

# ST MARY MAGDALENE CE PRIMARY SCHOOL

## Agreed Whole School Policy

### Relationship and Sex Education Policy (RSE)



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Signed .....                      Name .....                      Date .....

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust, honesty and love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

## St Mary Magdalene CE Primary School Relationship and Sex Education Policy

### Vision Statement

**Building on a foundation of Core Christian Values, we inspire and equip our children to acquire confidence, encouraging a thirst for lifelong learning.**

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

We aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental health and wellbeing issues.

### What is RSE in St Mary Magdalene?

Relationship and Sex Education (RSE) in St Mary Magdalene School is the teaching and learning of age-appropriate information to support children on their journey through childhood to adolescence. Accurate and unbiased information will be delivered to enable children to cope with real-life situations. The term 'relationship' is used with the children rather than sex education. This is to stress that our approach goes beyond the provision of biological information but also focuses on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

### Legal obligations

All schools have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents.

The DFES 'Relationship and Sex Education Guidance' 2000, suggests that RSE should have three main elements as follows:

#### Knowledge and Understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health emotions and relationships.

#### Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the values of family life and stable and loving relationships for the nurture of children.
- Learning the values of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

#### Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.

- Learning how to recognise and avoid exploitation and abuse.

### **Morals and Values Framework**

Our approach to RSE will be conducted within a clear morals and values framework based of the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

### **Equal Opportunities Statement**

Children may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- The needs of boys as well as girls.  
Girls tend to have a greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.
- Ethnic and cultural diversity  
Different ethnic and cultural groups may have different attitudes to RSE. The school 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 ethnic and cultural groups.
- Varying home backgrounds  
We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.
- Sexuality  
On average, about 5% of our pupils will go on to define themselves as gay, lesbian or bi--sexual. Some pupils may have gay, lesbian or bi--sexual parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with gay, lesbian or bi--sexual people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying.
- Special educational needs  
We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

**CONTENT****Year 1 – Growing and caring for ourselves****Lesson 1:** Keeping Clean**Lesson 2:** Growing and Changing**Lesson 3:** Families and Care**Year 2 – Differences****Lesson 1:** Differences: Boys and Girls**Lesson 2:** Differences: Male and Female**Lesson 3:** Differences: Naming the Body Parts**Year 3 – Valuing Difference and Keeping Safe****Lesson 1:** Differences: Male and Female**Lesson 2:** Personal Space**Lesson 3:** Family differences**Year 4 – Growing up****Lesson 1:** Growing and Changing**Lesson 2:** Body Changes and Reproduction**Lesson 3:** What is puberty?**Year 5 – Puberty****Lesson 1:** Talking about Puberty**Lesson 2:** Male and Female Changes**Lesson 3:** Puberty and Hygiene**Year 6 – Puberty and Reproduction****Lesson 1:** Puberty and Reproduction**Lesson 2:** Relationships and Reproduction**Lesson 3:** Conception and Pregnancy**Organisation**

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, particularly Science and Personal, Social Health Education (PSHE) and citizenship. At St Mary Magdalene the main content is delivered in PSHE lessons in the second half of the summer term to all years. This ensures a coherent spiral curriculum.

Active learning methods such as quizzes, role play, video and small group discussions will be used to ensure pupil participation.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques, so that pupils and teachers are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

RSE is normally delivered by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups.

Where appropriate outside agencies like the school nurse, health visitors or other organisations that provide relevant resources will be involved in the teaching of RSE.

Parents/carers will be informed of any visitors who will be involved in the RSE programme.

St Mary Magdalene School has a code of practice for using visitors to support the delivery of PSHE/RSE.

- All visitors are familiar with and understand the school's RSE and Child Protection policies, and work within it.
- All input to PSHE/RSE lessons are part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils to inform planning.
- Should a teacher be absent RSE would not be undertaken by a short-term supply teacher.

## Specific issues within RSE

### The role of the parent and the right to withdraw their child

The school is well aware that the primary role in children's Relationship and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

- Inform parents/carers about the school's Relationship and Sex Education policy and practice.
- Answer any questions that parents may have about the Relationship and Sex Education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship and Sex Education in the school
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the school's RSE programme except those in the statutory National Curriculum (i.e. biological aspects of human growth and reproduction)

A letter will be sent to parents stating what the RSE programme will entail when dealing with sensitive issues that parents perhaps don't want their child involved with.

If a parent wishes to withdraw their child, they need to have a discussion with the Head Teacher so she can be made aware of the reasons and provide alternative arrangements.

### Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. 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 a matter of child protection.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. If the teacher has concerns they will draw their concerns to the attention of the designated Child Protection person as a matter of urgency. The designated person will then deal with the matter in consultation with health care professionals (see Safeguarding Policy)

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### Dealing with questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate.

As the range of understanding may be considerable we have applied a three level response to questions:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their children's question answered

Older pupils will be encouraged to write down questions anonymously and post them in a question box. The teacher will then have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.

Therefore, the following ground rules have been agreed to provide a common values framework within which to teach:

- No-one (teacher or pupil) should be expected to answer a personal question.
- No-one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way.

If a verbal question is too personal the teacher should remind the pupils of the ground rules. Teachers should not be drawn into providing more information than is appropriate to the age of the child. The school believes that individual teachers must use their skill and discretion in this area and refer to the child protection co-ordinator if they are concerned.

### **Dealing with bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning racism, sexism, homophobia, appearance and other sexual relationships issues. The school takes the issue of bullying very seriously and this is reflected in the school's Anti-Bullying policy. The RSE and PSHE programmes will consider bullying and aim to discourage it.

### **Consultation**

**This has been carried out with the following groups of the school community:**

- Staff
- Education Committee
- Parents

### **Dissemination of RSE policy**

All staff members, governors and Parent Councillors receive a copy of the RSE policy. Training is delivered to staff on the policy content. Copies are available from the school office on request from parents.

### **Monitoring and evaluation of the policy**

Leadership facilitates the gathering of policy feedback from staff, pupils and parents. These views will be used to make changes and improvements on an ongoing basis.

### **Consultation on New Statutory Guidance and Regulations**

The government launched a consultation (which closed on 7 November 2018) on new statutory guidance and regulations intended to make Relationships Education and Relationships & Sex Education (RSE) compulsory.

The Children and Social Work Act 2017 required the Government to bring forward statutory guidance to make relationships and sex education compulsory in English schools. Since then some religious groups have been lobbying the Government for greater opt-outs – particularly over addressing LGBT issues.

The delay in bringing out the guidance for consultation means that it will not come into force until a year later than first planned – September 2020.