



Relationships and Sex Education Policy

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Version History

Version	Date Issued	Brief Summary of Change	Owners Name
0.1	08.12.2020	New Policy	Wendy Ainscough
1.1	07.09.2021	Annual Review	Wendy Ainscough
2.1	06.09.2022	Annual Review	Rachael Sharpe
3.1	05.09.2023	Annual Review - made trust wide.	Rob Roffey
4.1	06.05.2025	Annual Review	Caroline Merritt

Introduction

We believe that our Relationships and Sex Education policy should enable children to develop an understanding of community and living well together. We believe it should be rooted in dignity and respect. We believe that every member of our school community should feel valued, respected and treated as an individual, able to embrace and celebrate their own uniqueness and that of others.

Aims

Our Relationships and Sex Education policy aims to create a positive culture around issues of sexuality and relationships and equip children with the skills and knowledge to understand and respect their bodies. They should be taught to enjoy their own uniqueness and that of others, developing confidence and empathy. They should be taught to value and respect all types of relationships, including LGBT+ relationships. RSE should teach the diversity of healthy relationships, lifestyle choices and beliefs.

RSE should provide a framework in which sensitive discussions can take place, giving pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable relationships of all kinds. RSE is about the emotional, social and physical aspects of growing up, puberty, healthy relationships, sex, human sexuality and health & hygiene. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

Relationships and Sex Education is designed to prepare all pupils for the future, regardless of their sexual orientation or gender identity and makes no assumption about a pupil's sexual orientation or gender identity.

RSE supports and upholds pupils' well-being and mental health and is an important subset of PSHE. Together they are part of the broad and balanced curriculum and both are equally important to the flourishing of children.

Relationships and Sex Education will be taught primarily through the science and PSHE curricula and will at all times be underpinned by our vision and values.

Organisation and delivery of RSE

Sex and relationships education will be coordinated by the PSHE subject leader. Coram Life Education SCARF (Safety, Caring, Achievement, Resilience, Friendship) resources are used to teach PSHE and RSE.

RSE may be delivered through:

- planned aspects of science;
- discrete PSHE lessons;

- cross curricular learning;
- ad hoc class discussion.

Content

The relationships and sex education programme will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils;
- develop skills of assertiveness, communication and effective dialogue in relationships;
- encourage the exploration and clarification of values and attitudes;
- foster self-esteem, positive self-image and confidence;
- be inclusive and teach respect for diversity and different ways of living.

Key subject areas

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. At primary school, the focus is on 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 importance of commitment and cherishing our relationships should be taught. In our Church schools, the Christian understanding of marriage as a spiritual relationship based on Christ's relationship with the church will be key, as will the Christian teaching of marriage as the context for sexual expression. The value 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 should be taught about consent and boundaries, recognising abuse and staying safe. This must include teaching about how to stay safe online and the dangers of exploitation and grooming. Distorted representations of sex and relationships should be addressed so that children are aware of the damaging influence this can have, the harmful gender stereotyping that it often involves, and the link to abusive and coercive relationships and damage it can do to young people. As a part of staying safe and having healthy relationships, relationships education must also include how we protect self-esteem and good mental health. This should be based on the recognition that all people are valuable and deserve to be loved and cherished. It should also include education on the impact of social media on self-esteem and mental health, and it should include information about how to find and access help and support.

Respecting others

Relationships education must allow for the diversity of belief across our country and our school community. All pupils and members of the school community deserve dignity and respect; these values and the refusal to manipulate, exploit or bully must be taught and modelled. Different views, including different religious views, on relationships and sex must be respected and pupils must be taught to hold healthy and respectful conversation, to appreciate differences of view which they should be encouraged to understand and engage with as their own views are formed and shaped. In recognising this diversity, relationships education must ensure 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+ should feel included and find relationships education helpful. Similarly, pupils from religious or other belief backgrounds should 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 should be given accurate information as a basis for understanding difference and removing prejudice.

Sex

In sex education, pupils should be provided with accurate information so that they understand the meaning of consent and know how to be safe and responsible. In our Church schools, sex is taught in the Christian context as a gift of God as part of creation. In Christian understanding, marriage is the perfect context for sexual expression, and in all schools, pupils must be taught that sex is intrinsically connected to human relationship, it involves questions of trust, loyalty and faithfulness and how we see others and ourselves. Healthy and responsible sexual relationships can be a positive element in human flourishing, and this should be reflected in sex education.

Sexual health

In sex education, pupils should also be taught about the importance of taking responsibility for their own sexual health in order to protect themselves and others against sexual disease.

Conception, contraception and pregnancy

Pupils should be given factual knowledge about conception, contraception and pregnancy (some of which will be covered in the science curriculum) and the privilege and responsibility of parenthood.

Human sexuality

Sex education should include an understanding that humans are sexual beings and that sexual desire is natural. Pupils should be taught that humans express their sexuality differently and that there is diversity in sexual desire.

We aim to develop pupils' awareness of:

Foundation Stage

- self-confidence and self esteem;
- making relationships;
- behaviour and self-control;
- self-care;
- sense of community.

Key Stage 1

- external parts of the body, and the concept of male and female;
- families, and how people share responsibilities and live and work together;
- life cycles, babies, and how we grow older and the concept of death;
- the importance of valuing oneself and others, and beginning to recognise the range of human emotions and feelings;
- simple rules for co-operating and living together;
- personal safety and how to keep safe;
- treating animals with care and sensitivity;
- recognising similarities between themselves and others and treating others with sensitivity;
- notice that humans and other animals can produce offspring and that these offspring grow into adults (statutory);
- the main external parts of the body (statutory);
- the process of reproduction and growth in animals. The focus is on growth e.g. egg, chick, chicken; egg, caterpillar, pupa, butterfly; baby, toddler, child, teenager, adult.

Lower Key Stage 2 (Y3/4)

- the above concepts in greater depth;
- relationships, families, how individuals belong to many groups, and have different roles;
- challenging gender stereotypes;
- the rights of others to hold and express different views;
- different patterns of friendship, loyalty, and the skills needed to form good relationships;
- a greater range of human emotions and feelings, including those of loss, and begin to learn how to deal with these;
- how actions have consequences for themselves and others;
- other people's feeling and emotions, and to have respect for these;
- appropriate and inappropriate touch, both inside and outside the family home, and to develop responses to these.

Upper Key Stage 2 (Y5/6)

- the above concepts in greater depth;
- the main stages in the human life cycle;

- the development of relationships based on mutual understanding and trust;
- the physical, emotional and social changes which take place at puberty, ensuring that pupils understand the correct terminology and the processes of change which are happening or are about to happen to them, and allowing them to ask questions;
- ways to avoid being exploited or exploiting others;
- the idea of consent;
- the basic biology of human reproduction – conception, birth and growth, and some of the skills and responsibilities involved in parenting;
- the life processes common to humans and other animals including growth and reproduction (statutory);
- the main stages of the human life-cycle including the basic facts about the process of conception, pregnancy and birth (statutory).

We recognise that at times, issues of a sensitive nature will arise outside of these time scales, and these will be dealt with in line with linked policies as appropriate.

Explicit questions

Sometimes when teaching Relationships and Sex Education a child may ask an explicit question. Teachers do not have to answer questions of this nature directly at the time, these questions can be addressed individually later. The Local School Committee supports individual teachers in using their discretion and skill in these situations.

Roles and responsibilities

The Board of Directors

The Board of Directors will approve the Policy and hold the Headteacher to account for its implementation.

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.

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-science components of RSE;
- 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.

Pupils

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

Withdrawal from RSE Lessons

Parents and carers must be given every opportunity to understand the purpose and content of RSE. Clear and open communication with parents and carers will help them to understand the importance of modelling positive relationships and make sure that pupils are not withdrawn from relationships and 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.

The schools of the Alumnis MAT are committed to working with parents. Under the 1993 Education Act, pupils can be withdrawn by their parents/carers, from the part of the relationships and sex education programme that is outside the compulsory elements of sex education in the National Curriculum for Science. Parents wishing to exercise this right are invited to speak with the Headteacher and/or PSHE lead who will explore any concerns and discuss the impact that withdrawal may have on the child. They will talk with the parents/carers about the possible negative consequences resulting from such an exclusion. Once a pupil has been withdrawn, they cannot participate in sex and relationships education until the request of withdrawal has been removed.

Training and CPD

Staff are trained on the delivery of RSE as part of their induction and it is included in the continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring and review

The PSHE subject leader is responsible for monitoring the delivery of RSE, the standards of children's work and the quality of teaching through a programme of learning walks, book reviews and pupil conferencing. The subject leader supports colleagues in the teaching of Relationships and Sex Education by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

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

