

Relationship and Sex Education (RSE) Policy

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Newton Bluecoat Church of England School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Aims

The aims of relationship and sex education at Newton Bluecoat CE Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around relationships.

- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

Policy Development and Review

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group gather all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation
4. Ratification – once amendments were made, the policy was shared with governors and ratified

As part of the development of this policy, advice has been sought from the diocese, all teaching staff and PSHE association.

This policy was discussed with our governors and our parents were consulted on the content of this curriculum area, and allowed to ask questions or comment on the content.

This policy will be reviewed every three years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum and is covered from Year 1 to Year 6.

It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers sexual intercourse and healthy relationships and is covered in Year 6.

Health Education (See PSHE *policy*) is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy)

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE. Parents will be notified of these lessons beforehand.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Alternative work will be given to pupils who are withdrawn from Sex Education.

Curriculum Delivery of RSE

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities.

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We will encourage children to discuss any questions with parents.

We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about or answer questions on ...

Contraception, rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, masturbation or about forms of sexual intercourse including homosexual practices or foreplay and AIDS/HIV .

These issues will be covered in high school, when children are at a more appropriate age to cover these topics.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her

parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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 respect and sensitivity.

Training

Staff have received training on the delivery of RSE from school nursing and other healthcare professionals.

The headteacher may invite visitors, such as school nurses or health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Monitoring arrangements

The delivery of RSE is monitored through:

Monitoring by the subject leader, including discussions with pupils, reviewing planning, lesson observations and scrutiny of classwork in Big Books.



| Year Group | Content | How it is taught / Resources used | Member of staff responsible |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Foundation Stage | Sharing and taking turns Playing with friends My family | Continuous provision activities | Class teacher FS Teaching Assistants |
| Year 1 | Ourselves and others; similarities and differences; individuality; our bodies Ourselves and others; people who care for us; groups we belong to; families | PSHE Association resources Medway resources METRO – loving and respectful relationships NSPCC PANTS SCARF (Links to Science) | Class teacher Teaching Assistants |
| Year 2 | Friendship; feeling lonely; managing Arguments Behaviour; bullying; words and actions; respect for others | SCARF | Class teacher Teaching Assistants |
| Year 3 | Friendship; making positive friendships, managing loneliness, dealing with arguments Families; family life; caring for each other | Medway resources SCARF | Class teacher Teaching Assistants |
| Year 4 | Respect for self and others; courteous behaviour; safety; human rights Introduction to puberty – changes, feelings and emotions. | SCARF Premier League – Primary stars Medway resources | Class teacher Teaching Assistants |
| Year 5 | Friendships; relationships; becoming independent; online safety Menstruation (girls) | SCARF Premier League – Primary stars Think You Know – Play, like share Twinkl menstruation ppt (Links to Science) | Class teacher |



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| Year 6 | Different relationships, changing and growing, adulthood, independence, moving to secondary school committed relationship or not, including marriage or civil partnership Puberty / Menstruation reproductive organs and process - how babies are conceived and born and how they need to be cared for | PSHE Association SCARF Medway Resources NSPCC – Making sense of relationships Betty for schools Changing and growing Resource book Medway Resources Twinkl (Links to Science) | Class teacher |
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