



# Lea Endowed CE Primary School

## Whole School Policy for Relationships and Sex Education (RSE)

Reviewed: January 2021  
Due for Review: September 2023

### **'LET EVERYONE SHINE'**

At Lea Endowed Church of England School we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do.

Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

*"Let your light shine."*

Matthew 5:16

**At Lea Endowed CE Primary School, it is our intent to nurture and develop the whole child. Our Vision statement sets out our rationale for life and work in school.**

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 Lea Endowed Church of England School our relationship education seeks to live out this command 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 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 principles, which both respects the human body and seeks to ensure health and well-being.

It is our aim that each child will have the opportunity to fulfil their potential in mind, body and spirit by:

- Providing a safe and secure learning environment where independence is promoted.
- Encouraging positive relationships, team spirit and responsibility.
- Providing a broad and balanced curriculum, which is stimulating, challenging and exciting.
- Building strong, collaborative relationships with family, church and community.
- Promoting the development of self-esteem, confidence and healthy lifestyles.
- Recognising and celebrating success

## **Introduction**

In line with the Government's directive this policy has been determined by the Governing Body in conjunction with the Head Teacher and relevant staff. Significantly, this policy places sex education firmly in the context of the importance of relationships as a whole and seeks to develop it as such. It is also taught in the school's Christian context that we are all unique creations made in God's image.

Our Christian Values, linked to British Values are continually promoted through RSE, SMSC and all teaching and learning. All within the school family will challenge any type of discriminatory and/or bullying behaviour, eg through unwanted attentions (verbal or physical) and unwelcome or offensive remarks or suggestions. We believe that sex education should be seen as a continuous process contained within the total curriculum. It forms part of Lea Endowed's personal, social, cultural, spiritual, moral and religious ethos and education. It has an important role to play in fulfilling our commitment to help pupils develop as a whole person within our ethos of being the best that we can be and is part of making Lea Endowed CE a healthy school. In this way, RSE seeks to help our children grow by:

**Providing a comprehensive programme which conveys accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.**

- Developing confidence and making the most of their abilities.
- Preparing them to play an active role as citizens.
- Encouraging them to develop a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.
- Helping them to lead confident, independent lives.

RSE takes place throughout a child's time at Lea Endowed CE, embracing the wider curriculum in a safe and caring environment and looking to develop positive:

- Attitudes and Values.
- Personal and Social skills.
- Knowledge and Understanding.

It is achieved through a whole-school approach, which ensures that the school's policy is appropriately set for the age and maturity of the pupils. This includes;

- Involving parents and carers (please note that Lea Endowed CE's policy is available to parents who may be consulted about its content in general, as well as contacted in Y6 before the more focused sex education programme is taught).
- A broad and balanced curriculum, with high quality PSHE and SMSC that promotes tolerance and tackles intolerance.
- Giving staff appropriate training and support.
- Ensuring that pupils' views are listened to.
- Ensuring that everything takes place within an equal opportunity's framework, including sensitive consideration of families' cultural and religious beliefs.

## **Statutory Requirements**

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education

Please note that the term parent in this policy is also meant to include carers.

## **Aims**

The aims of Relationship and Sex Education at Lea Endowed CE Primary School are:

- To ensure Relationships and Sex 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.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To 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 Christian values.
- To know how to 'love your neighbour' even when we might disagree.

As part of relationships and sex education, children are taught about the nature and importance of marriage for family life and bringing up children. But we also recognise that there are strong and mutually supportive relationships outside marriage. Therefore, pupils learn the significance of marriage and stable relationships as key building blocks of community and society. Care is taken that there is no stigmatisation of children based on their home circumstances.

In this way RSE contributes to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life. It is firmly rooted in our approach to citizenship.

We believe that effective RSE does not encourage early sexual experimentation, but rather helps teach young people to understand human sexuality and to respect themselves and others. Within Lea Endowed CE Primary School, we believe RSE should be an early step towards maturity, building self-esteem and confidence and understanding the reasons for delaying sexual activity. It is intended to begin the process of building the knowledge, skills and awareness that are particularly important today because of the many different and conflicting pressures on young people.

The RSE Curriculum will cover key skills, attitudes and values that our children will need to gain, develop and explore healthy relationships with others, as well as the information they need to keep themselves safe and ask for help if they need it.

Progression in RSE will be as follows:

<b>Reception</b>	<p>Understand their own feelings and those of others.</p> <p>Manage emotions</p> <p>Develop a positive sense of self</p> <p>How to look after their bodies including recognising that they have parts of their bodies which are private</p> <p>Manage personal needs independently</p> <p>Learn how to make good friendships</p>	<b>Use correct names for reproductive organs and external body parts as and when it is appropriate from Reception onwards</b>
<b>Year 1</b>	<p>Recognise genitals are private</p> <p>Develop understanding of difference between 'good' and 'bad' secrets</p> <p>Develop judgement of what is acceptable and unacceptable physical contact</p> <p>How to respond to the above – who to tell and how to tell</p> <p>Understand everyone is unique and has a sense of worth</p>	
<b>Year 2</b>	<p>Process of growing from young to old - human reproduction</p> <p>How people's needs change</p> <p>Opportunities and responsibilities of increasing independence</p> <p>Responsibility for keeping themselves and others safe</p> <p>Healthy and unhealthy relationships</p> <p>Recognising when and how to ask for help</p>	
<b>Class 3</b>	<p>How images in the media do not always reflect reality and the consequences of this</p> <p>Nature and consequences of discrimination</p> <p>Protecting personal information online</p> <p>Understanding risk and building resilience</p> <p>Making informed choices including body ownership – knowing a range of appropriate responses to unwanted touch</p> <p>Resisting pressure</p> <p>Positive and negative influences on physical, emotional and mental health</p> <p>Understanding good and not so good feelings</p> <p>Recognising and challenging stereotypes</p> <p>Reinforcing key messages about identifying and talking to a trusted adult</p>	
<b>Class 4</b>	<p>Conflicting emotions</p> <p>Pressures to behave in an unacceptable, unhealthy or risky way</p> <p>Marriage is a commitment freely entered into by two people</p> <p>Body changes and feelings during puberty – understand emotions are effected by hormonal changes</p> <p>Identify ways boys and girls change during puberty</p> <p>Different types of bullying including homophobic</p> <p>Using social media safely</p> <p>What makes relationships unhealthy</p> <p>Know and understand the meaning of consent in relation to their bodies</p>	
<b>Class 5</b>	<p>Builds on and reinforces all themes from previous years</p> <p>Know correct terminology for reproductive organs and external body parts</p> <p>Understand term menstruation and know that this starts at different times for different girls</p> <p>Understand that puberty involves changes that are physical, emotional and psychological</p> <p>Reflect on and reinforce key learning around privacy in relation to their body</p> <p>Understand how some children may struggle during puberty and body changes</p> <p>Body image</p> <p>Forced marriage</p> <p>National, regional, religious and ethnic identities including transgender if appropriate</p> <p>Issues around feelings including feelings towards people of the same sex</p>	

## **The Specific Teaching of Sex Education**

We believe that broached sensibly and sensitively, sex education itself is appropriate and relevant for our children. We feel our approach is of great benefit to our young people, informing them, helping them to sensibly question and preparing them for both their present and their future in a society where issues of health, sex and sexuality are very prevalent, especially through the increasing influence and liberalisation of television.

The purpose of sex education specifically is to provide knowledge about the processes of human reproduction and the nature of sexuality and relationships. At the same time, it should lead to the acquisition of skills and attitudes which prepare children to manage their relationships in a responsible and healthy manner. It also provides a very important forum for children to discuss their own issues and ideas, clarifying issues, gaining correct information and reaching balanced views that may help them to avoid potential difficulties in the future.

Therefore, added to the above context, RSE for our older children aims:

- To explain changes in the body related to puberty, the varying time scales associated with these and what issues may cause young people anxiety and how they can deal with these.
- To present facts in an objective, balanced and sensitive manner, set within a clear moral framework, which emphasises the importance of relationships.
- To provide a basic knowledge about the purposes of human reproduction
- To generate an atmosphere where questions about sexuality and reproduction can be asked and answered simply and truthfully and without embarrassment on either side.
- To help children appreciate the value of stable family life and the responsibilities of parenthood.
- To help children appreciate the need for proper care for all young creatures.
- To encourage children to consider the importance of dignity, respect for themselves and sensitivity towards the needs and views of others.
- To help children understand that they have rights and should have control over who touches or sees their bodies and to increase communication skills about these.
- To recognise that parents are key figures and the teaching offered by school should be complementary and supportive to this role.
- To provide a means of developing the total personality of the child, thus helping the overall development of all children into well balanced human beings, who are able to take a responsible role within society.
- Develop meaningful discussions about feelings and relationships and avoid an overly reproductive focus.
- Identify the different needs and learning styles of boys and girls and provide work and discussions in single sex groups whenever appropriate.
- Provide a questions box, so that some questions can be asked anonymously, so that important issues aren't missed through a child's embarrassment.

It is also an essential part of this that pupils are helped to:

- Develop the maturity to discuss more personal subjects.
- Understand the importance of agreed ground rules such as, no one will have to answer a personal question, no one will be forced to join in a discussion, no one will be laughed at, only the correct names for body parts will be used and meanings of words will be explained in a sensible and factual way.
- Talk to an appropriate adult if they have an anxiety knowing that their question will be treated privately.

Language related to Sex Education is introduced at age appropriate levels using the correct terms for all body parts (see additional progression in vocabulary document) Some of this language will be introduced in the context of Science lessons. Staff will use their judgement in discussions, depending on understanding and maturity level of learners.

As part of the ground rules, the teacher will also set certain parameters in which the questions will be answered. Where children raise a concern or question that staff consider reflects an inappropriate sexual knowledge, parents will be contacted and/or a referral made to children's social care if it is believed it is a safeguarding issue.

As part of this, teachers may choose to use distancing techniques, whereby pupils are helped to be able to broach more personal subjects by considering them from the view of a third party. At the end of each session a time for reflection is included.

### **Organisation**

1. The RSE (including age appropriate information regarding online pornography/Sharing of inappropriate images) /PSHE/ Online Safety curriculum is embedded throughout all classes and subjects. Our PSHE curriculum follows the SCARF scheme and each year the children will cover the "Relationships and Me" unit from SCARF. The "Moving and Growing" units cover Sex Education; these will **not** be used other than in Year 6 alongside other resources (see below).
2. Year 5/6 children follow a course on sex education during the latter half of the year.
3. Opportunities are provided for question and answer sessions.
4. All programmes are viewed and discussed as a class group and opportunity is given to ask questions. Children are also given the opportunity to ask questions privately. The staff have a policy of answering questions frankly, but appropriately, taking account of maturity and the needs of the group or individual.

### **Parental Involvement**

Parents of Year 5/6 children are informed by letter about when our programme of sex education is to take place with opportunity to view the materials and discuss the school's approach to RSE. Parents are informed that they have the right to withdraw their child from the presentation of the materials and the RSE sessions.

### **RSE throughout other age groups**

The teaching of RSE takes place as part of our PSHE (Personal Social and Health Education) Citizenship, and R.E. (especially the emphasis on personal development), it also takes place through many other curriculum areas. For example, it is particularly relevant to National Curriculum Science.

### **Special Needs**

At Lea Endowed CE all our RSE teaching is differentiated to the intellectual and emotional needs of individual children. RSE will also be provided for children with specific special educational and physical needs in consultation with their parents.

### **Confidentiality and Child Abuse**

Whilst all discussions will be dealt with as sensitively as possible, including the guarantee of privacy where appropriate, it must be understood that absolute confidentiality cannot be guaranteed, especially where a member of staff suspects that a child is a victim of abuse or have reason to believe that he/she is at risk of abuse.

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.

## **Right to be excused from Sex Education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance

Alternative work will be given to pupils who are withdrawn from Sex Education.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

### **Staff**

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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.

### **Pupils**

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