



## RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

### RATIONALE AND ETHOS

This policy covers our school's approach to RSE. At Christ Church Primary SW9 and St. Andrew's CE Primary School we consider Relationships and Sex Education (RSE) to be an integral part of our Personal Social Health and Citizenship Education programme (PSHE), and is linked to that for science. We aim to offer pupils a carefully planned programme 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 tailored to the age, physical and emotional need of the children and is delivered by the school staff and invited professionals.

Our Christian values of Kindness, Faith, Love, Perseverance, Peace and Joy are central to learning at Christ Church Primary SW9 and St. Andrew's. We want our children to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. We will also undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.

This policy was produced by the Senior Leadership Team in consultation with staff, parents, pupils and governors.

A caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

*"In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life".*

*(Church of England Education Office Response to a Call for Evidence on RSE curriculum p1)*

They need to be given the opportunity to articulate their thoughts, doubts and anxieties within a safe and trusted environment in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age and in fact knowledge can help prevent this as well as help to identify child protection issues in young children.

Central to the RSE programme is the growth of self-esteem and taking responsibility for oneself and one's own actions. The development of pupils' self-esteem is essential to an effective health education programme. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

The intended outcomes of our programme:

- Pupils are supported through their moral and social development so that they learn to respect themselves and others.
- Pupils have knowledge so that they understand, and therefore, are able to take responsibility for consequences of their actions.

- Pupils are able to make and keep relationships and to understand the value of positive relationships.
- Pupils are provided with the language and confidence to experience meaningful discussions about relationships and feelings.
- Pupils are prepared for the emotional and physical changes ahead of them.
- RSE is inclusive of all pupils and cultures. It will be based on the knowledge of, and sensitivity towards the individual, as well as group needs, of the pupil (i.e. level of maturity, gender, culture, SEN etc).
- To contribute to pupil's emotional health and well-being and, in particular to children's ability to protect themselves and to understand their rights as human beings.
- Pupils are kept safe from unwanted attention and know whom they can go to for help and have skills to ask for help.
- To be flexible and to respond to individual needs and circumstances as, and when they arise. RSE will teach pupils to understand human-sexuality; this knowledge is likely to discourage early sexual experimentation.
- To reduce prejudice and stereotyping.

## **ROLES AND RESPONSIBILITIES**

The RSE programme will be led by the PSHE Subject Leader who, in consultation with the School Leadership Team, will:

- Ensure that parents and staff are informed about our RSE policy
- Ensure that the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

RSE will usually be taught by the class teachers. The school liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Health professionals are expected to work within the school's RSE policy and on the instructions of the Head of School.

The 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
- Will provide parent information sessions and opportunities for parents to view the materials and resources we use to teach RSE.
- Will notify parents when RSE is being taught.
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school

### **Withdrawal from non-statutory RSE lessons**

Parents/carers have the right to request that their child be excused from sex education within RSE but not from the sex elements of the science national curriculum. Those parents/carers wishing to exercise this right are invited in to see a member of the Senior Leadership Team and/or PSHE Subject Leader who will explore any concerns and discuss any impact that withdrawal may have on the child.

If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

Governors will be informed of the RSE policy and curriculum.

Pupil voice will be used to review and tailor our RSE curriculum to match the different needs of pupils.

## **LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)**

This RSE policy supports the following policies and documents:

- Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- Keeping Children Safe in Education (2019)
- SEND Code of Practice
- Children and Social Work Act (2017)
- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2020)

The Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education in primary schools. The parental right to withdraw pupils from RSE remains in primary school, for aspects of sex education which are not part of the science curriculum.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education

## **CURRICULUM DESIGN**

Our RSE programme is an integral part of our whole school PSHE education provision from the foundation stage through to Year 6 as set out by the Department for Education (Appendix 1).

At Christ Church Primary SW9 and St. Andrew's, we teach PSHE using the Jigsaw programme. PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory collective worship, generating a whole school focus for adults and children alike. The grid in Appendix 2 shows the specific RSE learning intentions for each year group in the JIGSAW.

### **Preparation for Puberty and Menstruation:**

Girls need to be informed early enough about the onset of menstruation. All staff should be made aware of (and sensitive to) the cultural and religious needs in relation to puberty and menstruation. Pupils may learn about puberty through a targeted intervention in Year 4-5 (depending on identified need), both genders need to have a basic knowledge of what happens to each other. Arrangements may be made for separate gender groups to be organised to discuss the details for gender specific information (e.g. personal hygiene) depending on the pupils' initial requests.

### **Equalities and Inclusion**

PSHE can make a significant contribution to Inclusion, particularly in its focus on promoting respect for all. All pupils will have the opportunity to access the PSHE curriculum, irrespective of social background, culture, race, religion, sexual orientation, gender, gender identity or ability. Where appropriate, activities will be differentiated to facilitate this.

## **Differentiation/SEND**

Our National Curriculum and the Jigsaw program are delivered as a universal core curriculum provision for all children. Inclusivity is part of our philosophy. Teachers will tailor each Jigsaw Piece to meet the needs of the children in their classes. Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

## **Answering Difficult Questions and Sensitive Issues**

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. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE issues arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Team if they are concerned.

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In the Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

## **SAFEGUARDING AND CONFIDENTIALITY**

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's confidentiality policy is followed.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

## **MANAGEMENT, MONITORING AND EVALUATION OF SRE**

The PSHE leader, in consultation with the school Leadership Team, will manage this subject. The PSHE leader will:

- Monitor and evaluate the RSE programme with the Senior Leadership Team
- Liaise with the whole school community, LEA Advisers, School Nurse and other health professionals
- Update and evaluate resources
- Assess staff training needs
- Keep up to date with current legislation
- Discuss with any interested parents/carers the content of the S.R.E. programme.

## **LINKS TO OTHER POLICIES**

We recognise the clear link between SRE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Equalities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- PSHE Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy
- Teaching and Learning Policy

## APPENDIX 1

### By the end of primary school:

<p><b>Families and people who care for me</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that families are important for children growing up because they can give love, security and stability.</li> <li>● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>● that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>● that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>● practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● the conventions of courtesy and manners.</li> <li>● the importance of self-respect and how this links to their own happiness.</li> <li>● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>● what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>● the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>

<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>● how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>● how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● where to get advice e.g. family, school and/or other sources.</li> </ul>

Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (page 20-22)

## Appendix 2

The JIGSAW program used in conjunction with the statutory science curriculum provides children with a well thought about and comprehensive program that enhances the child's educational experience even further.

The grid below shows specific RSE learning intentions for each year group in the JIGSAW.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina  <i>...respect my body and understand which parts are private.</i>
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.  <i>...tell you what I like/don't like about being a boy/girl.</i>
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.  <i>...express how I feel when I see babies or baby animals.</i>
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.  <i>...express how I might feel if I had a new baby in my family.</i>
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.  Identify how boys' and girls' bodies change on the outside during this growing up process.  <i>...recognise how I feel about these changes happening to me and know how to cope with those feelings.</i>
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.  <i>...recognise how I feel about these changes happening to me and how to cope with these feelings.</i>
4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.  <i>...understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</i>

	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.  <i>...know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</i>
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.  <i>...understand that puberty is a natural process that happens to everybody and that it will be OK for me.</i>
	Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty.  <i>...express how I feel about the changes that will happen to me during puberty.</i>
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby.  <i>...appreciate how amazing it is that human bodies can reproduce in these ways.</i>
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.  <i>...express how I feel about the changes that will happen to me during puberty.</i>
	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty.  <i>...reflect on how I feel about asking the questions and about the answers I receive.</i>
	Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.  <i>...recognise how I feel when I reflect on the development and birth of a baby.</i>
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship.  <i>...express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</i>