and family backgrounds. SEN pupils will be given additional support to access this part of the curriculum if necessary.

Confidentiality and disclosures

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger it will be passed on to the Designated Safeguarding Lead who will take action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The

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child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Responding to pupils' questions

Pupils' questions will be answered by members of staff in a supportive and informative manner. We will allow pupils to raise anonymous questions by having question boxes situated in classrooms during sensitive topics covered in the PSHE curriculum. Where a question is asked, and the member of staff wishes to have more time to find an appropriate answer the child will be told that they will get an answer to them the following day and remind children not to use search engines to find their own answers. If a safeguarding issue is raised by an anonymous question, we will ensure that action is taken in accordance with the Safeguarding and Child Protection Policy. Where inappropriate questions are asked, staff will respond quickly and will phone the child's parent or carer to discuss this. They will then be asked if they would like us to discuss the matter with their child together to prevent children from becoming independent learners (e.g.: Google).

Right to withdraw 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 Head teacher. 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.

Involving parents and carers

We are committed to working with parents and carers. We will communicate with parents and carers by informing them of any sensitive topics about to be taught through the PSHE curriculum and encourage discussion of these topics at home. We will communicate to parents about their right to withdraw their children from non-statutory parts of the PSHE curriculum, although it should be noted that relationships and sex education covers many elements of the compulsory Science curriculum.

Roles and responsibilities

The Governing Board

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

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The Head teacher

The Head teacher 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.

Pupils

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

Monitoring arrangements

The delivery of RSE is monitored through planning; work scrutinies; learning walks; pupils' voice and parental feedback.

Signed: Mrs Gamble (PSHE Lead)

Miss Agar (Head Teacher)

Mrs Grimshaw (Chair of Governors)

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