



St Philip Westbrook C of E Primary School

"Together we aim high and with God's love we can fly"

Relationships and Sex Education Policy

Date of Review	Action
January 2019	New policy adopted



St Philip Westbrook CofE Aided Primary School

'Together we aim high and with God's love we can fly'.

Relationships and Sex Education Policy

At St Philip's we aim to create a loving community, enfolded by Christian values. Here children can develop their God given potential in a secure, nurturing and happy environment that embraces excellence and enables children to live life in all its fullness. 'Together we aim high and with God's love we can fly.'

Christian Context

Effective Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education. All RSE should be set in a context that is consistent with our school's Christian ethos and values.

- RSE is based on inclusive Christian principles and values, emphasising respect, compassion, trust, fellowship, fairness, wisdom, perseverance, hope, loving care and forgiveness.
- RSE is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE is sensitive to the circumstances of all children and is mindful of the variety of expressions of family life in our culture, yet it also upholds Christian values regarding relationships and marriage.
- Issues regarding human sexuality are addressed sensitively.
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian beliefs.

We want young people to flourish and to gain every opportunity to live fulfilled lives. For us as a church school, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of our Christian values and with the upmost respect for others. RSE education is taught in a way that allows children to ask and explore moral questions.

Relationships and sex are good gifts of God and should bring joy. In our experience, young people most desire to learn about (and have modelled for them) good, healthy relationships. They want to learn how to secure, develop and sustain healthy relationships and how to be able to recognise when and how relationships go wrong. They must be prepared for the opportunities, challenges and responsibilities of being in relationship with other people. Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. RSE should give pupils accurate information to equip them for life in the modern world and to make sure they are not influenced by unrealistic dangerous materials.

In our school RSE teaches the diversity of healthy relationships, lifestyle choices and beliefs with our Christian values at the heart of all that we do. Within this, we are culturally and community sensitive as well as

encompassing the teachings of the Church, including the Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice.

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

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

At St Philip's we aim to:

- Develop confident and effective communicators who value themselves and others.
- Encourage enquiring minds
- Meet the needs of all pupils enabling them to reach their full potential
- Provide children with an education appropriate to the world beyond the classroom
- Help children to live together within the community, displaying tolerance and sensitivity
- Develop in children a sense of moral responsibility and self-discipline
- Develop in children spiritual awareness
- To help and support children through physical, emotional and moral development
- Develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- Enable children to move with confidence from childhood through adolescence to adulthood.
- Enable children to live confident and healthy lives
- Enable children to understand the changes that occur to the human body during puberty
- Ensure children are aware of personal space and their right to privacy

RSE in the curriculum

Definition of RSE

According to the latest DfE guidance RSE is:

"...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health...."

DfE 'Sex and Relationship Guidance'

Our school's approach to RSE is sensitive to the age and aptitude of the children, but straightforward and factual in line with the law, up to date guidance and good pedagogy. It aims to reflect the reality of young people's lives today, especially the persuasive influences of television, video, the internet, social media, peer pressure and young people's literature.

The RSE curriculum

RSE is an important subset of PSHE. Together, they are part of a broad curriculum and both are equally important to the flourishing of children and young people. RSE is predominantly taught via our PSHE Curriculum (which is based upon the PSHE Society scheme of work), in particular the core theme of Relationships. RSE is also taught through science, e-safety via the computing curriculum and through Heartsmart resources and guidance.

RSE is also embedded throughout our Christian values which are at the heart of all that we do. Our school also utilises up to date resources from the NSPCC, thinkuknow, CEOP, Childline, Stonewall, and a range of other organisations and charities to ensure that teaching and learning is up to date and relevant.

The importance of human relationships

A key part of relationships education must be teaching pupils the importance of all the different types of relationships in our lives and what it means to have faithful, supportive, trusting and loving relationships with other people. The focus is upon family relationships and friendships, giving pupils the opportunity to understand the value of human relationships, how to have healthy relationships and how to stay safe. The good of life-long friendships should also be recognised as an important gift that should be honoured and cherished.

Healthy relationships and staying safe

Relationships education needs to prioritise time to explore and give pupils the vocabulary and strategies to keep themselves safe and flourish within good, stable, long term relationships of all kinds. Pupils are taught about consent and boundaries, recognising abuse and staying safe. This also includes teaching about how to stay safe online and the dangers of exploitation and grooming.

As a part of staying safe and having healthy relationships, relationships education also includes how we protect self-esteem and good mental health. This is based on the recognition that all people are valuable and deserve to be loved and cherished. It also includes education on the impact of social media on self-esteem and mental health, and information about how to find and access help and support.

Respecting others

Relationships education allows for the diversity of belief across our country and our school communities. All pupils and members of the school community deserve dignity and respect; these values and the refusal to manipulate, exploit or bully are taught and modelled. Different views, including different religious views, on relationships and sex are respected and pupils are taught to hold healthy and respectful conversation, to appreciate differences of view which they are encouraged to understand and engage with as their own views are formed and shaped.

In recognising this diversity, relationships education ensures that all pupils feel it includes them and their families. Pupils from same-sex parents or trans parents, pupils who have LGBT+ family members and pupils who may themselves identify as LGBT+ will feel included and find relationships education helpful. Similarly, pupils from other religious or other belief backgrounds will also feel included, and their religious beliefs treated with respect and understanding, even or especially where such beliefs may not align with majority opinion. Pupils are given accurate information as a basis for understanding difference and removing prejudice.

Sex education

Sexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning.

Children are taught to respect the life choices of others (including their sexuality). Homophobic, biphobic and transphobic bullying is discussed and challenged at an age appropriate level. It is also monitored closely using a monitoring sheet and a zero tolerance approach is adopted.

All children receive the same teaching and learning content and by the time that they leave primary school children will have gained an understanding of the changes that occur in male and female bodies as they reach puberty.

Questions raised by pupils are dealt with sensitively and any questions concerning sexually transmitted diseases and contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.

Identity and self-esteem

Intrinsically connected to the above, pupils explore questions of identity and how we value our own identity and the uniqueness of other people. PSHE helps pupils recognise their true identity, and teach them that our media-framed, market-driven culture that often leads to body image anxiety can be challenged.

Diversity, equality and anti-bullying

All pupils are given the opportunity to understand the importance of diversity and equality and how we must treat each other with dignity and respect. This includes how we value diversity of faiths, beliefs, culture and race, as well as how we support gender equality and challenge gender stereotyping.

Alongside this, we teach pupils about bullying and the importance of challenging bullying in school. Pupils are taught about the different types of bullying (including homophobic, biphobic and transphobic bullying: HBT), the different forms it may take (including cyber bullying), the effects of bullying and what they should do if they witness bullying or experience bullying themselves.

Financial and economic education

Pupils are taught how to manage money wisely and given the opportunity to develop economic literacy. In a time when many in our society are financially vulnerable it is vital that pupils are given the opportunity to develop the life skills such as saving and budgeting that will enable them to make good decisions about money in the future.

Core themes in each year group

EYFS	<ul style="list-style-type: none"> • Why we are special • About families and how families are different • Special people
Year One	<ul style="list-style-type: none"> • How to share feelings to others • About behaviour and how it can affect others • Importance of not keeping secrets • Respect for all • To discuss what makes them comfortable and uncomfortable • Learn about the effects of bullying
Year Two	<ul style="list-style-type: none"> • How to communicate feelings • To share their opinion • That bodies and feelings can hurt • How to challenge bullying behaviours
Year Three	<ul style="list-style-type: none"> • Learn about what makes a healthy relationship • Learn what physical contact is acceptable and unacceptable • Value other people's opinions • About when to agree/ disagree to keep secrets • How to solve conflicts with peers
Year Four	<ul style="list-style-type: none"> • How to respond to other people's emotions effectively • What makes healthy and unhealthy relationships including friendships • How actions can affect others • How to respond to inappropriate physical contact • About similarities and differences but ensuring respect for all • About recognising and challenging stereotypes
Year Five	<ul style="list-style-type: none"> • How to respond effectively to other people emotions • To recognise when a relationship is unhealthy • About committed loving relationships • About marriage and legality of marriages • About confidentiality and when it is appropriate to break confidentiality • How to react in an emergency • How to value differences
Year Six	<ul style="list-style-type: none"> • What skills maintain healthy relationships

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| | <ul style="list-style-type: none"> • Law and marriage • To challenge and respect different points of view • How to work together for a shared goal • To resolve conflicts effectively • About discrimination and bullying including homophobic, transphobic and biphobic bullying. |
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A safe learning environment

In order for our RSE to be conducted safely the following will be in place:

- 'Class agreements' and ground rules are agreed, explained, displayed and referred to wherever appropriate.
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled. We will not expect a group to keep what is discussed within the classroom, within the room.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- The meanings of words will be explained in a sensible and factual way.
- Humour is an important element of the RSE classroom, however we will laugh together.
- Signposting to sources of support when dealing with sensitive issues

Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupils' usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent.

All staff agree that it is important that both genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teachers' discretion to make these decisions.

Asking and answering questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations, and if necessary, refer to the Headteacher for advice and support.

Teachers will apply the following principles:

- Clear guidance will be established about what is appropriate and inappropriate in a whole class setting. Group agreements and ground rules will help to achieve this.
- If a pupil's question is deemed inappropriate, and the teacher is unable to address the question in front of the whole class, then the teacher will acknowledge the question and attend to it later on an individual basis.
- Personal questions should be referred to the ground rules/group agreement.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation. As previously mentioned, humour may be used appropriately.

- If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

Equal Opportunities

All pupils have access to the RSE curriculum. Children may have varying needs regarding RSE depending on their circumstances and background. Our school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- **The needs of boys and girls**
We will consider the particular needs of boys, the particular needs of girls, and any pupils who don't identify as either gender; we will use approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- **Ethnic and cultural diversity**
Different ethnic and cultural groups may have different attitudes to RSE. The school will promote respect for, and understanding of, the views of different ethnic and cultural groups.
- **Varying home backgrounds**
We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- **Sexuality**
Some of our pupils will go on to define themselves as gay, lesbian or bi-sexual. Some pupils have gay, lesbian or bi-sexual parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle any homophobic, biphobic and transphobic bullying.
- **Special educational needs**
We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead (Mrs Wightman) and in her absence their deputy (Mrs Deakin or Mrs Lydon). All school staff are trained in child protection issues. Any concerns raised through RSE are dealt with according to the designation child protection procedures.

Engaging with parents

Parents and carers are given the opportunity to understand the purpose and content of relationships education and RSE. Clear and open communication with parents and carers helps them to understand the importance of modelling positive relationships and make sure that pupils are not withdrawn from sex education for reasons based on a misunderstanding of the subject. The role of parents and carers in the development of children's understanding about relationships is vital and they hold the responsibility of ensuring their children grow and mature into healthy relationships.

Parents have a right to withdraw their children from all or any part of sex education, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science.

Our school aims to work in partnership with parents when planning and delivering sex and relationship education. This is achieved through:

- advising parents on how they can answer questions about RSE with their children at home.
- supporting parents in helping children cope with the emotional and physical aspects of growing up.
- making alternative arrangements for pupils who are withdrawn from sex education lessons and providing DfE materials for parents who choose to withdraw their children.

Monitoring and Evaluation

The monitoring of Relationships and Sex education is carried out by the Headteacher who reports to the governors. This policy will be reviewed on an annual basis.

Legislation

It is a legal requirement to teach relationships and sex education. Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance RSE for the 21st century (2014)
- Keeping children safe in education –
- Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

This policy has been written with reference to Church of England education office response to the changes of teaching relationships and sex education and PSHE: call for evidence.

Review Date: Jan 2020