



St Peter's C of E Primary School

Growing together in Knowledge, Wisdom and Faith

(Relationships and Sex Education Policy)

Person Responsible for this Policy	PSHE Leader
Governor Responsible for this Policy	T&L Committee
Team Responsible for this Policy	Teaching and Learning
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St Peter's Church of England Primary School aims to provide a happy, secure and Christian learning environment in which every child can achieve academic and personal success.

The Governors and Staff of St Peter's Church of England Primary School believe our school policies help us to continuously improve the school and ensure that each child is valued and encouraged. We recognise that all children have potential and through the school policies we aim to create a caring and well-ordered environment in which our school family can learn and develop.

Being a Church of England Primary school means we embrace the following Christian Values, which guide all aspects of school life and underpin our school policies.

Joy

Friendship and Respect

Determination and Courage

Trust and Honesty

Kindness and Forgiveness

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At St Peter's CEP School our Christian vision shapes all we do.

Growing together in knowledge, wisdom and faith

St Peter's school is centred upon the love and teaching of Jesus. We inspire children to grow in the knowledge of God and his world, and to live in wisdom and faith. We nurture each pupil so that they can make the most of their God-given gifts and skills and be fruitful members of the community. Matthew 12 v 33 teaches us that "To have good fruit you must have a healthy tree; if you have a poor tree, you will have bad fruit. A tree is known by the kind of fruit it bears."

It is our aim to equip children with everything they need in life to be successful. We recognise the importance of academics, however, there are many other facets we firmly believe children need in life to succeed. Although there are many statutory requirements relating to relationships and sex education, we feel it is vital to put a focus on the teaching of developing healthy, committed, strong Christian relationships. Throughout our relationships and sex education curriculum, we also teach about the importance of the school values of Joy, Friendship and Respect, Determination and Courage, Trust and Honesty, Kindness and Forgiveness. By following these values, children will be able to enter into positive relationships with others and God.

1. Aims

The aims of relationship and sex education (RSE) at St Peter's CEP School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At St Peter's CEP School, we recognise that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. During RSE the school still has a focus on the Christian ethos, vision and values that are so important to us.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per the Government guidance: [Relationships and sex education \(RSE\) and health education](#).

We are not required to provide sex education; however, we do need to teach the elements of sex education contained in the science curriculum.

At St Peter's CEP School, we teach RSE as set out in this policy. This policy has been through a consultation process with the families at St Peter's.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Curriculum

Our RSE curriculum runs alongside our PSHE curriculum and is set out as per Appendix 1. However, we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Sexual difference and naming body parts
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes and the importance of physical hygiene.
- About menstrual wellbeing including the key facts about the menstrual cycle.
- How a baby is conceived and born.
- The importance of loving, caring relationships built on trust and how these types of relationships lead to strong, supportive families.

5. Delivery of RSE

An aspect of RSE that we, at St Peter's, believe is essential for children as they move through their lives is understanding the importance of positive, healthy relationships. Children will be taught about the nature and importance of marriage for family life and bringing up children. However, single-parent families from a range of backgrounds will also be spoken about and how these are still positive. Either of these can include heterosexual or same-sex relationships.

We ensure that no stigma is placed on children based on their home circumstances and we discuss that there is no 'normal', some people grow up to have children, some do not. We aim to provide accurate information and to help children develop skills to enable them to understand differences and respect themselves and others. In lessons, we focus on making healthy choices and the importance of consent in our choices.

We hope to prevent and remove prejudice. As a school and community, we welcome everyone; all religions, races and cultures are accepted. Although no discrete lessons focus solely on LGBT children or adults, children are still taught to respect and accept everyone they meet in life. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life.

We carry out the main RSE curriculum in PSHE lessons (see appendix 1 for further details). However we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, family groups and friendship. They learn about rituals and traditions associated with birth, marriage, death and talk about emotions involved.

Linked with PE, children learn about healthy lifestyles and the importance of exercise. Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

RSE and the Science curriculum

As mentioned, some aspects of RSE are covered in the science curriculum. The children in Mars Class (Early Years Foundation Stage) learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others. Below is an overview of what children in Key Stage1 and 2 will look at in the science curriculum related to RSE:

In Key Stage 1 children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- To notice that animals, including humans, have offspring which grow into adults.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To describe the simple functions of the basic parts of the digestive system in humans.
- To identify the different types of teeth in humans and their simple functions.
- To describe the life process of reproduction in some plants and animals.
- To describe the changes as humans develop to old age.
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- To describe the way nutrients and water are transported within animals, including humans.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Teaching and Learning including delivery of the RSE curriculum

In Key Stage 2, at St Peter's CEP School, we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. Teachers do their best to answer all questions with sensitivity and care.

In Year 6, we use the resource 'Growing up... Growing wise'. This is designed to teach children about the nature and purpose of the changes of puberty, to help them deal with these changes in a practical way and to encourage them to make wise decisions as they develop and mature. The lessons discuss relationships, marriage and teach about conception and birth in an age-appropriate way. The resource is written from a Christian perspective with input from parents, teachers, and health professionals.

The main focuses can be seen below:

- Understand what puberty is and why it happens.
- Introduce pupils to male and female reproductive organs.
- Learn about the changes of puberty and how to deal with them.
- Consider how to make wise choices during puberty.
- Understand how people decide to get married.
- Learn about the marriage vows and their meaning.
- Consider what makes romantic love special.
- Learn how a baby is conceived, develops and is born.
- Explore qualities that help to make families strong.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, donor families, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6. Roles and responsibilities

6.1 The governing board

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

6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. 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 and the PSHE coordinator.

6.4 Pupils

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

6.5 Parents

St Peter's CEP School is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE.
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education.
- A register of any pupils who are removed from lessons will be kept and distributed to all teachers involved.

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

8. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

9. Equal opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

10. Monitoring arrangements

The delivery of RSE is monitored by Miss James (PSHE coordinator) through:

Preterm training/ planning meetings; in term planning scrutiny, learning walks and book looks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss James annually. At every review, the policy will be approved by the governing body.