

Relationships and Sex Education Policy and overview

St Saviour's Church of England Junior School

Policy: RSE Policy and Overview

Review Period: 2 years

Ratified by Governing Body: May 2024

Date of next review: May 2026

All children are unique in the eyes of God. This policy is written with reference to our Christian values and with the aim of ensuring the education, health, safety and happiness of the children in our care.

Introduction

This policy has been written in accordance with the Relationships Education and Health Education (England) Regulations 2019 and Relationships Education, Sex Education and Health and Mental Wellbeing guidance for Church of England Primary Schools in Canterbury Diocese, 2019.

For the purpose of the policy, 'relationships education' refers to teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts including online.

For the purpose of this policy, 'health education' is defined as teaching pupils about physical and mental wellbeing and being able to make informed, healthy lifestyle choices.

We believe that children are entitled to engage in relationships and sex education in an age-appropriate, positive, safe environment. Children should be taught the vocabulary, knowledge and skills to be resilient, keep themselves safe and make positive life choices. We understand that issues relating to relationships, sex and sexual or gender orientation need to be addressed with sensitivity and careful consideration of both age and maturity level.

Purpose of the policy

The purpose of the school Relationship and Sex Education policy is to:

- explain the aims and objectives of RSE, within Personal Social and Health Education (PSHE) and within CUSP Science units
- describe what we teach and the approaches we use

This policy helps ensure that the whole school community (parents, carers, staff, governors and pupils) have a shared understanding of this important area of the curriculum.

This policy is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

The term Relationship and Sex Education, RSE, is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

The aims of RSE

Effective RSE can make a significant contribution to the development of the personal skills needed by students if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Effective RSE is essential if young people are to make responsible and well informed decisions about their lives. It helps support young people through their physical, emotional and moral development. It helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

RSE has three main elements enabling pupils to:

- *Explore their own and other people's attitudes and values*
- *Develop and practice personal and social skills*
- *Increase their knowledge and skills*

At St. Saviour's School, Relationship and Sex Education (RSE) is underpinned by our Christian ethos and values, we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils.

St. Saviour's teaches RSE within the following moral and values framework based on the following principles:

- Self-respect
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views, gender and sexuality
- An awareness of the way others feel
- Mutual support and co-operation
- Honesty and openness
- The acceptance of the responsibility for and the consequences of personal actions
- The right of people to hold their views within the boundaries of respect for the rights of others
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about relationships
- The value of stable loving relationship
- The values and ethos of a Church of England school

Working with parents, carers and the wider community:

Parents and carers have an especially important role to play in PSHE/RSE/Drugs education etc.

Families need to feel confident that the school's programme compliments and supports their role.

This policy and overview will be shared with all our families. Before Year 5 and 6 embark upon the sex education elements of RSE, parents/carers are informed by letter of their right to withdraw their child from these particular lessons and given an overview of the topics the child will be covering.

Parents/carers are also reminded that they can have a copy of the school's RSE Policy on request or

access it via our website. Parents are also reminded that they can view any teaching resources being used in the delivery of RSE.

Commitment to equal opportunities and inclusion, with reference to the school's Inclusion and Equal Opportunities Policies

St. Saviour's RSE programme responds to the needs of individual pupils and takes the cultures, faiths and family backgrounds of all pupils into consideration. Pupils with special educational needs are given extra support by SEN staff and pupils with English as their second language receive help / pre-teaching of key vocabulary.

Our school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated to all groups but there may be occasions when pupils with special educational needs are given extra support from SEN staff.

We will strive to ensure that all pupils are treated fairly and that there is no discrimination or bullying on the grounds of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability etc.

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All staff will:

- *Use correct terminology as this is deemed good practice*
- *Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive*
- *Avoid the use of any slang in place of correct terminology*
- *Use inclusive language (such as partner instead of boyfriend/girlfriend)*

Safeguarding

Some subjects may bring about disclosures of safeguarding children issues and all staff are conversant with the policies and procedures for reporting their concerns.

Confidentiality

Staff should be reminded to follow their school's policy on confidentiality issues. Pupils should also be made aware of the boundaries of confidentiality should they choose to make a disclosure to a member of staff.

Evaluation will occur through:

- *Book monitoring*
- *Lesson observations*
- *Teacher feedback*
- *Pupil and parent / carer feedback*

Overview of Curriculum Content

St. Saviour's uses the Jigsaw Scheme to structure and plan PHSE learning.

Relationships education

The main areas for relationships education are:

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

Children learn about securing developing and sustaining healthy relationships and how to seek help and support when relationships are not healthy or appropriate. We will be sensitive to the extremely varied family contexts from which our children come. We will emphasise that positive relationships can take many forms. We have numerous children in care or living with family members other than their parents.

Health Education

Health education will inform the choices children make about their habits and lifestyle. Children will learn what is healthy and positive, what to do when they need help and where to get reliable, evidence-based information.

- Mental wellbeing
- Online safety
- Physical health and fitness
- Healthy eating
- Legal and illegal drugs
- Changes to our bodies
- The importance of sleep
- The link between physical and mental health

Ground Rules

- We will use examples but not names or descriptions which could identify anyone
- We will not share what we have discussed in the room (particularly not with younger children). We can ask for support or share information if it helps keep us safe. Safeguarding - teachers may share information with other professionals; children can ask trusted adults for support in order to keep themselves safe
- We can disagree but we will not judge or ridicule
- We will not put anyone on the spot, if we do not want to share, we do not have to
- We will not assume we all have the same values and experiences
- We will use appropriate language
- Asking questions is good but we will respect the privacy of others. Questions are sometimes appropriate to answer there and then, other questions require a longer answer and may be better answered in a different context. Teachers have the right to consider their options

when deciding how to answer a question – ‘I will get back to you’, is sometimes the best reply

- We should know where to go or who to ask for help or advice

Equality

Our Christian values guide us to respect everyone. We are also mindful of the 2010 Equalities Act, which makes it unlawful to discriminate on the basis of:

- Gender orientation
- Race
- Disability
- Religion or belief
- Age
- Sexual orientation

The school will make reasonable adjustments to promote inclusivity. Children with SEND must be included in the curriculum and must receive their entitlement to relationships and sex education.

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum, this includes learning the main organs of the human body (including the reproductive organs), how the body changes as it grows (including the changes at puberty) and the reproductive process in plants and animals.

Human reproduction is taught in Year 5 and 6. Families are informed of this topic in advance and are invited to view the materials we use.

Though the puberty and sex education elements in Year 6 are taught in gender groups, the content for boys and girls is essentially the same as children need to understand the issues from both perspectives.

Parents have the right to withdraw their child from the sex education lessons in Year 5 and 6. Other than these lessons, children should not be withdrawn from this national curriculum subject.

Monitoring and Review

This policy will be reviewed annually. Our PHSE subject leaders, Miss vanPoppel and Mrs Gray will monitor teaching and learning within RSE.

RSE and Health Education elements within PHSE

Year 3 and 4

National Curriculum Science	<ul style="list-style-type: none">• The life processes of animals include: nutrition, movement, growth and reproduction• The main stages of the human life cycle
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<p>PHSE RSE elements</p>	<ul style="list-style-type: none"> • Recognise how emotions change as children mature and how to deal with those changes • What can your body do that it couldn't when you were 1,3,5 (growth, strength)? • What types of physical contact are appropriate with family, friends, teachers and strangers. Judging risk. • Our actions affect ourselves and others, using Christian Values to respect everyone • Why is it important to keep clean? Dental hygiene, washing, bathing and changing clothes • How do hygiene routines change as you get older, why do adults use deodorant? • How do diseases spread, what can we all do to prevent the spread of diseases such as stomach bugs and colds 	<ul style="list-style-type: none"> • Resisting pressure from peers • Be aware of different types of relationship, family, marriage, friendship • What can my body do, how am I special? • How do parents care for babies? How does this differ from how my parents care for me now? • What does being grown up mean?
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Year 5 and 6

<p>National Curriculum Science</p>	<ul style="list-style-type: none"> • The life processes of animals include: nutrition, movement, growth and reproduction • The main stages of the human life cycle <p>Micro-organisms are too small to be seen but can have positive and negative effects on humans and animals</p>	
<p>PHSE RSE elements Taught by cover supervisors</p>	<ul style="list-style-type: none"> • Recognise how emotions change as children approach puberty and how to deal with those changes • How does the body change as children approach puberty (growth, strength)? • What types of physical contact are appropriate with family, friends, teachers and strangers. Judging risk. • Our actions affect ourselves and others, using Christian Values to respect everyone • How to manage strong emotions • How to stay healthy, diet, exercise, hygiene • Why is it important to keep clean? Dental hygiene, washing, bathing and changing clothes • How do hygiene routines change as you get older, why do adults use deodorant? 	<ul style="list-style-type: none"> • Resisting pressure from peers • What influences my view of my body (friends, social media, education)? • Be aware of different types of relationship, family, marriage, friendship • Factors affecting difference and commonality, age, race, gender, ethnicity, religion, nationality – how to value and respect diversity • What can my body do, how am I special? • How do parents care for babies? How does this differ from how my parents care for me now?

	<ul style="list-style-type: none"> • How do diseases spread, what can we all do to prevent the spread of diseases such as stomach bugs and colds? • How I recognise how other people feel? • What does being grown up mean?
Year 5 RSE Objectives Parents informed in advance Taught be teachers	<ul style="list-style-type: none"> • Based around science lifecycles (CUSP Science) unit • Physical and emotional changes at puberty, including reproductive organs and periods
Year 6 RSE objectives Parents informed of these objectives in advance and invited in to Year 6 to view the DVD before the unit is taught Taught by teachers	Session 1 <ul style="list-style-type: none"> • What physical changes have we experienced since birth • What milestones have we experienced (first day at school etc.)? Rules of RSE Session 2 <ul style="list-style-type: none"> • The names of parts of the body and reproductive system, what names are we going to use? • Puberty DVD pts 1 and 2, changes at puberty (input same for boys and girls) • Separate boys and girls sessions on body changes. Girls – periods and staying healthy. Boys, wet dreams staying healthy and clean Session 3 <ul style="list-style-type: none"> • Puberty and Intercourse, DVD pt 3, how babies are made and giving birth Session 4 Questions and answers, verbally and anonymously by writing questions down