



THE BLACKBURN
DIOCESE BOARD
OF EDUCATION



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

RSE Policy

Reviewed November 2020

Next Review November 2023

Our Mission Statement

‘Believe, Belong, Be the Best that
you can Be’

*"Whatever you do in word or deed,
do everything in the name of the
Lord." Colossians 3:17*

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 Warton St. Paul'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. At the centre of all our relationships is a belief, a sense of belonging and encouragement to be the best we can be.

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 Warton St. Paul'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 relationship.
- 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.
- To support children in their own understanding of their values and other people's behaviours and attitude.
- Create a positive culture around issues of sexuality and relationship.

- 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.
- To establish positive relationships that gives the space and encouragement to "Believe, Belong and Be the best that you can be".

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. The Christian Distinctiveness Working Group reviewed and explored what this policy would look like for Warton St. Paul's CE Primary Academy and the community which it serves.
3. Staff consultation – All school staff were given the opportunity to look at both the policy and the curriculum and make recommendations and amendments.
4. Cidari Multi-Academy TRust Consultation - members of the board are given the opportunity to offer any advice/support through this process.
5. 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.
6. 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.
7. 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.

Consultation

The headteacher/PSHE subject lead and PSHE Governor at Warton St. Paul's have been involved in various consultation opportunities in order to construct a well-sourced and well-informed RSE curriculum. Liaison with other local schools in the local cluster has allowed staff at Warton St. Paul's to achieve a thorough insight into the visions and thoughts of local schools in regards to RSE policies and curriculum. Through these communications, staff have been able to align their curriculum plans collectively and base them on most recent guidance.

The PSHE lead has engaged in multiple consultations with Kate Piercy (Lancashire PSHE Advisor) and has undertaken guidance surrounding RSE policies and frameworks in order to construct a curriculum which both meets DFE requirements and the needs of the children at Warton St. Paul's.

The PSHE lead has also assured that the Warton St. Paul'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 other Church of England schools which are part of the Cidari Trust family in order to discuss RSE curriculum content.

The headteacher and Local Governing Committee have also been mindful of other religions and cultures within the school. Therefore, there is no conflict of interest and staff at Warton St. Paul's shall feel confident delivering RSE to mixed religious cohorts.

Upon collating all this information, consulting important bodies and receiving thorough guidance, staff at Warton St. Paul's consulted with parents in December 2020. The intention of this consultation was to inform parents about the plans for launching an RSE curriculum which will be taught as part of the PSHE curriculum. This consultation 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 Warton St. Paul's to become aware of any parental concerns and address them in a professional environment.

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, marriage/civil partnerships in regards to the Equality Act 2010, 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, in regards to the Equality Act (2010) and British values.

As a professional body of people; staff at Warton St. Paul's CE 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.

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 it's 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 Warton St. Paul's CE Primary Academy, PSHE Lead 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 Warton St. Paul's CE 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 and wellbeing journals)**
- **Pupil voice**

Appendix 1- Science Curriculum Overview

<u>Science Key Learning:</u>	<u>PSHE key Learning</u>
<p>Year 1</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body 	<p>R and Y1</p> <ul style="list-style-type: none"> • doctors words
<p>Year 2</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Y2</p> <ul style="list-style-type: none"> • how we have been growing since being born • how parents look after babies • eating and taking exercise, washing hands after using the toilet
<p>Year 3</p> <ul style="list-style-type: none"> • identify that animals including humans need the right types and amounts of nutrition and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<p>Y3</p> <ul style="list-style-type: none"> • providing food for babies • what makes a healthy plate • taking exercise • body shape and size – being different



<p>Year 4</p> <ul style="list-style-type: none">• recognise that environments can change and that this can sometimes pose dangers to living things• identify the different types of teeth in humans and their simple functions	<p>Y4</p> <ul style="list-style-type: none">• physical dangers in the environment, being a risk taker, calculating risk, drug awareness• cleaning teeth, dental hygiene, going to the dentist
<p>Year 5</p> <ul style="list-style-type: none">• describe the differences in the life cycles of a mammal• describe the life processes of reproduction in some animals• describe the changes as humans develop to old age	<p>Y5</p> <ul style="list-style-type: none">• human life cycle• puberty
<p>Year 6</p> <ul style="list-style-type: none">• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents</p>	<p>Y6</p> <ul style="list-style-type: none">• drug misuse, body size and shape, healthy eating, body image• reproduction, being a parent



[Our Whole School PSHE Themes:](#)

<u>Term</u>	<u>SEAL Theme</u>	<u>PSHE Topic</u>
1	New Beginnings	Safety
2	Getting on and Falling Out	Anti Bullying
3	Going for Goals	Healthy Lifestyles
4	Good to be Me	Economic well-being and being a responsible British citizen.
5	Relationships	Drug, Tobacco and Alcohol Education
6	Changes	Sex and Relationships Education

Appendix 2 RSE

<u>Year 1 CONTENT</u>	LEARNING OUTCOMES Knowledge, skills and attitudes Pupils are able to:
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Me, myself others	<ul style="list-style-type: none">· identify likes/dislikes· talk about themselves· feel good about themselves
Growing from young to old	understanding the concept of growing from young to old.
Correct terminology	•name the correct words for the external parts of the body

Year 2 CONTENT	LEARNING OUTCOMES Knowledge, skills and attitudes Pupils are able to:
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<p>Birth of animals</p> <p>Correct terminology</p> <p>New baby in the family</p> <p>Family situations</p> <p>birth of a new family member</p>	<p>know and understand life processes of humans and other animals.</p> <p>(Revisit From Year 1 if necessary)</p> <p>•name the correct words for the external parts of the body</p> <ul style="list-style-type: none">· know and understand life talk about new babies in families· understand that a baby takes nine months to develop· realise that babies need a lot of care <p>understand their place in a family.</p> <ul style="list-style-type: none">· use listening skills· begin to understand time span <p>think about the impact of a new sibling and the change in family life</p>
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<p>Year 3 CONTENT</p>	<p>LEARNING OUTCOMES</p> <p>Knowledge, skills and attitudes</p> <p>Pupils are able to:</p>
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<p>Different family situations</p> <ul style="list-style-type: none">- living with one parent or carer. <p>Hygiene</p> <p>Correct terminology</p>	<p>be aware of different culture</p> <p>understand that not all families are the same</p> <ul style="list-style-type: none">· maintain personal hygiene e.g. washing, cleaning teeth, toilet routines.· know correct procedures for washing hands and demonstrate use.· understand germs can be transferred.· think about personal responsibility. <p>show awareness of the need to use universal practice.</p> <p>(Revisit from year 2 if necessary/situation arises in discussions)</p> <ul style="list-style-type: none">•name the correct words for the external parts of the body
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<p>CONTENT Year 4</p>	<p>LEARNING OUTCOMES</p> <p>Knowledge, skills and attitudes</p> <p>Pupils are able to:</p>
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<p>Types of relationships</p> <p>Self-respect</p> <p>My changing feelings and emotions</p> <p>Hygiene</p> <p>Correct terminology</p>	<p>understand and accept a wide range of different family arrangements</p> <ul style="list-style-type: none">• be self-confident in a wide range of new situations• recognise their own worth and identify positive things about themselves• value their own body and be accepting of it• recognise their changing emotions• add to their feelings vocabulary <p>understand that privacy is a natural requirement</p> <ul style="list-style-type: none">- identify safer routes to stop the spread of viruses. <p>(Revisit from year 3 if necessary/situation arises in discussions)</p> <ul style="list-style-type: none">•name the correct words for the external parts of the body
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<p>CONTENT Year 5</p>	<p>LEARNING OUTCOMES</p> <p>Knowledge, skills and attitudes</p> <p>Pupils are able to:</p>
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My Changing Body

- understand that their bodies will change
- understand and cope with the physical changes that take place at puberty
- use the language to describe changes and feelings
- discuss why being different can provoke teasing and know why this is unacceptable
- discuss appropriate hygiene products and demonstrate their use
- feel good about their bodies

•identify the changes at puberty

•use correct terminology

•understand why these changes occur

•talk about ways of coping with the changes

•understand the differences between the changes for boys and girls

•identify issues common to both sexes and talk about them.

- recognise their changing emotions
- understand the role of hormones in mood swings
- recognise that others have the same/different feelings to themselves and that is all part of growing up consider how they feel about their growing, developing body.

How emotions change during puberty

•recognise when choices are affected by the media and other influences

•understand how advertising influences supply and demand

Media influence

- body image

- understand personal safety issues

Independence



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<p>CONTENT Year 6:</p>	<p>LEARNING OUTCOMES Knowledge, skills and attitudes Pupils are able to:</p>
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Belonging to a family	<ul style="list-style-type: none">• know and understand the many relationships in which they are involved
Birth of a baby	<ul style="list-style-type: none">• understand how a baby develops and is born• explore attitudes towards the father's role in birth• explore the role of the midwife and other support given to the mother during birth <p>recognise the love shown for a baby by both mother and father.</p>
Sexual intercourse	<p>identify the main stages of reproduction and the human life cycle.</p> <p>realise the responsibility of looking after a baby</p>
Responsibilities of parenthood	<ul style="list-style-type: none">• recognise their own dignity and worth
Ambition and personal goals	<ul style="list-style-type: none">• identify positive things about themselves• form opinions and articulate them. <p>understand how early pregnancy may impact upon their life ambitions.</p> <p>consider the need for trust and love in established relationships.</p>
What is love?	<ul style="list-style-type: none">• understand the term grooming and its associated risks
Keeping safe	<ul style="list-style-type: none">- use protective behaviours approach to keep safe from grooming• identify suitable places to meet people• consider safety issues when going out and meeting people
Responsible behaviour	<p>understand requirements of acceptable social behaviour</p>



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