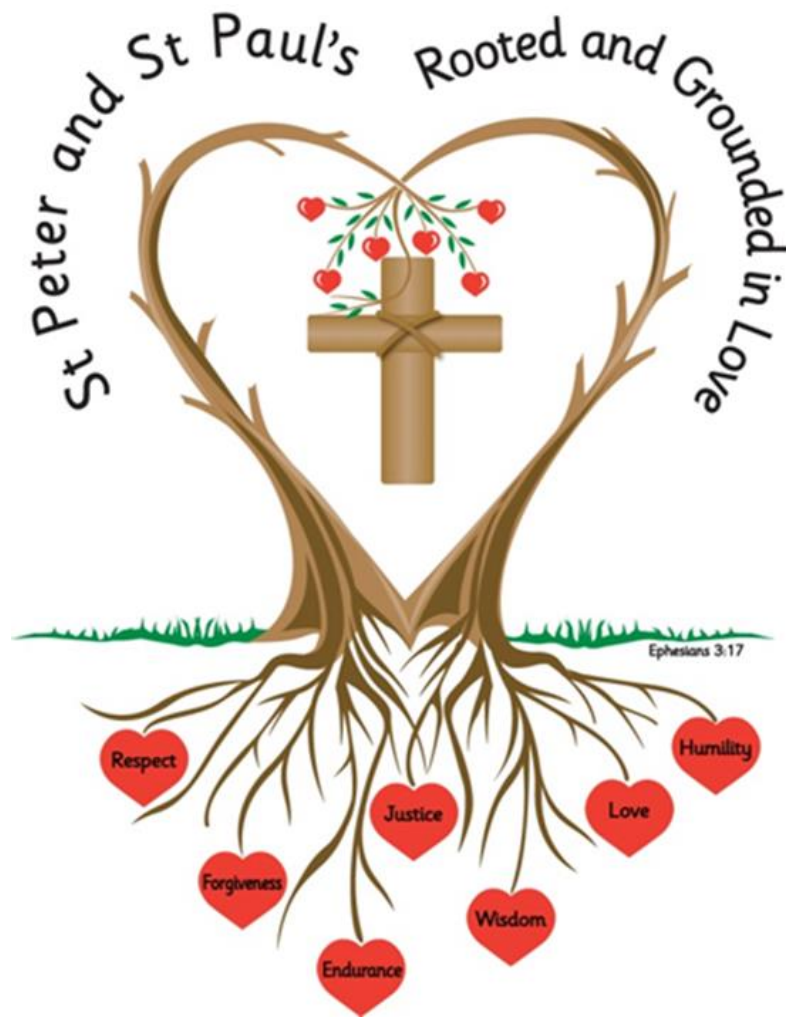




St Peter and St Paul's Church of England Primary School

Relationships and Sex Education Draft Policy

Being 'Rooted and Grounded in Love' (Ephesians 3:17) we strive to follow the Lord's command to love God above all things and each other as brothers and

sisters, making God's Kingdom a reality in our school and throughout our community.

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 St Peter and Paul's Church of England School 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 focusses 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 Peter and Paul's C of E Primary School 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 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.
- 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.

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

This policy has been developed in consultation with staff, pupils and parents and governors. The consultation and policy development process involved the following steps:

1. Review – gathering 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 invited to respond to a questionnaire about the policy
4. Pupil consultation – 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 three 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.

Sex Education is a programme of work that covers romantic relationships, marriage, puberty and human reproduction.

Health Education (See PSHE and Science policies) is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction.

Right to be excused from sex education

As sex education is taught in years 5 and 6, parents have the right to request that their child be withdrawn from some or all of the 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.

Alternative work will be given to pupils who are withdrawn from Sex Education.

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:

Rape

Oral sex

Exploitative or violent sexual practices

Incest

Abortion

Prostitution

Contraception

Masturbation

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

Governors

School governors 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.

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 and staff meetings.

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:

Learning walks

Work scrutiny

Pupil interviews

Lesson drop ins

Appendix 1-Curriculum Overview

Year Group	Content	How it is taught	Member of staff responsible
EYFS	Making relationships Self confidence and self awareness Managing feelings and behaviours Health and self care People and communities	Continuous provision Whole class discussion Small group discussion Workshops Circle time Role play Videos Support of internet Stories Information books Pictures	Teaching staff
Year 1	Roles of different people Families Feeling cared for Privacy Staying safe Seeking permission How behaviour affects others Politeness and respect How rules and restrictions keep us safe online	Whole class discussion Small group discussion Workshops Circle time Role play Videos Support of internet Stories Information books Pictures	Teaching staff
Year 2	Making friends Feeling lonely Getting help Managing secrets Resisting pressure Recognising hurtful behaviour Growing older Naming body parts	Whole class discussion Small group discussion Workshops Circle time Role play Videos Support of internet Stories Information books Pictures	Teaching staff
Year 3	What makes a family Features of family life Personal boundaries Safety Responding to others Impact of hurtful behaviour Respectful behaviour Being polite	Whole class discussion Small group discussion Workshops Circle time Role play Videos Support of internet Stories	Teaching staff

	Expressing feelings	Information books Pictures	
Year 4	Positive friendships including online Responding to hurtful behaviour Managing confidentiality Risks online Similarities and differences Respect Physical and emotional changes in puberty External genitalia Personal hygiene routines support with puberty	Whole class discussion Small group discussion Workshops Circle time Role play Videos Support of internet Stories Information books Pictures	Teaching staff
Year 5	Managing friendships and peer influence Physical contact and feeling safe Responding respectfully to a wide range of people Recognising prejudice and Discrimination Time for Change Puberty workshop Explore what the term puberty means Understand everyone is unique and feels a sense of worth Understand that puberty involves changes that are physical, emotional and psychological Recognise the names of female and male reproductive organs, and begin to understand their function Identify ways girls & boys change during puberty including physical changes and possible emotional changes Understand that emotions are affected by hormonal changes and these can be confusing at first Understand the term menstruation and know that this starts during puberty for girls but that different girls start at different ages Develop resilience to deal with situations they may face as they reach puberty	Whole class discussion Small group discussion Workshops Circle time Role play Videos Support of internet Stories Information books Pictures Workshop provided by Coram Life education	Teaching staff
Year 6	Attraction to others romantic relationships civil partnership and marriage Managing pressure Consent in different situations Opinions Respect Topical issues Human reproduction and birth	Whole class discussion Small group discussion Workshops Circle time Role play Videos Support of internet Stories Information books Pictures	Teaching staff

	RSE workshop – Year 6 Introducing the theme of human reproduction Know correct terminology for reproductive organs How sexual reproduction occurs between humans Know when to share information and when to keep it private Reflect on and reinforce key learning around privacy (in relation to their body)	Workshop provided by Coram Life education	
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