



RELATIONSHIPS AND SEX EDUCATION

Communicating Love; Inspiring our
Community to Flourish

2019

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Rationale and Ethos

This policy covers our school's approach to the teaching of Relationships and Sex Education (RSE). It was produced by our RSE Leader in consultation with the wider Senior Leadership Team and ratified by our Governors including Parent Governors.

In a world where children receive information about sex and relationships from a variety of sources, many of which are inaccurate and unhealthy, our RSE provision aims to counterbalance these messages by providing accurate, age-appropriate information within the framework of our loving, Christian ethos.

There can be concerns that RSE sexualises children and promotes early experimentation whereas research evidence suggests the opposite; comprehensive RSE delays sexual activity for young peopleⁱ. Children are naturally curious about growing up, how their bodies work and how humans reproduce. We believe that their questions need to be answered honestly, using language and explanations appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment and shame.

Definition of RSE

RSE is not just learning about growing up, changes and reproduction. It is centrally about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make.

For Church schools, it is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudesⁱⁱ.

- ***Knowledge and Understanding*** including; emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the

male and female reproductive parts, gender stereotyping and discrimination, different families, healthy and unhealthy relationships and where to get help if needed

- **Personal and Social Skills** including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the differences between people, resilience to cope with change, making responsible and safe decisions, in both the off and online world.

- **Attitudes and Values** including; feeling positive about growing up, the importance of respect, care and love, the value of family life, the importance of stable and loving relationships, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

Aims

The Government wants pupils to leave school prepared, in the widest sense, for adult life so they can thrive safely and with respect for others in our modern worldⁱⁱⁱ. We share this aim and RSE forms a vital part of this endeavour.

At St Gabriel's, everything we do is underpinned by our loving, distinctive and inclusive Christian ethos. We want the best for our children; with love as our core value and primary motivation we ensure every decision and every action we take is with the best-interests of the child at the forefront of our thinking.

Role of Parents

We truly value parents and carers as their children's first, prime and most significant teachers especially when learning about relationships and sex; we view the partnership between home and school as vital in providing the context for this policy. We seek to work transparently and in partnership with our children's families ensuring that open communication is at the heart of our practice.

Inclusion and Diversity

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by differentiating for our pupils' specific needs and liaising with parents and carers. We ensure RSE fosters gender equality and LGBT+ equality^{iv} by carefully considering the resources, images and videos used to ensure they actively tackle stereotyping, bullying and discrimination.

Roles and Responsibilities

The RSE curriculum is led by our PSHE Leader Ruth Roberts (Assistant Headteacher) and it is taught by Class Teachers who are supported by the Headteacher and the wider Senior Leadership Team.

Class Teachers are trained to deliver RSE lessons effectively and sensitively with their practice being monitored and developed by our PSHE Leader.

Our Governing Body are responsible for ratifying this policy and ensuring its successful delivery.

Legislation

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),

- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Curriculum Design

Key Stage 1 and Key Stage 2

Our RSE programme is an integral part of our PSHE education provision and utilises The Christopher Winter Project scheme. This scheme of work is Quality Assured by the PSHE Association and the lessons have been woven into our broader PSHE scheme in the topics 'Me and My Relationships' and 'Me and My Future'. The resources have been reviewed to ensure they are aligned with our values and fit with the context of our Christian ethos.

Due to the nature of our current setting, all pupils have arrived with different experiences and understanding of RSE. Because of this, for the initial year of this policy and in order to establish a baseline of pupil knowledge, lesson content will be adapted to ensure no child is confused, shocked or in any way made to feel uncomfortable about these lessons.

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Year 1	About how to keep themselves clean Naming body parts About different types of families
Year 2	About gender stereotypes The differences between males and females Naming body parts
Year 3	Differences: Male and Female Personal Space Family Differences
Year 4	About human lifecycles Some basic facts about emotional changes during puberty Some basic facts about physical changes during puberty
Year 5	How to keep clean (personal hygiene) Physical changes for males and females during puberty Emotional changes during puberty
Year 6	Puberty Relationships and Reproduction Pregnancy and Conception

Reception

In Reception, whilst children are not specifically taught sessions within our scheme of learning, their learning journey covers many of the key topics especially in relation to their Physical Development and their Personal, Social and Emotional Development.

The RSE Leader works closely with our Reception teacher to ensure continuity of provision in the transition between Early Years and Key Stage 1

Safe and Effective practice

Due to the sensitive nature of the topics covered, a safe learning environment will be ensured through the use of agreeing ground rules alongside reference to our Golden Values and Rules. Distancing techniques such as using stories and videos are used to allow children to discuss issues without reference to themselves. Pupils' questions will be answered through the use of an 'Ask it Basket'. This allows teachers to prepare thoughtful and age appropriate answers. Should a question be asked that goes outside the scope of the lesson, Class Teachers will seek advice from PSHE leader/Headteacher and the question may be passed on to parents.

All staff teaching RSE will be supported by the PSHE Leader through formal training alongside more informal support such as discussion of planning and the sharing of good practice.

Safeguarding

Disclosures

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Staff are fully trained in handling disclosures which cause concern and they will consult with the Designated Safeguarding Lead and follow our safeguarding procedures.

Visitors and External Agencies

RSE is delivered by Class Teachers but should the need arise, visitors and external agencies may be used. They will be required to read our guidance documentation which includes information about our ethos and safeguarding.

Engaging stakeholders

As a school we value parents and carers as our pupils' most important teachers, especially in the teaching of Relationships and Sex Education. We are committed to working in partnership and appreciate that families will want to share in their child's learning in this area and talk about the topics learnt about within their own cultural and moral framework.

Annual Information Sessions

Parents will be informed of this policy through annual meetings and this policy will be available by requesting a copy at the school office. Parents will be informed of the topics covered and the resources used will be available to view and discuss in annual meetings.

Withdrawal of Pupils

Parents/carers have the right to withdraw their children from RSE content that is not part of statutory National Curriculum for Science. However, we seek to listen to all parents and to work through any concerns they have in partnership. Should a parent or carer wish to withdraw their child from RSE content, they need to write to our school's Headteacher stating this. If a parent/carers requests that their child be removed from

Relationships and Sex education, we will discuss the implications of this decision with the parents and provide support for them to discuss the topics covered at home.

Informing Governors

Governors will be informed of the RSE policy and curriculum coverage through meetings where the RSE leader will share and discuss this policy with them. In addition, they will be invited to parent information sessions.

Monitoring, Reporting and Evaluation

Teachers will critically reflect on their work in delivering RSE through professional discussion during RSE Meetings. Training needs and next steps will be identified and acted upon by the RSE leader in preparation for the next cycle of teaching.

Pupils will have opportunities to review and reflect on their learning during lessons and this will be shared with the RSE leader by Class Teachers.

Policy Review

As part of effective RSE provision, this RSE policy will be reviewed in 2020 and then at least every 2 years following its initial year to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education and Church of England advice and guidance.

ⁱ **Sex Education Forum** (2014) *SRE Policy Guidance*

ⁱⁱ **The Church of England Education Office** (2018) *Changes to the teaching of Relationships and Sex Education and PSHE*

ⁱⁱⁱ **DfE** (2019) *Relationships Education, Relationships and Sex Education, and Health Education in England*

^{iv} **DfE** (2010) *The Equality Act and Schools*

Church of England (2017) *Loving All God's Children*