



Valuing individuals, aspiring and achieving together in faith

POLICY FOR RELATIONSHIPS AND SEX EDUCATION

MARCH 2024

St Swithun's C of E Primary Academy's Vision

Love bears all things

Believes all things

Hopes all things

Endures all things

(1 Corinthians 13:7)

Our Strategic Aims

Love bears all things

To teach our children to develop empathy and compassion with a love that never gives up on others and seeks Justice in the world

Love believes all things

To teach our children to trust in others and to search for the truth with the courage to be honest

Love hopes all things

To teach our children to know that God has a plan for each of us and to trust and respect one another, knowing that everyone has a uniquely valuable role to fulfil

Love endures all things

To empower our children to face challenges with resilience and to nurture a community build on honest reflection, repentance and forgiveness

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 Swithun's Church of England Primary 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 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 Swithun's C of E Primary Academy are:

- To ensure Relationships and Sex 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 friendships and positive 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, develop self-esteem, self-responsibility, 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

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

From September 2020, Relationships Education became compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Health Education will also be compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

Relationships and health education is compulsory in all primary and secondary schools, sex education is currently not compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

The new curriculum became compulsory from September 2020. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSE is accessible for all pupils and should comply with the SEND Code of Practice.

Policy Development and Review

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

1. Review – a member of the Local Governing Body working with the SLT and PSHE leader gathered 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 or respond to a questionnaire 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.

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 and sexual health

Personal, Social and Health Education 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 (see curriculum map for Science)

Right to be excused from sex education

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from relationships education. Parents wishing to exercise this right must do so in writing to the Head Teacher, we will make reasonable adjustments and provide suitable work for their child at this time. A copy of the withdrawal request will be placed in the pupil's educational record.

Planned Opportunities for the teaching of RSE:

- Discrete PSHE provision
- Other Subject Areas- for example Science and RE
- School Activities and Events (Extra Curricular)

All pupils have a discretely timetabled time for PSHE. In RSE different approaches to the groupings of the pupils may be used as appropriate.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Resources

We have chosen to use the Kapow Primary RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group. Kapow Primary RSE and PSHE lessons are aligned with the PSHE Association's Programme of Study and its core themes: Health and wellbeing, Relationships and Living in the wider world. The PSHE Association's Programme of Study is the only national programme of study for PSHE education and is signposted to by the Department for Education.

A selection of appropriate books and supportive resources is detailed in the scheme of work and these are kept centrally.

Resources are regularly reviewed and updated.

Visitors may sometimes be used where relevant and appropriate. There are guidelines in school for the use of visitors and these should be adhered to at all times.

The classroom teacher provided with appropriate skills is the best resource in the classroom.

Moral Framework

Pupils will be taught RSE within a framework which models and encourages the following values:

- o Being honest with themselves and others
- o Developing a critical awareness of themselves and of others
- o Learning to show tolerance, understanding, respect and care for others
- o Developing an awareness and belief in one's own identity
- o Having a positive attitude towards the value of stable relationships for bringing up children
- o Acknowledging and understanding diversity with regard to religion, culture and sexual orientation.

Learning and Teaching

Relationships Education / RSE education should always be taught as part of broader PSHE education. This way pupils can develop the necessary skills, knowledge and personal attributes as part of a planned programme of regular lessons. We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

It is recognised that pupils learn best in this area by active learning methods. These will be encouraged at all times. Active teaching approaches will be used including e.g. Circle Time, Games, Role Play and discussions will be used. The use of worksheets will be discouraged.

Pupils will be given opportunities to rehearse the skills and attitudes that they need for life in the safe environment of the classroom. At all times the emphasis will be on the development of positive self-esteem.

Through an effective and creative curriculum and by the end of primary school, pupils should know about;

- Families and people who care for them.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical health and mental wellbeing

Pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Broad Areas of Content

Assessment

There are no levels for PSHE but assessment is necessary to determine that learning has taken place.

A variety of activities will be used for this including:

Self-assessment

Peer assessment

Write and Draw activities

Discussions and Presentations

Teacher assessments

Photographs and Video clips of work being done

Reporting

There is no legal requirement to report on PSHE but it is good practice to do so. This will focus on the skills and attitudes that the pupils have demonstrated.

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 rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay. If a child asks a question on any of these topics, 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. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

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 board

The governing board will approve the RSE policy and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher 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.

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

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 Head Teacher.

Support for Staff

Class Teachers

- All class teachers will have the opportunity to have training in areas where they feel less confident.
- There will be in house training arranged in some areas.
- Staff will be given access to appropriate training courses.

Team Approach

- Staff professional development needs are determined on a regular basis and the appropriate training will be sought to meet these needs.
- All ECTs in the team will be recruited on the basis of being part of the team and given additional support in this area.
- Staff will be given access to appropriate training courses.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Support for Pupils

There may be times when individual pupils need additional help and support in this area. There will be provision made for this to meet individual needs.

Pupils will be given information about school and external agencies such as the school nurse that we will be able to access for specialist help and support.

Training

Staff are trained on the delivery of RSE by the subject leader, using materials from Kapow and the PSHE Association. Our curriculum is guided by the schemes of work provided by Kapow and the PSHE Association and the Head Teacher 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 by the PSHE subject leader. Monitoring arrangements include: regular evaluation of planning, monitoring class PSHE scrapbooks and children's work, discussions with children, learning walks, etc. The PSHE subject leader will evaluate progress in order to identify further development priorities. This may include consultation with teachers and pupils to determine the effectiveness of the content of the subject.

Specific Issues

Questions

If a pupil asks a question they usually want an answer

- o Wherever possible, pupils' questions will be answered openly and honestly, however there may be occasions when a teacher offers a different response.
- o The teacher may feel it inappropriate to answer in front of the whole class so may speak to the child individually at an appropriate time so that they can discuss the question. It may be advisable for a classroom support assistant or another teacher to also be present in order to ensure that this is not misinterpreted.
- o 'Ask-it' baskets will be available in all classes so that children can ask questions that they might not feel comfortable asking in a class situation
- o On some (rare) occasions a teacher might refuse to answer a question. If this happens they should give the pupil information about who might be able to answer the question. It is important to recognise that children often do not want a detailed answer, if they receive a simple answer they may ask a supplementary question but often do not. It is better that they get an honest answer from a teacher than a confused answer from a pupil in the playground. Where the teacher believes that the pupil may be at risk the school safeguarding policy will be followed.

Equal Opportunities

RSE will be delivered in line with the school's equal opportunities policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. RSE will be available to all pupils regardless of gender, culture or disability. Personal beliefs and attitudes of teachers should not influence their teaching of RSE.

Confidentiality and Child Protection Policy

Teachers should not offer complete confidentiality to pupils as some issues may be of a safeguarding nature and need to be referred on to the Designated Safeguarding Lead.

A member of the Healthy Family team cannot offer confidentiality if they are working with classes and groups in classrooms.

It is inevitable that effective RSE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

Ground Rules in RSE lessons

Teachers will always work with their class to establish appropriate ground rules for RSE lessons, for example:

- No one will feel forced to answer a personal question
- No one will be forced to take part in discussions
- Language used should be easily understood by all
- Correct names for body parts will be used
- Meanings of words will be explained in a simple, factual way.

Links with other policies

The RSE policy should be read in conjunction with the following policies;

- Safeguarding
- Child on Child Abuse Policy
- Relationships & Behaviour
- Anti-bullying
- Online safety
- SEND
- Equality and Diversity
- Complaints Procedure

Useful documents

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- SEND Code of Practice
- Safeguarding: NSPCC PANTS rule with film.
- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- Consent: PSHE Association lesson plans from the PSHE association.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.
- Mental health and emotional wellbeing lesson plans from PSHE Association.
- MindEd educational resources on children and young people's mental health.
- Online safety Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.
- Thinkuknow is the education programme from National Crime Agency (NCA) and Child.

This policy will be reviewed every 2 years - next review March 2026

Chair of Governors Mr P Gawthorpe	
Head Teacher Mr P Charly	
Assistant Head Teacher/SENDCo Mrs H Howlett	