

# St. Oswald's Church of England Primary School Relationships and Sex Education Policy



“Teach children how they should live and they will remember it all their life.”

## **Proverbs 22:6**

Through basing our vision on the bible teaching above we will promote an inclusive school community, rooted in mutual respect, understanding and kindness towards others.

***‘Life in all its fullness.’***


**John 10:10**

In living out the statement above our vision is to develop resilience and a love of learning, which will enable the children to achieve their aspirations.

## **Monitoring and Evaluation**

The Head Teacher shall have oversight of this policy and ensure all staff follow procedures and that these are carried out.

The effectiveness of this policy shall be monitored during Governor’s meetings.

Date approved	Next Review Date	Signed by
September 2023	September 2024	

## **1. Purpose**

The purpose of this Policy is to outline the legal requirements for the teaching of Relationships and Sex Education (RSE) and the way in which these requirements are met through the school curriculum. St Oswald's Church of England Primary School is a voluntary aided school and the policy outlines the School's vision and beliefs relating to RSE in line with the Church of England document "Valuing all God's children" – July 2019. The Bible teaches us to treat others with the respect that we would hope to receive ourselves and to accept others' differences.

**Luke 6:31**

*Do to others as you would have them do to you.*

**Romans 15:7**

*We must always love and accept each other as our Lord accepted us*

## **2. Audience**

This document is intended for all teaching staff, and all staff with classroom responsibilities. It is also intended for school governors, LA inspectors / advisers, parents and inspection teams. Copies are provided for all teaching staff on the staff shared drive, it is also open for anyone to view on the school website.

## **3. British Values**

Through its vision, curriculum, extra-curricular activities, teaching and learning, St. Oswald's Church of England Primary School will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The implicit and explicit teaching of these values will promote cohesiveness within our school and community. As a UNICEF rights respecting school, we believe: This policy links to UNICEF Rights and Responsibility: Articles 8 & 29.

**Article 8:** protection and preservation of identity

"Every child has the right to an identity ..."

**Article 29:** Goals of Education

"Education must develop every child's personality, talents and abilities to the full. "

## **4. Intent**

Relationships and sex education is taught to help and support young people through their physical, emotional and moral development. At St Oswald's, we consider Relationships and Sex Education (RSE) an integral part of the Personal, Social and Health Education (PSHE), Citizenship and Science curriculum. Our carefully planned programme focuses on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and is matched to the pupils' level of maturity.

Relationships and Sex Education at St Oswald's provides an understanding of the importance of family life, marriage, stable and loving relationships, respect, love and care. It also develops pupils understanding of sex, sexuality, and sexual health.

Our curriculum helps young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

## **5. Implementation:**

Our RSE programme is delivered as part of the school's approach to Science, PSHE and Citizenship with specific units being taught in Year 5 (puberty and menstruation) and in Year 6 (conception). Lessons are delivered throughout the school using the "Growing up with Yasmin and Tom resource". Biological aspects are delivered through Science lessons.

Relationships and sex education takes place within mixed sex classes with the pupils' usual class teacher. Should a teacher be absent, a short-term supply teacher would not teach RSE lessons. The taught programme has three main elements:

### **Attitudes and values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- understanding and empathising with others who may have different backgrounds, cultures, sexuality, feelings and views;
- exploring, considering and understanding moral dilemmas;
- developing critical thinking as part of decision-making;

### **Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made; managing conflict
- learning how to recognise and avoid exploitation and abuse and to keep themselves safe;
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion;
- The right of people to follow their own sexuality, within legal parameters;

### **Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

RSE involves the consideration of a number of sensitive issues about which different people may hold strong and varying views. Our approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We have an approach that is educational, rather than one based on propaganda.

### **Inclusion**

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

**The needs of boys as well as girls:** We will carefully consider the particular needs of boys, as well as girls, and approaches that will actively engage them in RSE. We shall also be proactive in combating sexism and sexist bullying. (Refer to Anti-Bullying and Child Protection Policies.)

**Ethnic and cultural diversity:** Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and 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 but that different family structures are celebrated.

**Sexuality:** Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and will celebrate diversity and difference. We shall actively tackle homophobic 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. Some pupils have physical, visual or hearing impairments. The staff will adapt their teaching of RSE to ensure that these pupils have equal access.

### **Establishing Ground Rules:**

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class.

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex. To this end, ground rules are agreed, using the Yasmin and Tome resource, to provide a common values framework within which to teach. There are clear parameters as to what will be taught in a whole class setting and what will be dealt with on an individual basis.

### **Dealing with questions**

- Teachers establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way that does not encourage inappropriate behaviour.
- Pupils are encouraged to write down questions anonymously and post them in a question box; the teacher will then have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasised and that it should be in the context of an established, loving relationship.
- If a teacher is concerned that a pupil is at risk of sexual abuse, the Headteacher or designated safeguarding leads should be informed and the usual child protection procedures followed. (Refer also to Child Protection Policy)

## **Parental concerns and withdrawal of students**

Parents are informed about sex education lessons to enable them to discuss any concerns they may have and to allow them time to speak to their children beforehand. In Year 6, a letter with a reply slip for parents to indicate their desire for a pupil to be withdrawn from non-statutory lessons is sent home prior to the lessons. Parents have a legal right to withdraw their children from non-statutory/advisory 'sex education' lessons.

Parents do not have a right to withdraw their children from those aspects of RSE that are taught in Science (that are taught in line with the National curriculum) or where RSE issues arise incidentally in other subject areas.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. Visitors from outside the school, such as school nurses or sexual health professionals, are asked to provide support and training to staff teaching RSE when appropriate.

## **7. Impact:**

The RSE curriculum at St Oswald's equips our pupils with the skills to develop and appreciate healthy, safe, equal, caring and loving relationships. It develops an understanding of friendships and families, in all their different forms, and teaches pupils about consent (sexual harassment), relationship abuse, sexual exploitation and safe relationships online, helping them to recognise if a relationship is not healthy or mutually beneficial. This, in turn, enables our pupils to become self-confident individuals who have the self-esteem to question and challenge in line with our school vision.

Our children experience a positive view of human sexuality and are encouraged to become understanding, accepting people who celebrate difference and challenge prejudice. Pupils are able to reflect on values and influences (such as from peers, their families, media, faith and culture) that may shape their attitudes to relationships and sex, and nurture respect for different views.

Throughout their learning journey, our children learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity with honest and medically accurate information; meaning they are well informed and knowledgeable. By supporting their learning with outside agency involvement, children become aware of how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.

Subject leader: Mrs. Clare Clarke