



**St. Wilfrid's
Church of England
Primary Academy**

Executive Headteacher: Mr S. Colothan



Relationships and Sex Education (RSE) Policy

Updated October 2021

'I can do all things through Christ who strengthens me.'

Phillipians 4:13

'Highly effective relationships across the school create a safe and nurturing environment in this church academy. St Wilfrid's Christian character permeates through all aspects of school life and has a significant impact on the wellbeing of the whole school community.'

SIAMs Inspection, January 2018

Our Christian Vision

***'I can do all things through Christ who strengthens me.'* Philippians 4:13**

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.



Our Mission Statement



at St Wilfrid's we can

We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

At St. Wilfrid's, we can do all things through Christ who gives us strength.

Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.



Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

Our Context

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 St Wilfrid's Church of England Primary Academy our relationship education seeks to live out this commandment 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 community, 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 Values, which both respects the human body and seeks to ensure health and well-being.

Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including when online.

For the purpose of this policy, **Health Education** is defined as teaching children about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

Our Intent

St. Wilfrid's Church of England Primary School considers that Relationships, Sex and Health Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is also linked to the Science curriculum. We aim to offer children 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 set within a moral framework and matched to the children's level of maturity.

Relationships, Sex and Health Education (RSE) at St. Wilfrid's will:

- Ensure Relationships, Sex and Health 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.
- Provide a framework in which sensitive discussions can take place.
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Prepare children for healthy relationships in an online world.
- Help children to understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Support children to 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, commitment, love and sexuality.
- Teach children the correct vocabulary to describe themselves and their bodies.
- 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 our Christian Values.

Statutory requirements

As a Church of England primary Academy we must provide relationships education to all children in line with section 34 of the [Children and Social work act 2017](#). Although we are not required to provide compulsory sex education, we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must give regard to the 25 June 2019 [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of children, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs, delivered by HH Kids.

HH Kids deliver a programme of puberty and sex education lessons to Year 5 and 6 children. They are extremely experienced in the field and work closely with the school and subject leaders to ensure that the programme follows our school's policy and procedures. In conjunction with Subject Leaders, HH Kids have developed a suitable programme to meet the needs of our children. HH Kids also deliver a parent/carer awareness session, to inform them of the content and resources of the programme.

Policy Development

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

1. Review – Subject Leaders gathered all relevant information including relevant national, local and diocesan guidance on RSE.
2. Subject Leaders looked at this guidance alongside the PSHE Association objectives which are followed in school, to ensure all aspects were covered.
3. Staff and Governors consultation – all school staff were given the opportunity to look at the policy and make recommendations and the policy was shared with Governors.
4. The policy was shared with a sample of parents and carers, with the opportunity for them to provide feedback.
5. Ratification – once amendments were made, the policy was shared with governors and staff and approved.

This policy will be reviewed when necessary using the above process, drawing on the views of children, parents, staff and the community at the time of review.

RSE Curriculum

We primarily teach the RSE curriculum through our PSHE curriculum, which has been informed by DfE guidance on Relationships, Sex and Health Education.

We also teach RSE through other subject areas (e.g. Science, P.E. and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of their own body, and how it is changing and developing. Linked with R.E., children reflect on family relationships, different family groups and friendships.

They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, children's learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then, that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. Teachers will use their professional judgement when addressing issues in RSE. Careful consideration will be given to the wide and varied experience and backgrounds of the children in their care.

Delivery of RSE within our Curriculum

Effective Relationships, Sex and Health Education can make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

At St. Wilfrid's, RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We use a number of resources to plan and deliver lessons for RSE, such as Coram Life Education SCARF, which is accredited by the PSHE Association.

The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our children and in consultation with school staff and Governors. As is required by the new statutory guidance, parents have also been consulted on the relevant content within the policy.

We believe that this process ensures that the curriculum we provide for our children is reflective of the requirements placed upon us and also of the needs of our school community.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Sex education (Years 5 & 6) focuses on giving children the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

- Intimate and sexual relationships

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Significant aspects of relationship and sex education remain part of the National Curriculum for Science. These will be taught to all children.

RSE in KS1 Science

- That humans move, feed, grow, use their senses and reproduce
- To name the main external parts of the body
- That humans grow from babies into children and then into adults, and that adults can produce babies
- To recognise similarities and differences between themselves and other children

RSE in KS2 Science

- That the life processes common to humans and all animals include nutrition, growth and reproduction
- The main stages of the human life cycle.

In Year 5 and 6, we place a particular emphasis on RSE, as many children experience puberty at this age. Lessons are taught as same sex sessions to ensure that children feel comfortable to ask questions should they want to. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty and how their bodies change, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that all children know about the life cycle and reproduction.

Inclusion

Our children have different needs based on their emotional and physical development, life experiences, and learning differences, and we aim to ensure that all children have full access to RSE. Children 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 children gain a full understanding, taking into account that children may be developmentally at different stages.

Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual children with SEND or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

Equality and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equality statement.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

At St. Wilfrid's, we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Roles and responsibilities:

The Local 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 consistently across the school, and for managing requests to withdraw children from non-statutory/non-science components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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.

Children

Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Dealing with sensitive issues and difficult questions

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

- Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.
- A questions box will be available for children to ask anonymous questions during the HH Kids programme.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

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.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Leads.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. 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 outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that children's best interests are maintained and try to encourage children to talk to their parents or carers to provide support. If confidentiality has to be broken, children are informed first and then supported by the designated teacher throughout the whole process.

Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team and Subject Leaders through for example, planning scrutinies, learning walks and lesson observations.

Children's development in RSE is monitored by class teachers as part of our internal assessment systems.

Staff Support and Training

St. Wilfrid's believes in the importance of appropriate training to enable staff to deliver effective RSE. The PSHE Subject Leaders will access courses or INSET opportunities to assist staff involved in the delivery of RSE in accordance with the School Improvement Plan.

Right to withdraw

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. It is our hope that parents would wish their children to be involved in the schools positive and prudent programme of relationship and sex education. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise;
- Provide the opportunity for HH Kids to deliver a parent/carer awareness session, to inform them of the content and resources of the programme.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all children. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that 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.

Further policies

In conjunction with this policy, please also see:

- PSHE Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education, September 2021
- Anti-Bullying Policy
- Online Safety Policy
- Equality Statement

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>