

Relationship and Sex Education (RSE) Policy



Loving God and each other
We work together to be the best we can be

You shall love your neighbour as yourself.

Matt 22v39

Approved by: M> Battersby

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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. St Silas Church of England School 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 St Silas CE Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum and part of the child's all-round development.
- 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.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

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 – 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 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.

This policy will be reviewed every two 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. Relationships Education is statutory in primary school.

Sex Education is a programme of work that covers romantic relationships, sexual health, contraception. This will not be taught as part of our PSHE curriculum as it is not statutory in primary school.

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

The Science curriculum (see Science Policy) includes subject content in related areas, such as the names and location of the main external body parts, the human body as it grows from birth to old age (including puberty), human reproduction and reproduction in some plants and animals.

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.

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.

Curriculum Delivery of RSE

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.

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. 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 school has decided not to teach about or answer questions on same sex relationships (other than to say it is legal in this country), 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 body

The 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 St. Silas, teachers in Years 5 and 6 will be teaching our Growing Up (puberty) lessons.

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 INSET delivered by the PSHE Subject Leader.

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 planning, learning walks and discussions with children.

Appendix 1- Relationships Education Curriculum Overview

Year Group	Topic	Children will learn	Resources
Foundati on Stage	Sharing and taking turns	<ul style="list-style-type: none"> • to play co-operatively, taking turns with others • take account of one another's ideas about how to organise their activity • show sensitivity to others' needs and feelings, and form positive relationships with adults and other children 	Sand/water play Home corner Role play Reading area Garden area Activity sheds
Year 1	What is the same and different about us?		
Autumn 1	Ourselves and others; similarities and differences; individuality; our bodies.	<ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body 	PSHE Association -Inclusion, belonging & addressing extremism Lesson 1 NSPCC PANTS
Year 1	Who is special to us?		
Autumn 2	Ourselves and others; people who care for us;	<ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs 	Medway Lesson 1 My special people

	groups we belong to; families	<ul style="list-style-type: none"> • about the different people in their family /those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	Metro Charity - Love and respectful relationships
Year 2	What makes a good friend?		
Autumn 1	Friendship; feeling lonely; managing arguments	<ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	
Year 2	What is bullying?		
Autumn 2	Behaviour; bullying; words and actions; respect for others	<ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	
Year 3	How can we be a good friend?		
Autumn 1	Friendship; making positive friendships, managing	<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded 	Medway - Friendships

	loneliness, dealing with arguments	<ul style="list-style-type: none"> • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	
Year 3	What are families like?		
Spring 1	Families; family life; caring for each other	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	Coram – Adoptables Schools Toolkit
Year 4	How do we treat each other with respect?		
Autumn 2	Respect for self and others; courteous behaviour; safety; human rights	<ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) 	Premier League Primary Stars – Play the right way/ Inclusion Alzheimer’s Society – Creating a dementia friendly generation

		<ul style="list-style-type: none"> • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	
Year 4	How can friends communicate safely?		
Spring 2	<p>Friendships; relationships ; becoming independent ; online safety</p>	<ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>Thinkuknow Play Like Share resource</p>
Year 5	How will we grow and change?		
Summer 2	<p>Health and wellbeing</p> <p>Growing and changing; puberty</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty • about the names of the reproductive organs 	<p>Medway - Primary RSE Betty – It's perfectly natural</p> <p>A Brand New You</p>
Year 6	How can we keep healthy as we grow?		

Autumn 1 +2	Health and wellbeing	<ul style="list-style-type: none"> • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else 	Childline
Year 6	What will change as we become more independent? How do friendships change as we grow?		
Summer 1 + 2	Different relationships, changing and growing, adulthood, independence, moving to secondary school	<ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that in this country, it is the law that people who are attracted to and love each other can be of any gender, ethnicity or faith, but that this is not compatible with the teachings of some faith communities • the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • how babies are cared for • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	Medway – Primary RSE lessons Betty – it’s perfectly natural NSPCC – Making sense of relationships PSHE Association – Mental health and wellbeing Lesson 3 Rise Above – Transition to secondary school