St Paul's
C of E Primary School

A place to belong

Relationship and Sex Education Policy

Please note this policy is currently under review.
We are waiting for guidance from the Department for Education following a consultation with education staff.

Chair of Governors Approval:	**Tom Mitchell**
Headteacher Approval:	**Christie Clarke**
Member of Staff Responsible:	**Sandra Evans**
Reviewing Committee:	**FGB**
Date of Review:	**September 2024**
Statutory / Non Statutory:	**Statutory**

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."
Romans 12:5-8

Relationship and Sex Education Policy

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Introduction

As a fundamental assumption the school sees sexual matters as aspects of our essential humanity and therefore encourages open, informative and accurate responses to pupils' questions and comments at an appropriate level. It discourages stereotyping of sexual attitudes and roles and all forms of sexual discrimination.

The school stresses the importance of individual self-esteem and of mutual respect and lasting trust as the necessary bases for security in sexual development and understanding.

This policy was developed and agreed in consultation with governors, senior management team, all staff, teaching and non-teaching, parents, pupils and other relevant outside agencies, e.g. school nurse. This policy has obvious links with other school policies and reference to which policies will be identified.

This policy reflects national aims and priorities including DfES 0116/2000 Guidance (RSE Guidance), National Healthy Schools Standard; Relationship and Sex Education Guidance, RSE OFSTED section 10 of schools inspection act 1996.

Roles and Responsibilities

Governors

As part of their general responsibilities for management of the school, the governors have played a key role in the development of the schools policy for RSE, refer to DfES guidance 0116/2000. They will continue their involvement through regular evaluation of it. The Governors of St Paul's School willingly accept the responsibilities delegated to them by the government in producing a written statement for parents.

Senior Leadership Team

Senior Management Team takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, LA and appropriate outside agencies.

The Headteacher has appointed a PSHE Co-ordinator, who will attend senior management meetings, as and when required.

PSHE Co-ordinator

The Co-ordinator together with the senior leadership team has a general responsibility for supporting other members of staff in the implementation of this policy. They are responsible for identifying and providing good quality resources and in-service training. The PSHE Co-ordinator will provide a lead in the dissemination of information relating to Relationship and Sex Education.

Parents/carers

Parents/carers are encouraged to support the schools Relationship and Sex Education programme and have access to this policy. The schools plays its part in ensuring that all parent groups are kept up to date in developments in RSE including the content and organisation of the Relationship and Sex Education programme. Parents/carers have the

right to withdraw children from the programme and should be informed of the procedure for making complaints.

Pupils

Pupils have an entitlement to age and circumstance appropriate Relationship and Sex Education and to pastoral support. They will be actively consulted about their Relationship and Sex Education needs and their views will be central to developing the provision.

All Staff

All staff both teaching and non-teaching should be aware of the policy and how it relates to them. Staff involved in RSE have opportunities for relevant training.

Equal Opportunities Statement

Relationship and Sex Education will be provided to all pupils with consideration of any particular needs (see Equal Opportunities Policy) responding to the diversity of children's cultures, faiths and family backgrounds.

Aims and objectives of the policy

Relationship and Sex Education should enable young people to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. A successful programme firmly embedded in the curriculum, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. (DfES, RSE Guidance 2000).

It is about the understanding of the importance of family values, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

The main aims of our Relationship and Sex Education are to:

- Enable each pupil to develop confidence and self esteem.
- Provide accurate information and correct any misunderstandings.

And for pupils to:

- Understand the value of respect, love and care
- Learn the importance of values and (within the context of this policy) moral choices
- Understand that our bodies change as we grow from infants to adults
- Learn about physical changes to their bodies at puberty
- Learn about the human reproductive cycle
- Learn about social and emotional changes that are part of growing up
- Understand the nature and importance of marriage for family life and bringing up children but also that there are strong and mutually supportive relationships outside marriage
- Learn that there are appropriate responses to behaviour in relationships

Moral Values Framework

As a school, St Paul's believes:

- All pupils have an entitlement to Relationship and Sex Education that should encourage them to respect themselves and others.
- Relationship and Sex Education should be delivered in the context of family life and with regard to the religious beliefs identified earlier
- Relationship and Sex Education is important in contributing to children's overall personal development.
- Relationship and Sex Education is a whole school issue.

Pupils will be encouraged to value differences between people and the variety of relationships that are loving and caring. Relationship and Sex Education will take place in a way that supports pupils' spiritual, moral, social and cultural development. The school believes that honest, sensitive and responsible Relationship and Sex Education is relevant and necessary for our pupils.

This policy and its supporting schemes of work seek to acknowledge that this area of the curriculum is challenging and sensitive for many pupils, parents and teachers and to set out how we aim to meet those challenges.

Schools provision for Relationship and Sex Education in line with statutory and non-statutory guidance.

Relationship and Sex Education should be supported by a schools wider curriculum for personal, social and health education.

The National Curriculum Science order states that:

Key Stage 1

- b) animals including humans, move, feed, grow, use their senses and reproduce.
- a) pupils should be able to recognise and compare the main external parts of the bodies of humans.

2. f) humans and animals can produce offspring and these grow into adults.

Key Stage 2

1. a) the life processes common to humans and other animals include nutrition, growth and reproduction.
2. b) the main stages of the human life cycle.

Through the whole school curriculum –

At Key stage 1 and 2 pupils should be able to develop confidence in talking, listening and thinking about feelings and relationships. They should also be able to name parts of the body and describe how their bodies work including being able to protect themselves and asking for help and support. At Key stage 2 pupils should be prepared for puberty.

Outside agents (including Healthy Child Services)

In addition to lessons, outside agents also deliver aspects of the SRE curriculum. This will involve the physical and emotional development of puberty and human hygiene.

Statement of ground rules to be used in lessons

We adopt ground rules to ensure a safe environment for teaching RSE lessons. This reduces anxiety to pupils and staff and minimises unconsidered, unintended personal disclosures.
At the beginning of each RSE lesson, pupils are reminded of the ground rules by the teacher or outside visitor. The teacher establishes the ground rules together with the pupils at the beginning of PSHE/RSE lessons.

Teaching programme, strategies and resources

Relationship and Sex Education is delivered through our whole school curriculum.
It is delivered by class teachers and visitors in whole class or group situations, using a variety of teaching and learning strategies.

It is also taught within other curriculum areas e.g. Science, PSHE, RE and National Health Events

In Year 4 the school provides information on bodily changes and puberty.

In Year 5 the school provides clear guidance on physical body changes at puberty, social and emotional needs at puberty.

In Year 6 the school provides recap on physical body changes at puberty, social and emotional needs at puberty along with clear guidance on conception and how a baby is born.

Where the teaching and learning includes issues, which may be sensitive, staff and pupils will work within clearly understood and applied ground rules in line with the school's confidentiality policy and schools agreed ground rules. If a young person discloses information which suggests that they could be at risk then absolute confidentiality cannot be guaranteed. Pupils should be reminded of this when appropriate. Any such disclosure should be reported to the Headteacher/Safeguarding Lead, or Deputy Safeguarding Lead.

Teaching programmes reflect pupils' knowledge and understanding of Relationship and Sex issues appropriate to their age and needs.

Resources

All resources for Relationship and Sex Education are reviewed annually by the Headteacher, Y6 teacher, Science and SMSC Coordinators.

Answering difficult questions

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting, through teaching techniques such as utilisation of ground rules and distancing techniques. In addition, if teachers do not know the answer to a particular question, or feels that the question is inappropriate for the age of that child and which may raise concerns of sexual abuse, the teacher will acknowledge it and promise to attend to it on an individual basis. Furthermore, child protection procedures will be adhered to.

Confidentiality

Whilst the school attempts to keep confidentiality, it cannot offer or guarantee pupils unconditional confidentiality, but in all cases will adhere to the 1998 Data Protection Act. Teachers are not legally bound to inform parents or the Headteacher of any disclosures unless the Headteacher has specifically requested them to do so. Teachers follow the set procedure if a child under the age of 16 is having or contemplating having sex. If sexual abuse is suspected, teachers follow the school's child protection procedures.

Child Abuse and Protection Procedures

If a member of staff is concerned about a child's welfare, they will discuss their concerns with the Headteacher and/or the designated Child Protection person. Consultations and/or referrals will be carried out in accordance with guidance given in the school Safeguarding Policy.

Use of Visitors

Where visitors and outside agencies are involved, their contribution must have been planned as part of an overall programme of Relationship and Sex Education. Their contribution should complement the teaching already taking place in the school and adhere to the schools Relationship and Sex Education Policy. It is the schools responsibility to ensure that all visitors are made aware of the schools Relationship and Sex Education Policy.

Implementation of the policy

A copy of this policy is provided for each member of staff and each member of the governing body. Reference copies are available from the Headteacher for all other persons who come into contact with the pupils. A copy of this policy (or relevant extracts are published in the School Prospectus, Governor, Staff and Pupil Handbooks).

Date of Review - September 2023

Monitoring and evaluating the policy

This policy will be reviewed biannually by the lead Governor, Headteacher, the governing body, SMSC co-ordinator and relevant outside organisations (if appropriate). This will include evaluation of teaching and learning activities, current resources and staff training and the use (if any) of outside visitors.