



St Mary's C of E Primary School Chessington

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Relationships and Sex Education Policy

Committee responsible	Pupil Progress
Approval required by	FGB
Statutory or Recommended	Recommended
Frequency of review	Annually
Date approved	14 th July 2019
Date of next review	July 2020
Display on website	Yes
Link with other policies	PSHEC policy

Signed Headteacher

Dated / /

Signed Chair of Governing Body

Dated / /



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Relationships and Sex Education Policy

Governor's Statement on Relationship and Sex Education (RSE): Relationship and Sex Education is an integral part of our Personal, Social and Health Education programme, an area which is considered important throughout our school. We will be guided in our teaching of it by the values and principles of the Church of England.

Rationale

At St Mary's, we have based our Relationship and Sex Education Policy on the DFEE guidance document Sex and Relationship Education Guidance (ref DFEE 0116/2000). In this document, sex education is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of, stable and loving relationships for family life, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.'

At St Mary's we are committed to offering all pupils a first-class, child centred education. The Christian traditions of our school make an important contribution to the Christian values, principles and beliefs which influence our curriculum and relationships at the school. At St Mary's Church of England Primary School, we believe that Personal Social and Health Education (PSHE) and Citizenship education help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. RSE is an integral part of PSHE and focusses on relationships with others. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

Aim of Relationship and Sex Education is:

- To provide a secure, sensitive and caring framework where learning and discussion can take place;
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the pupils;
- Encourage the use of correct vocabulary;
- To foster self-worth and awareness, together with a sense of moral responsibility;
- To help pupils acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness;
- To ensure that sex education is available to all children regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities.

Context

At St Mary's the RSE programme is tailored to the age and the physical and emotional maturity of the pupils and is delivered by school staff and invited professionals. Included within the programme is knowledge appropriate to the Primary age-range about the human body, including the reproductive system. It is important that children understand about this aspect of their bodies before the beginning of puberty and we share this responsibility with families.

Objectives of Teaching and Learning RSE

Are split into three key areas: Knowledge and Understanding; Attitudes and Values; and Personal and Social Skills, none of which stand alone, but are fully intertwined.

Knowledge and understanding:

- Learning and understanding physical development at appropriate stages.



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- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and Values

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

While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation.

Like the rest of the PSHE policy, this strand includes both generic and specific learning. The generic learning is common to many aspects of the life of the school, and is learnt through codes of behaviour, circle time discussion, assembly worship etc. The specific learning is allocated to particular year groups to cover (see Appendix 1 for a curriculum overview).

The generic elements include:

- Respect for individual differences, views and talents.
- Awareness of feelings in self and other and extending the vocabulary to talk about them.
- Understanding and meeting the needs of others, including younger children.
- Ways to keep safe – including rules and adult advice, in particular the roles of specialist adults (eg doctors, nurses, police officers).
- Ways to keep healthy, including personal hygiene.
- Ways to resolve differences – with words not hands; assertive but not aggressive.
- What bullying is, why it is wrong, and what to do if you think it is happening.

Organisation of Relationships and Sex Education

Our approach to RSE actively involves the whole school community as everyone has rights and responsibilities regarding RSE.

School Responsibilities

The governing body supports the Headteacher in implementing and monitoring the RSE policy. It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.



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The Headteacher liaises with external agencies regarding the school's RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. The Headteacher supports any member of staff who feels uncomfortable or inadequately trained and who does not wish to teach sex education. It is the responsibility of the PSHE co-ordinator to maintain an overview of RSE provision and have overall responsibility for its development, resourcing and good practice. All teachers are involved in the school's RSE provisions which are taught through PSHE, science, RE and other curriculum areas. All teachers play an important pastoral role by offering support to pupils.

The role of the Teaching Staff

Children develop at different rates, physically and emotionally. Their own experiences within their families are very varied according to the composition of the family, and the customs of family life. It is important to respect their personal sensitivities, and not to expect responses (eg to discussion) which they are not comfortable to make. The ethos of the school and the classroom (as taught through Circle Time) should be a strong support in helping children to listen carefully and to respect each other. Staff may be faced with questions – either in the specific context of sex education lessons, or at other times – which are outside the parameters of the curriculum for the age group. The questioner should be treated with respect, but asked to wait for a considered, personal response outside the main lesson. It may be appropriate to give this in consultation with the child's parents.

The role of the Parents

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 about the school's 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 relationships 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 relationship and 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.

Parents and carers have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their child from all or part of the RSE programme that we teach in our school. If a parent wishes their child to be withdrawn from relationship and sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

The Role of Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our relationship and sex education programme. Other people that we can call on may include local clergy, social and youth workers.



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Confidentiality and Sensitivity

Teachers conduct RSE lessons in a sensitive manner and in confidence. Most RSE lessons are whole class, however there are occasions where it is more appropriate for them to be taught in gender sessions (i.e. girls and boys separately). Ground rules are set to ensure a safe environment, reduce anxiety and embarrassment and minimise unconsidered, unintended personal disclosures. An example of ground rules could be:

- We will not ask personal questions.
- We will respect each other and not laugh at each other's questions.
- We will not say things that we want to keep confidential.
- We can 'pass' or 'opt out' if something makes us feel uncomfortable.
- We will try not to talk about each other outside the classroom.
- We will adopt a 'worry box' for pupils to contribute to, in confidence.

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 Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals.

Assessment, Monitoring and Evaluation

Assessment in RSE is largely formative and made by the class teacher at the beginning of a topic to gauge understanding, or as a topic progresses to inform future planning. However, it may also be summative to measure how much information a child has acquired by the end of a topic covered. In the Foundation Stage, observations are recorded against Development Matters and Early Learning Goals. Teachers are required to evaluate their teaching programmes and feedback to the PSHE Co-ordinator.

This Policy will be reviewed on an annual basis in meetings with staff and governors, taking into account feedback from pupils and parents.