



St. John's CE Primary School
Wetley Rocks

Relationships & Sex Education (RSE) Policy

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St John's CE Primary School is an inclusive community. We welcome pupils from all backgrounds; we treat everyone as an individual and aim to develop the whole person so that they are equipped to take their place in the modern world.

Staff and Governors at St. John's CE Primary School believe that RSE is the fundamental building blocks of positive relationships and this is promoted through our school Vision and Values:

"Shine like the star you are."

¹⁴ "You are the light of the world. A town built on a hill cannot be hidden. ¹⁵ Neither do people light a lamp and put it under a bowl, instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven." Matthew 5:14-16

Our Vision:

To develop within ourselves an understanding of what is right and fair, and to have the strength to face challenges and do the right thing. To be people of hope.

To celebrate individuality, and to respect ourselves, others and the world in which we live. To be the best we can be.

Our Values (SHINE):

Strength: have the strength to stand up for what is right. Be a courageous advocate.

Hope: to be people of hope. Have hope when times are dark and difficult. Keep positive and be resilient – there is light at the end of the tunnel.

Individuality: embrace and celebrate our differences. God made us all unique and this is a very special thing.

Nurture (kindness / love / compassion / respect): cherish, care for, encourage and protect everything in God's world - including yourself.

Excel: fulfil your God given potential; be the best you can be. Shine like the star you are.

Our Motto:

SHINE like the star you are.

What Is RSE?

The focus of relationships education in primary schools is the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relations and relationships with other children and adults.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Statutory requirements

At St. John's Primary School we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the Science curriculum.

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.

At St John's we teach RSE as set out in this policy.

Aims and Objectives

The aims of relationships and sex education (RSE) at St John's are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Curriculum

Our Key Stage 1 & 2 RSE curriculum is set out as per Appendix 1. Many elements of RSE are taught through PSHE and these include the units "Happy and Healthy Me", "Me and My Safety" and "Me and My Relationships" which make up part of the ENTRUST Scheme of Work.

Through our Science curriculum, KS2 children will be taught to describe the changes that occur in humans to old age. This will include changes that occur during puberty to adequately safeguard pupils. Teaching about puberty before children experience it is essential to ensure that pupil's physical, emotional and learning needs are met and they have the correct information about how to take care of their bodies and keep themselves safe.

Personal, Social and Emotional Development is taught in Early Years Foundation Stage. Through supported interaction with other children, pupils learn how to develop good friendships as well as how to keep safe to start their RSE education at St John's (Appendix 2).

We have developed our curriculum and have taken into account the age, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. We may need to adapt it as and when necessary in accordance with changing cohorts and situations that arise.

Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) curriculum. Biological aspects of RSE are taught within the Science curriculum, making links with health, and other aspects are included in Religious Education (RE).

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

Objectives are taught using the ENTRUST Scheme of Work which has been adapted to suits the pupils at St John's (Appendix 2). Teaching is supplemented with resources from a range of sources including 1 Decision/NSPCC (Speak Out Stay Safe/PANTS)/ Premier League Primary Stars/PSHE Association/LCP and Twinkl.

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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Responsibilities

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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 PSHE subject lead/Head of school.

Staff training on the delivery of RSE is included as part of St John's continuing professional development. This can be specific to individual members of staff or groups of staff and is provided as the need arises. Visitors from outside the school, such as school nurses or sexual health professionals, may be invited into school to provide support and training to staff teaching RSE.

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in line with our school values.

Right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents **do** have the right to withdraw their children from the non-statutory / non-science components of sex education within RSE. The parts of the curriculum that the children do have the right to withdraw from can be found in Appendix 1. **The words are highlighted in bold within Years 2, 3 and 6.**

Parents / carers will be notified of upcoming sex education sessions via letter (Appendix 3) / text message prior to delivery. We encourage parents / carers to communicate with the class teacher and / or view the teaching resources in order to make an informed decision regarding withdrawing their child.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Head of school. This letter will be kept in the pupil's file.

Alternative work will be given to pupils who are withdrawn from sex education.

The delivery of RSE is monitored by the **PSHE (Personal, Social, Health and Economic education) co-ordinator** through:

- planning and book scrutiny
- lesson observations
- pupil voice/interviews
- reviewing assessment tasks

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

Monitoring and Review

The head of school is responsible for monitoring the policy on a day-to-day basis.

The head of school is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld.

The governors are in turn responsible for evaluating the effectiveness of the policy. If amendments/improvements are required the school policies should be reviewed.

SHINE like the star you are.