



St Luke's Church of England Aided Primary School

Relationships and Sex Education Policy

Date Adopted: June 2020

Review Date: June 2022

School Ethos and Context

In our school, our Christian vision shapes all we do. The principles are underpinned by the vision and core values of the school, which are distinctly Christian.

As an inclusive Christian school, St Luke's Church of England Aided Primary School values everyone as a child of God and rejoices in its diversity. This is encompassed in our vision and motto and underpinned by our core values that characterise our school.

Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that, '**we can do all things through Christ who strengthens us**'

Philippians 4:13.

Our Motto

Aspire, Believe, Achieve

'We can do all things through Christ who strengthens us.'

Philippians 4:13

Our Core Values

Love and **Compassion**
Friendship and **Forgiveness**
Endurance and **Hope**

Our Mission

Our mission will be driven by our vision, motto and values so that together, **we can do all things through Christ who strengthens us.**' We will:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve.**
- Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness.**
- Have at our heart collective worship that will provide all with opportunities for spiritual awareness and development.
- Provide high quality RE that develops religious literacy and a deeper understanding of the rich diversity of our world, recognising that all have been created in the image of God.

- Give our children the confidence to develop **endurance** in times of difficulty and have **hope** for their future.
- Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential.
- Develop a PSHE and RSE curriculum that prepares our children for the challenges of modern Britain.
- Encourage **love** and **compassion** in our children **believing** all have equal worth and dignity in God's eyes

Relationships and Sex Education Policy

1. POLICY STATEMENT/DEVELOPMENT

As part of the implementation of statutory requirements around Relationships Education, all schools must have in place a written policy for Relationships Education and Sex Education if this is also delivered. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. This policy sets out our own school approach to Relationships and Sex Education. It has been updated by the PSHE/RSE leader in consultation with Governors, Parents/Carers, the School Leadership Team and School Staff.

The consultation and policy development process involved the following steps:

- Communication with parents / carers including sharing policy development on the school website and inviting feedback (a consultation meeting was not possible because of Covid-19)
- Review of RSE curriculum content with staff and specialist PSHE advisor
- Consultation with school governors and ratification

The development of the policy is in line with the statutory guidance released by the Department of Education (2019), which sets out statutory content for Relationships Education for primary schools from September 2020. The statutory guidance document can be viewed here ['Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.](#)

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers, and governors.

2. STATUTORY REGULATIONS

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work Act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

Other documents that inform this policy include:

- Education and Inspections Act (2006)
- Equality Act (2010)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Keeping children safe in education (2019)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. This guidance has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice.

3. DISSEMINATION

The policy will be distributed to all members of the local governing body, and all teaching and non-teaching members of staff. Copies of the policy document are available to all parents via the school's website. A hard copy of this policy can also be obtained free of charge via the school office if required.

4. MORALS AND VALUES FRAMEWORK

St Luke's approach to RSE is conducted within a clear morals and values framework underpinned by the school's clear Christ-centred approach to learning. RSE involves consideration of a number of sensitive issues about which different people may have strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints; it will not be based on, or taught through personal bias.

5. DEFINITION OF RELATIONSHIPS EDUCATION AND SEX EDUCATION

Relationships & Sex Education (RSE) is lifelong learning about personal, physical, social, moral, and emotional development. In our school it is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Please note, for the purposes of this policy we also define Relationships Education as any theme and topic that is required content by the DfE within that section of the statutory document. This will be delivered as part of our PSHE education programme of study.

In line with statutory guidance, for the purpose of this policy we define Sex Education as any non-statutory sex education content delivered as part of our PSHE education programme. **This is currently taught within Year 6 only – please see curriculum overview document (appendix 1).**

Statutory sex education content is also part of National Curriculum for Science.

Please note that statutory Health Education, also taught as part of our PSHE programme of study, contains complementary elements of learning around topics such as body changes, puberty, menstrual wellbeing etc.

At St. Luke's, we believe that our pupils need to be educated in RSE themes as part of a broad and balanced curriculum which develops the whole child. By teaching all of these elements via our PSHE programme, we ensure that our pupils receive age-appropriate information in line with statutory requirements and also the aims, ethos, and values of our school.

6. AIMS OF RELATIONSHIPS AND SEX EDUCATION

At St Luke's, the focus of Relationships Education is on the fundamental building blocks and characteristics of positive and healthy relationships, with particular reference to friendships, family relationships, and relationships with other children and adults, therefore promoting one of our key school values – love.

Through our statutory Relationships Education curriculum, in line with the content required within the statutory guidance, we aim to cover the following themes:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Broadly, this means we aim to teach children:

- that family relationships are important and the characteristics of a healthy family life
- the importance of friendships and the characteristics of healthy friendships
- how to recognise if relationships make them feel unsafe or uncomfortable
- the importance of respecting others regardless of differences
- the importance of self-respect and how this links to their own happiness
- about different types of bullying including cyber bullying
- how to be safe and have positive relationships online
- how to report concerns or abuse, including emotional, physical, and sexual abuse, when they feel unsafe

At an appropriate age for our children it is also about the teaching of Sex Education, as part of National Curriculum Science and via additional non-statutory provision within PSHE to complement this and wider Relationships Education.

Although this is not currently statutory, we believe covering this additional non-statutory content in **Year 6** is important in order to meet the needs of our children. We aim to ensure they are fully prepared for the changes that adolescence brings and inform them of how a baby is conceived and born. We teach this content in a safe environment for the children which enables them to absorb new information and provides them with a safe place to ask questions when needed.

Through our non-statutory Sex Education curriculum, we aim to teach children at the appropriate age:

- to know and understand the process of conception
- to understand how babies are born
- to understand the emotional and physical needs of a baby
- to understand how having a baby changes your life

However RSE is taught, it is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond.

7. ROLES AND RESPONSIBILITIES

A whole school approach has been adopted that actively involves the whole school community. All groups within the school have roles and responsibilities regarding RSE. In particular:

- The RSE programme is led by the designated PSHE co-ordinator, currently Mrs A Smith, who will maintain an overview of RSE provision and will have overall responsibility for its development and day to-day running of the programme. This will include keeping up to date with developments and

good practise, developing the provision to meet pupil's needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation of the subject.

- The senior leadership team (SLT) will endeavour to support the provision and development of RSE in line with this policy. They will ensure that the policy is followed and monitored effectively so that the school fully satisfies statutory requirements
- All staff who are timetabled to teach are involved in the delivery of RSE provision. Staff will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff, and access to appropriate training. Teaching staff should be reflective of their delivery and ensure that the subject lead is kept informed on the delivery of the subject to aid development and any individual training needs they may have to support this.
- Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important role in the pastoral support of children. They will have access to information about the RSE programme and will be supported in their pastoral role.
- All staff have a responsibility to deliver RSE in a sensitive and positive way, model positive attitudes and relationships in accordance with the ethos of our schools. Staff should ensure that their personal beliefs and attitudes do not prevent them from providing balanced RSE in line with this school policy.
- All staff have a responsibility to ensure that they follow this policy and follow school procedures around any safeguarding concerns which may arise via delivery of the subject.
- Governors have overall responsibility for the school RSE policy. They are consulted about the RSE provision and policy and have regular reports at Governor's meetings.

8. WORKING WITH PARENTS/RIGHT OF WITHDRAWAL

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

We always welcome dialogue with parents about the content of our RSE programme and how we can best support them to engage with their children on these topics.

Current regulation and guidance from the Department of Education states that primary schools must deliver Relationships Education from September 2020. As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education (or Health Education) content within the school curriculum, or from any statutory Sex Education which forms part of the National Curriculum for Science.

These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required. Whilst we believe that all of the content within our school's PSHE/RSE & Health Education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that which is delivered via the National Curriculum for Science.

Currently, there are some lessons taught through the Year 6 PSHE curriculum on reproduction and conception which fall into this bracket- these have been highlighted for parents to view on the medium term RSE plan in the appendices of this policy (appendix 1). Shortly before appropriate units of work, parents will receive a letter informing them of their children's forthcoming RSE lessons, including any non-statutory sex education content.

Those parents wishing to exercise their right to withdraw their children from these non-statutory sex education lessons should contact the PSHE coordinator who will share materials with parents, explore any concerns and discuss any impact that withdrawal may have on the child.

If parents still wish to withdraw their child from lessons, then this request will be recorded, and suitable alternative arrangements will be made for pupils during relevant lessons. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

9. CURRICULUM/DELIVERY OF CONTENT

The RSE programme will be delivered by teachers through PSHE lessons, which are timetabled weekly in themed units (see appendix 2). St Luke's uses the Local Authority's Primary curriculum resource as its main source of content. This includes a 'Growing Up and Relationships' unit for Years 1 to 6, which also covers elements required within the statutory Health Education framework (such as body parts, puberty, hygiene, menstruation etc) at an appropriate age. Some of these sessions are supported by the school nurse, including those in Year 6 on reproduction and conception.

The RSE programme for Years 5 and 6 is re-planned yearly, tailored each year to the specific needs of these cohorts. The main themes of puberty, relationships and reproduction are covered in an integrated way.

Content and learning objectives within these themes are considered through liaison with the school nurse and the school. An overview of the RSE content at St Luke's can be found on Appendix 1.

9.1 Methodology and resources

RSE is delivered predominantly by the class teachers. A range of teaching methods which involve children and young people's full participation are used to teach RSE. These include whole class discussions and debates, collaborative learning and independent work.

High quality resources are used to support our RSE provision and will be regularly reviewed so that we provide a framework in which children and young people can develop their knowledge, skills, attitudes and understanding about RSE.

Resource possibilities include:

- DVDs
- Transcripts
- Discussion cards
- Role play / scenarios
- Circle time
- Hot seating
- Games

Staff are sensitive to the needs of individual cohorts of pupils. For certain aspects of the programme, where it is regarded as beneficial, pupils are divided into single gender groups for part or whole of the lesson.

Teaching is conducted in a safe learning environment through use of ground rules – decided by pupils – so that pupils are not put on the spot, feel embarrassed or are expected to discuss their personal issues in class. Teaching resources are chosen based on their age-appropriateness to pupils.

9.2 Answering pupils' questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. St Luke's believes that pupils should have the opportunity to have their genuine questions answered in a sensible, sensitive, matter-of-fact way. Occasionally a pupil may ask a particularly difficult, explicit, or embarrassing question in class. Teachers will use their professional judgment and discretion to decide whether to answer the question in class and, if so, how.

To manage questions effectively, teachers will establish clear parameters of what is appropriate and inappropriate in a class situation by discussing ground rules with pupils before the main body of the programme is taught. Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member of staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads. These rules will be consistently referred to. Teachers will take an approach that encourages pupils to be mature and sensible.

If a teacher does not know the answer to a question, they will acknowledge this and suggest that they or the pupil will research the question later. If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge this and attend to it later with the child who asked it. If a question is too personal, the ground rules will be reiterated and if necessary, sources of support will be pointed out. A question box will be provided in each classroom during RSE lessons so that if a child has a personal question that they don't feel comfortable asking in front of others or feel it would be more appropriate to ask in private, they have a way of sharing their thoughts. If a teacher is concerned that a child's questioning may indicate a risk of sexual abuse, they will follow the school's child protection policy. Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

9.3 Monitoring and Evaluation

The RSE programme is regularly evaluated by the PSHE leader and Headteacher. Views of pupils and teachers who deliver the programme are used to inform planning, improving, and refining the programme on an ongoing basis. Evaluation of work and lessons follows the school policy for monitoring and evaluation.

10. EQUAL OPPORTUNITIES

Our children may have varying needs regarding RSE, depending on their circumstance and background. St Luke's strongly believes that all pupils should have access to RSE that is relevant to their particular needs. Our programme aims to respond to the diversity of children's cultures, faiths, and family backgrounds. (Reference Equalities Act 2010)

During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which meet their particular needs and reflect wider society and modern Britain.

Our approach to RSE will consider the following:

- **The needs of children.** We will consider the particular needs of each child to ensure that they have equal access to the RSE programme. We will also be proactive in combating sexism and sexist bullying.
- **Ethnic and cultural diversity.** Different ethnic and cultural groups may have different attitudes to RSE. We 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 social and ethnic groups.

- **Varying home backgrounds.** We recognise that our pupils come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children because of their home backgrounds.
- **Sexuality.** Our RSE will include sensitive, honest, and balanced consideration of sexuality. We will actively tackle homophobic bullying.
- **Special Educational Needs.** We shall take account that some of our pupils have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010.

11. SAFEGUARDING

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to the disclosure of a child protection issue. Upon this happening, teachers will consult with the designated safeguarding lead or in their absence, the deputy safeguarding lead following usual school protocol for such situations (see Child Protection and Safeguarding Policy).