

ST JOHN'S CHURCH OF ENGLAND ACADEMY



Relationships & Sex Education Policy

Date of Policy	March 2018
Date of Adoption	March 2018
Review Date	March 2020

St. John's Church of England Academy

Relationships and Sex Education (SRE) Policy

Rationale

The contextual starting point for this policy is the Church of England's publication, 'Valuing All God's Children' (2014) which states:

Church of England schools have at their heart a belief that all children are loved by God, are individuals unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to want to engage in learning in a safe, nurturing and welcoming ethos.

SRE provides an excellent forum to provide pupils with the life skills that will enable them to make informed decisions to protect themselves against harmful and exploitative situations. SRE is therefore a safeguarding tool for children.

There is a statutory duty under the Education Act 1996 to have a Relationships and Sex Education policy.

St John's CE Academy is a Christian community where children are taught to view and respect each other as individuals made in the image and likeness of God, with an immeasurable dignity. All teaching of Relationships and Sex Education ("RSE") at our school reflects the teachings of the Church and is rooted in family life, in its widest sense. It promotes respect for the human person, and focuses on children being able to form loving and lifelong relationships.

What Is Relationships and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles and Values

In addition St. John's believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- be an entitlement for all pupils in our care.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.

- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of diversity.
- encourage pupils and staff to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values, in line with our school ethos and Christian teachings, are love, respect and care for each other.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

Relationships and Sex Education in this school has three main outcomes all underpinned by our Christian values and ethos:

Personal and Social Skills

- managing emotions within relationships confidently and sensitively.
- developing positive self esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.

Attitudes and Values

- demonstrating the values of respect, love and care for ourselves and others.
- learning the importance of values, individual, group and community conscience and moral choices.
- valuing family life, stable and loving relationships, and marriage.
- learning about the nurture of children.
- exploring, considering and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- challenging myths, misconceptions and false assumptions.

Knowledge and Understanding

- recognising and naming the main external parts of the body including scientific names for sexual parts.
- learning and understanding about physical and emotional development at appropriate stages.
- learning about reproduction, human sexuality, personal health, emotions and relationships.

- learning about where to go for help or advice in school and how to access a range of local and national support agencies

Aims

The aim of RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework, based on Christian teachings, that will guide their decisions, judgements and behaviour.
- have the confidence and self esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for adult relationships.
- develop awareness of their sexuality, challenge sexism and prejudice, and promote equality and diversity.
- have sufficient information and skills to protect themselves in a variety of situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

6. Organisation and Content of Relationships and Sex Education

St. John's specifically delivers RSE through its PSHE Programme, RE and Science lessons at Foundation Stage, KS1 and KS2.

Much of the RSE at St. John's takes place within PSHE lessons. Teachers deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances.

RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.

Staff use the Lucinda and Godfrey materials throughout the school to support RSE. This is a holistic approach to SRE used as part of the PSHE programme and is a spiralling curriculum, produced with regard to current guidelines, with a gentle approach. The resource is teacher friendly, easy to use and easily adaptable to meet the individual needs of the pupils.

Foundation Stage: 'We are all Different'. Differences between girls and boys including sexual organs.

Year 1: 'Exploring Friendship and Trust'.

Year 2: 'Keeping Clean'. Personal hygiene and bullying

Year 3: 'Your Feelings – Your Choice'. Personal safety and decision making.

Year 4: 'Keeping Safe'. Peer pressure

Year 5: 'Growing and Changing'. Physical/emotional changes as puberty begins.

Year 6: 'Growing and Changing'. Puberty, changing relationships, different types of relationships, pregnancy, contraception.

Any RSE lesson may consider questions or issues that some pupils find sensitive. Ground rules are established to ensure a safe environment to ask and answer age and stage appropriate questions relevant to the children's learning.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

Expert or specialist teachers may support staff with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

7. Inclusion

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Head teacher.

Pupils with Special Needs

We will ensure that all pupils receive RSE, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Pupils, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them.

8. Right of Withdrawal of Pupils from Relationships and Sex Education

St John's views parents as partners in the delivery of SRE. Parents will be informed about the SRE programme through their termly Curriculum Newsletter which advises them about what their child will be learning. Some parents prefer to take the responsibility for aspects of this element of education. Parents are informed of the areas to be covered during Year 6 puberty talks and they have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons). We would make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Head teacher at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

9. Confidentiality and Safeguarding

Teachers conduct RSE lessons in a sensitive manner and in confidence. 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 a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will draw their concerns to the attention of the Headteacher, the Designated Child Protection Officer, who will then follow the school's Child Protection Procedures. It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class Ground Rules.

10. Monitoring and Evaluation of Relationships and Sex Education

It is the responsibility of the Head teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHCE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHCE co-ordinator will make an annual report to the Leadership Team, including governors. The RSE programme will be included in this annual report.

The Governing body is responsible for overseeing, reviewing and organising the revision of the RSE policy and curriculum.

11. Assessment of Relationships and Sex Education

Assessment of RSE work will be in line with the school assessment policy. Reports on children's relationships will be made verbally at parent consultations and reported in the Personal, Social and Emotional section of the children's annual report to parents.

The RSE Coordinator consulted with:

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- representatives from the school council
- representative parents / carers
- staff
- the wider school community e.g. school nurse and LA Advisory Teacher for RSE
- school governors

Reviewed: February 2018

Head teacher signature.....

Governor signature.....

Pupil Representative signature.....

Date