



Worlebury St Paul's Church of England VA Primary School **Relationship and Sex Education Policy**

This policy should be taken as part of the overall strategy of the school and operated within the context of our visions, aims and values as a Church of England School.

Ethos

We believe sex education is an important element of the work of our school in preparing children for adult life. It extends beyond the boundaries of any single curriculum area and is not just what is taught in the classroom: children learn from the overall ethos of the school; the way it is organised; the environment; the attitudes of the staff; and from relationships.

We aim to

- Foster a happy, secure and supportive environment.
- Value all individuals, enabling mutual respect and trust.
- Celebrate children's differences and achievements.
- Deliver a broad and balanced curriculum providing equal opportunities for all.
- Uphold high standards of behaviour.

As a Church of England School, we believe that sexual relationships are a gift of God as part of creation and that sex education should be placed within a Christian context of love, faithfulness and forgiveness. Children need to come to understand their own bodies and feelings and so be prepared for the opportunities and responsibilities of stable relationships. We recognise the value of secure loving relationships, the importance of family life and hold in high regard God's ideal of a lifelong marriage commitment as a context for raising children. However, it is also important for us to recognise that many children in our school community grow up within alternative frameworks and that these beliefs and issues are handled with sensitivity.

What is relationship and sex education?

The DfEE's guidance for Relationship and Sex Education (2000) was written to take account of the National Curriculum and the Personal, Social and Health Education (PSHE) framework, Relationship and Sex Education (RSE) is an integral part of the non-statutory guidance for PSHE in primary schools and therefore, this policy should be read in conjunction with the school's PSHE and Citizenship Policy and Guidelines

The DfE guidance defines RSE as follows:

"It is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching."

The Diocesan Board of Education recommends:

(a) Primary schools should teach that:

- *Sexual relationships should be seen as the fulfillment of a relationship and not as the basis for a relationship.*
- *Sexual relationships between those who are not in loving long term relationships often do not meet the long term happiness of both those involved (or indeed of either)*
- *Sexual relationships between those who are in loving long term relationships can provide a context within which both partners learn the basic ground rules of mutual respect on which to base good relationships within their wider family and beyond.*

(b) Schools should not avoid the issue of sexual orientation in their policy. The topic should be discussed calmly and objectively as part of the curriculum in secondary schools (and in primary schools if the issue arises) without either approval or disapproval. Homophobic name-calling should be dealt with firmly, in the same way as racist name-calling. This should be covered by the school's anti-bullying policy.

(c) Schools should ensure that children in both primary and secondary schools know that under age sex is illegal and can also lead to unplanned pregnancy. Schools should support children in resisting peer pressure to have sex by teaching them that they actually have the right to say "no" to sex. They should be helped to understand that saying "no" shows maturity and strength and not inadequacy or weakness

(d) There should be opportunities for the school's policy on sex and relationship education to be explained to parents. Parents of children in Years 3 - 6 will be invited to a meeting at which the content of the programme is explained. They should know when the lessons take place so that they can provide adequate support in the home.

(e) If inviting health professionals into school to contribute to the sex and relationship programme, church schools should be careful to emphasise the Christian ethos in which this education should take place.

RSE 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 loving relationships for the nurture of children;
- learning the value of respect, love and care;
- 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;
- learning how to make well informed and responsible decisions about their lives and developing an appreciation of the consequences of the choices made;

- managing conflict;
- learning how to recognise and avoid exploitation and abuse.

knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

As a Church of England School, we believe that sex education should be placed within a Christian context of love, faithfulness and forgiveness. Children need to come to understand their own bodies and feelings and so be prepared for the opportunities and responsibilities of stable relationships. We recognise the value of secure loving relationships, the importance of family life and hold in high regard God's ideal of a lifelong marriage commitment as a context for raising children. However, it is also important for us to recognise that many children in our school community grow up within alternative frameworks and that these beliefs and issues are handled with sensitivity. We also believe that RSE will be achieved by providing an environment and atmosphere where pupils feel safe, relaxed, not intimidated, but focussed; and where they have confidence and trust in the knowledge, ability and skills of their teachers.

Moral Framework

Pupils will be taught RSE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

Policy Statement

RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Sex Education Forum 1999)

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

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfES Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationships education programme tailored to the age and physical and emotional maturity of the children. Other related policies and documents include the PHSE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy, Child Protection Policy and the Promoting Race Equality document.

Aims and Objectives

This policy is a working document, which provides guidance and information on all aspects of RSE in the school for staff, pupils, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Moral and Values Framework

The RSE programme at Worlebury St Paul's reflects the Christian Ethos of the school and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions;
- Responsibility for their family, friends, school and wider community

Equal Opportunities

RSE is inclusive of all students; they have an equal entitlement to good quality RSE. The programme will be delivered in line with the school's Equal Opportunities policy within an atmosphere of mutual respect. The whole school community will support an approach, which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender, race, disability or sexual orientation stereotyping. The programme will be sensitive to the needs of all pupils in the school.

Content

In lower key stage 2 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

In upper key stage 2 pupils learn to express their own opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them. The content of the RSE curriculum was decided upon after the consultation process involving parents/carers, staff and governors.

Materials used reflect the consultation with the parents/carers. The series 'Living and Growing' produced by Channel 4 is used throughout the school. The range of material used is available to parents/carers to borrow from the school office.

Organisation

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including PHSE and Citizenship.

Year 3

Term 5: unit 1 Differences

Term 6: unit 1 how did I get here?

Year 4

Term6: unit 1 Growing up. Unit 2 Changes

Year 5

Term 6: unit 3. Girl talk. Boy talk.

Year 6

Term 6: unit 2. How babies are made? How babies are born. Unit 3. Let's talk about sex.

Parents are sent reminder letters prior to each class beginning the RSE programme for the term. RSE is normally delivered by class teacher in mixed gender groups.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

- Visitors are invited into school because of the particular expertise or contribution they are able to make;
- All visitors are to be given a copy of the school's RSE policy prior to their visit and should work within it;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors will be monitored and evaluated by staff. This evaluation informs future planning.

Specific Issues

Personal Beliefs

The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

Language and Ground Rules in Lessons

All staff teaching RSE will set ground rules in their classes. For example:

- * *no one (teacher or pupil) will have to answer a personal question*
- * *no one will be forced to take part in a discussion*
- * *the only language used will be easily understood and acceptable to everyone in the class*
- * *only the correct names for body parts will be used*
- * *meanings of words will be explained in a sensible and factual way.*

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

Withdrawal

Parents/carers have the right to withdraw their children from all or part of the RSE education provided at the school except for those parts included in statutory National Curriculum. Those parent/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However staff must not promise absolute confidentiality as work relating to RSE

may give rise to disclosures about possible sexual abuse. In these cases staff follow the Child Protection Policy.

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concern.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught within the framework of Christian values. Pupils are made aware of a variety of views and beliefs so that they are able to form their own, informed opinions but also understand that others may have different opinions.

Dealing with Questions

Occasionally a child may ask a difficult or sexually explicit question that could be deemed inappropriate for discussion with this age group. We believe that teachers need to feel able to use their skill and discretion in these situations. If in doubt as to how best to respond to a question or situation that arises, teachers should refrain from providing an immediate or direct answer and discuss the best way forward with the PSHE coordinator. In such a situation, the child may be encouraged to discuss the issue with their parents or carers. For their own protection, staff should not organise one-to-one meetings with children to discuss sensitive or personal issues. Use of the class question box (or similar private communication system) will help teachers to have more control over the issues discussed in whole class discussions.

Menstruation

Our programme will include preparation for menstruation. Basic information about the process of menstruation will be given to both boys and girls.

We will make appropriate and sensitive arrangements for the changing and disposal of sanitary wear for our pupils. There is a disposal box in the accessible toilets. (eg. Requests for sanitary protection are dealt with in the School Office. There are trained First Aid staff who are used to dealing with sensitive issues.) Children should be encouraged to bring in appropriate sanitary wear if they have started to menstruate.

Sexual Identity and Sexual Orientation

Worlebury St Paul's Primary School believes that RSE should meet the needs of all pupils 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

Dissemination

The policy is published on the school website and copies are available from the school office.

Parent information evenings will be held at the start of each Spring term to inform parents about the school's RSE programme.

Monitoring and Evaluation

The RSE policy is monitored and evaluated through an annual review process involving Staff, PSHE Co-ordinator, Senior Management Team, and the Governing Body. Curriculum delivery and evaluation will be monitored by the RSE subject leader. Monitoring and evaluating the effectiveness and appropriateness of our Relationship and Sex Education programme will be achieved by

- Pupil feedback
- Staff feedback
- Parental comments
- Diocesan feedback
- OFSTED inspection.

This policy will be reviewed according to the Policy cycle

Signed: Lesley Millard

Date: Jan 2013