St. John's C. of E.

Blackpool's First Free School 1817

Relationships & Sex Education Policy

'In everything, do to others what you would have them do to you.'
Matthew 7:12

Be Kind Be Forgiving Be a Good Friend Be Honest Love One Another

Be part of our St John's family!

Updated: October 2023

Next review due: October 2026

At St. John's we believe that Sex and relationships education (SRE) should reflect Christian moral standards and be part of a positive developmental programme. It is important to build on children's existing experience of personal relationships and recognise that they may be at different levels in their knowledge and understanding. St. John's school serves the town centre of Blackpool taking children of all faiths and backgrounds in line with our School Admissions Policy. As a Church of England Voluntary Aided school we seek the advice of the Diocese in developing policy to best suit the needs of our community and our school mission statement;

"Everyone matters in God's world"

Our teaching also reflects our ethos which, promotes, recognises, celebrates and welcomes diversity, honesty, respect and tolerance. This is rooted in our theological Christian vision:
'In everything, do to others what you would have them do to you.' Matthew 7:12

Aims of our SRE programme

We aim to:

- Provide SRE within the framework of our Life skills curriculum (SCARF).
- Help children develop strong and positive relationships.
- Enable children to appreciate **all** relationships are of equal value and are to be treasured.
- Enable children to appreciate that sexuality is an integral part of human experience and is a gift from God.
- Emphasise the Christian ideal of positive, loving, respectful relationships.
  '*Jesus said to him, 'you shall love your God with all your heart, with all your soul, and with all your mind.' This is the first commandment. And the second is like it 'You shall love your neighbour as yourself.' On these two commandments hang all the law and the prophets' Matthew 22v37-40*

Relationships Education

Relationships Education at St John's primary will teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. At St John's we believe that learning about positive relationships is vital, as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This will include learning about puberty, life cycles, body ownership, and safeguarding.
We will strive to promote and encourage equal, safe, positive and enjoyable relationships for the children to develop as they grow and for their future lives. We will teach children to be respectful of all communities, including LGBT and gender equality, in line with the Equalities Act 2010.
The Sex Education Forum define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Our relationships and sex education programme

The RSE programme at St. John's C.E. Primary School will be taught through our Life skills curriculum SCARF (safety, caring, achievement, resilience and friendship). It is informed by the Sex Education forum '12 principles' of good quality RSE:

See Appendix 1 '12 principles'

Physical Aspects

- To enable children to understand the way their bodies change and to enable them to come to terms with their bodies, instincts and feelings.
- To ensure that children of all ages have an acceptable and appropriate vocabulary for discussing their bodies, emotions and instincts.
- To prepare children for, and to enable them to cope with, the changes to their bodies as they enter puberty; and to understand the changes to the bodies of the opposite sex.
- To begin to know about and to understand their bodies and their need for personal hygiene.

Communication

- To correct misunderstandings and distorted information and to generate a healthy attitude towards sexual matters at an age appropriate level.
- To provide an opportunity for children to become confident in discussing and communicating openly and freely, but with appropriate restraint about sexual matters at an age appropriate level.

Self-Respect and Confidence

- To teach in such a way as to promote a sense of self-respect in all children irrespective of their background.
- To help children affirm their rights to be able to resist unwanted touches or advances and to communicate about such matters.
- To help children become aware of the choices they may make and that there are appropriate and inappropriate choices.
- To develop, in children, the ability to cope adequately and feel confident and comfortable in a situation of peer pressure, such that they are able to make appropriate decisions for themselves.

Partnership with Parents

- To develop a positive partnership with parents in working with their children in the area of sex and relationships education for their future life.
- To help parents better understand their child's growth and the sex and relationships education, and thus their ability to contribute to it.

Relationships with Others

- To enable children to understand feelings and their relationships with one another as guardians of God's world and stewards of the human race.
- To help children become aware of different patterns of friendship and family.
- To help children become aware of their changing emotions and the need to respect other people's emotions and feelings.
- To help children appreciate and value diversity within our society.
- To bring children to recognise the importance of forgiveness in any relationship.

- To encourage children to be caring and loving towards others.
- To encourage children to use Gods view of love to establish and continue lifelong respectful relationships with others in all its forms (friendship, family, romantic) *'Love is patient, love is kind. It does not envy, it does not boast. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always hopes, always perseveres. Love never fails.' Corinthians 13v4-8*

Content and methodology

Relationships and sex education will be taught through our SCARF curriculum (Life skills) and science. SRE will be delivered mainly by the class teacher, but outside speakers will be utilised where appropriate.

In Years 5 and 6 external, experienced professionals e.g. the school nurse, will be used. In Year 5 this talk will focus on changes to the body, including the need for personal hygiene. In Year 6 this talk will focus on puberty with a single sex discussion on, girls- menstruation boys – body changes. *Parents will be informed of the sex education offered to particular year groups and of their right to withdraw their child from any elements which are not contained within the Statutory guidance*. *They will be given the opportunity to view the scheme of work and any resources used if desired.*

Children's questions will be answered openly and objectively as appropriate to the stage of development. We will discuss diversity in our society with sensitivity, particularly when looking at family relationships, and same sex relationships will be valued as another form of loving relationship. We will not tolerate the use of homophobic language in school.

Boys and girls will have the same timetabled access and will be taught largely in mixed groups, there will also be the opportunity for separate single sex discussions when appropriate.

Confidentiality

Teachers and other staff in school will not promise to keep secrets. We will pass on any child protection concerns raised during SRE work to the school Child Protection Officer and/or pastoral team.

Evaluation and Review

This policy is a working document and as such is reviewed regularly. The school has procedures for monitoring and evaluating all curriculum areas regularly and systematically by the relevant subject leader. As RSE is taught largely through other areas of the curriculum it will be monitored in this way. The 'Life skills' leader, Mrs Zinna, will maintain an overview of the work in this area. Our RSE curriculum is informed by: 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).

Appendix 1

RSE education is compulsory – aspects of which are covered in the national curriculum for science. Sections of the science Programme of Study relating to the human biology, life cycles or reproduction include:

Year 1 Pupils should be taught

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Non statutory guidance: Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Year 2 Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults. Non-statutory guidance: They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Year 3 Pupils should be taught to:

- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Year 5 Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • describe the life process of reproduction in some plants and animals.
- *Non statutory guidance*: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should be taught to: • describe the changes as humans develop to old age. Non statutory guidance: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 Pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- *Non-statutory guidance*: They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles.

Further guidance: "In primary schools, at key stage 1 (ages 5 to 7), pupils are taught about the main external body parts. While we have not specified sexual parts of the body at this stage, teachers will be able to cover this material if they think it is appropriate to the needs of their pupils. At key stage 2 (ages seven to 11), pupils learn about changes to the human body as it grows from birth to old age. Puberty is a significant part of this and will be covered during upper key stage 2, as part of content on the human life cycle." DfE July 2015