

St Saviour's C of E Academy

Sex and Relationship Education Policy

September 2019

At St Saviour's C of E Academy we have a central role to play in every child's social, spiritual and moral development. We ensure this by promoting Christian values of honesty, respect, forgiveness, friendship, aspiration and perseverance as identified by the children, staff and governors. These values underpin this policy and its related practices.

What is Relationships and Sex Education (RSE)?

RSE consists of learning about physical, moral and emotional development. The basis of RSE is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting self-esteem and confidence for young people. This includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. It promotes an understanding of a range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

Every child is entitled to receive relationships and sex education. It is our intention that all children have the opportunity to experience a programme of relationships and sex education at a level which is appropriate for their age and physical development. Children are encouraged to feel safe in an environment which allows children to feel comfortable and freely express themselves when asking questions.

Relationships and Sex Education is treated with respect and dignity and is not used to promote any form of sexual orientation or sexual activity. Similarly, all pupils should feel included within RSE, no matter what their religion, gender, family type or opinions and all different relationship forms are treated with respect, understanding and consideration. Pupils are given factual information and will understand the difference and diversity within the contemporary UK.

The Moral and Values Framework

RSE is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in RSE. They will

- Develop respect for themselves and others;
- Feel safe in a caring environment in which they can ask questions to further their understanding;
- Take responsibility and consequences of their actions;

- Access equality of opportunity in a caring community in which individuals are encouraged to make a valuable and respected contribution in an unjudged, safe and secure setting.

Aims of Relationships and Sex Education

Taking account of the age, maturity and needs of the pupils, RSE aims to:

- Aid in the knowledge and information to which all pupils are entitled; including medical scientific vocabulary
- Support children in developing feelings of self-respect and self-esteem;
- Prepare pupils for puberty and understand reproduction
- Support their understanding of the importance of health and hygiene;
- Develop and use communication skills and resilience to cope with the peer and media influences
- Respect and care for their bodies;
- Answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;
- Give them information on where individuals and families can get help and support.

Teaching, Learning and Delivery

RSE is taught alongside the school's aims and values framework. RSE is taught with an awareness of the moral code and values which underpin all work in school. In particular, we teach RSE with the beliefs that:

- It is important to build positive relationships with others, involving trust and respect.
- RSE should be taught in the context of loving relationships and family life;
- RSE is part of a wider personal, social, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- Scientific vocabulary should be used consistently and appropriately
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect.

We teach RSE within our PSHE policy. However, some aspects (e.g. biological) are covered in Science. Most of the RSE content is taught during Spring 2 and into the Summer term. These topics progress as children move through the school and an overview can be found on the School Website.

Furthermore, RSE incorporates the development of self-esteem and relationships; pupils' learning does not just take place through the taught

curriculum, but through all aspects of school life. Children are encouraged to discuss issues and ask for support if any questions should arise at any point throughout the day, including in worship and all staff are aware about how to answer these. Parents should also be willing to answer questions their children may have in an age appropriate manner and feel comfortable discussing this with staff should they need support.

The Role of Parents

The responsibility of RSE also lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Have our RSE policy published on our website.
- Encourage and answer questions parents may have about RSE and the teaching of RSE in school.
- Seriously consider issues that parents raise with teachers or governors about RSE or the RSE policy.

Parents and carers have the right to withdraw their child from some RSE lessons but not statutory Science lessons. However, if you would like to withdraw your child from non-statutory RSE lessons, please first arrange a meeting first to discuss with the PSHE coordinator and headteacher which aspects of RSE you would like your child to be withdrawn from.

Confidentiality

Teachers conduct RESE lessons in a sensitive manner and in confidence. Teachers will answer questions in a caring, sensitive and honest manner using the correct scientific terminology. However, if a child asks a question, not deemed to be age appropriate or makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Answering Questions

If a child asks a difficult or complicated question, the staff will use their professional judgement in deciding how to best answer the question. If the staff member is concerned, they can refer to the PSHE coordinator and/or headteacher who can discuss the matter with the child, parent, or follow other appropriate procedures. Some classes will have a question box while this topic is being taught so they may ask questions anonymously.

Equal Opportunities

Additional support may be given to those with Special Educational Needs or those with English as an Additional Language to ensure every child has equal opportunities to access to learning and resources. Teaching staff will work alongside the PSHE coordinator to achieve this appropriate support.

Monitoring and Evaluating the Policy

The PSHE co-ordinator is responsible for monitoring the quality of teaching and learning within RSE throughout the PSHE curriculum and within school. She supports colleagues and shares current developments, initiatives and supports any challenges any colleagues providing the RSE curriculum may face. The PSHE co-ordinator checks coverage of PSHE areas of learning by studying the 'learning journey', planning, examples of teaching and evidence collected. Feedback from Governors, staff, parents and children is encouraged in understanding how this policy supports learning.

Please contact the school if you have any questions.

B. Stephenson

Reviewed and updated: Sep 2019

This policy will be reviewed annually.