

# St James' Relationships and Sex Education Policy

## **Our School Vision**

As a Church of England School, we are a caring family that offers a stimulating, inclusive and nurturing environment where all children feel safe, cared for and valued - made equally by God. We aim to be a constant pillar of support, kindness and love within the community. At St James' we strive to bring out a creative side in all subjects and embrace different ways of learning. All staff are committed to ensuring that every child excels in their learning and are guided through the teachings of Jesus Christ and the values He taught us. With Christian values at the heart of our school, St James' is a beacon of light in our local community.

## **Rationale and ethos**

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and RSE curriculum.

RSE is an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We ensure RSE is inclusive and meets the needs of all our pupils including those with special educational needs and disabilities (SEND) and will do so working closely with our SEND policy.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Teach pupils the correct vocabulary to describe themselves and their bodies (see appendix 1)
- Enable our children to form healthy and positive relationships and the importance of showing respect to others
- Be active citizens within the local community
- Become healthy and fulfilled individuals
- Equip children with the ability to distinguish between fact and opinion

## **Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the subject leader pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to join a working party and attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils, from years 1 - 6 want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **Roles and responsibilities**

### The governing board

Will approve the RSE policy, and hold the head teacher to account for its implementation. The link governor for RSE is Jacob Mercer.

### The head teacher and senior leadership team

Responsible for ensuring that RSE is taught consistently across the school

### The subject lead

Will support staff in the delivery of the RSE curriculum, as well as monitoring and evaluating the teaching of RSE. The subject lead will report on the teaching of RSE to the head teacher and governors.

### Class teachers

Responsible for: delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress, and responding to the needs of individual pupils

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 subject lead or a member of the senior leadership team.

### Pupils

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

## **Legislation (statutory regulations and guidance)**

Current regulations and guidance from the Department of Education state that as of September 2020 all Primary Schools will be required to deliver Relationships and Health Education as outlined in the new statutory curriculum.

However, we are not required to provide non-statutory sex education and will not be doing so. We do need to teach the elements of sex education contained in the Science curriculum. (See section: Parent's right to withdraw).

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)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

### **Curriculum design**

See appendix 2 for long term plans highlighting curriculum content. Schemes of work available on request.

### **Safe and effective practice**

In line with our Teaching, Learning and Curriculum Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. All pupils will work within a safe, secure environment to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules prior to teaching RSE.

In KS1 and KS2 RSE lessons are part of the termly time-table. Learning opportunities in other subjects through our theme led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

The subject lead and senior leadership team will support all staff teaching RSE. Staff will be trained on how to deliver sensitive areas of the curriculum, and on how to deal with difficult or awkward questions.

RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness.

Difficult/awkward/embarrassing questions will be dealt with by:

- Allowing individual staff to use their professional judgement as to answering questions in front of the whole class or individually, taking into account our Safeguarding Policy.
- Encouraging learners to ask their parents/carers any question outside the planned programme.
- Setting out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Having designated adults that learners know of to go to if they wish to talk.

Language considered acceptable and appropriate for use in RSE will:

- Use the correct terms for all body parts (see appendix 1)
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive.

## **Safeguarding**

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. In this instance, in line with the Safeguarding Policy, teachers will consult with the designated safeguarding lead and in their absence one of the safeguarding team.

Visitors/external agencies, which support the delivery of RSE, will be required to submit all resources to staff prior to delivering to pupils. The protocol for inviting visitors into lessons is that a discussion is had with the class teacher prior to arrival.

## **Parents' right to withdraw**

Parents do not have the right to withdraw their children from any part of the National Curriculum. This includes the parts of the Science Curriculum covering body changes and relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. We will not be teaching any additional non-statutory sex education at St James'.

## **Engaging stakeholders**

Parents will be informed about this policy through an invitation to a consultation each time it is reviewed. This policy will be available to parents through the school website. We are committed to working with parents and cares by continuing the work of our RSE working party, which is open to all. We will continue to work closely with parents to ensure that they are fully aware of what is being taught.

If a parent/carer wishes to discuss any aspect of RSE, they may book an appointment with the subject lead and senior leadership team through the school office.

Governors will be informed of the continued development of the RSE policy through the work of the Curriculum Committee, link governor and at Full Governing Body Meetings.

Pupil voice will be used to continually review and tailor our RSE programme to match the different needs of pupils.

## **Monitoring, reporting and evaluation**

The delivery of RSE is monitored by Charlie Burton, RSE subject lead through: planning meetings, lesson observations, book looks, discussion with pupils and learning walks.

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

This policy will be reviewed by the subject lead and senior leadership team every two years. At every review, the policy will be approved by the governing body.

## **Links with other policies**

We recognise the clear link between RSE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Behaviour Policy
- Fundamental British Values
- SEND Policy
- Assessment Guidance
- Religious Education Policy
- St James' Teaching, Learning and Curriculum

- St James' Equality and Inclusion Policy
- Safeguarding Policy

### Appendix 1

Here is a list of the specific vocabulary which will be taught in years 2,5 and 6 where the National Curriculum Science objectives on growing and changing are be taught.

<u>Year 2</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>• Sex</li> <li>• Gender roles</li> <li>• Stereotypes</li> <li>• Boy</li> <li>• Girl</li> <li>• Male</li> <li>• Female</li> <li>• Body parts</li> <li>• Penis</li> <li>• Vagina</li> <li>• Nipples</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty</li> <li>• Physical changes</li> <li>• Emotional changes</li> <li>• Moods</li> <li>• Menstruation</li> <li>• Periods</li> <li>• Tampons</li> <li>• Sanitary towels</li> <li>• Wet dreams</li> <li>• Semen</li> <li>• Erection</li> <li>• Sweat</li> <li>• Breasts</li> <li>• Spots</li> <li>• Pubic hair</li> <li>• Underarm hair</li> <li>• Sexual feelings</li> <li>• Circumcision</li> <li>• Foreskin</li> </ul>	<ul style="list-style-type: none"> <li>• Womb</li> <li>• Sperm</li> <li>• Egg</li> <li>• Conception</li> <li>• Fertilisation</li> <li>• Pregnancy</li> <li>• Sexual Intercourse</li> <li>• Fostering</li> <li>• Adoption</li> <li>• Female Genital Mutilation</li> </ul>

## Appendix 2 – Long term plans highlighting curriculum content

St James' Year 1 RSE Long Term Plan 2020—2021

Autumn 1	<b>Keeping safe</b> How rules and age restrictions help us;	<b>Families and friendships</b> Roles of different people; families; feeling cared for	<b>Belonging to a community</b> What rules are; caring for others' needs; looking after the environment
Autumn 2	<b>Respecting ourselves and others</b> How behaviour affects others; being polite and respectful	<b>Growing and changing</b> Recognising what makes them unique and special; feelings and managing when things go wrong	<b>Keeping safe</b> Travel safety
Spring 1	<b>Physical health and Mental wellbeing</b> Keeping healthy; food and exercise	<b>Physical health and Mental wellbeing</b> Hygiene routines and sun safety	
Spring 2	<b>Money and work</b> Strengths and interests and jobs in the community		
Summer 1	<b>Safe relationships</b> Peer pressure	<b>Safe relationships</b> Seeking permission	
Summer 2	<b>Safe relationships</b> Recognising privacy and staying safe	<b>Keeping safe</b> Keeping safe online	<b>Media literacy and digital resilience</b> Using the internet and digital devices, and communicating online

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St James' Year 2 RSE Long Term Plan 2020—2021

Autumn 1	<b>Physical health and Mental wellbeing</b> Managing feelings and asking for help	<b>Keeping safe</b> Travel safety	<b>Keeping safe</b> Safety in different environments
Autumn 2	<b>Families and friendships</b> Making friends; feeling lonely and getting help	<b>Respecting ourselves and others</b> Recognising things in common and differences; playing and working cooperatively; sharing opinions	<b>Safe relationships</b> Managing secrets; resisting pressure
Spring 1	<b>Safe relationships</b> Getting help; recognising hurtful behaviour	<b>Keeping safe</b> Risk and safety at home; emergencies	
Spring 2	<b>Safe relationships</b> Peer pressure	<b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community	
Summer 1	<b>Media literacy and Digital resilience</b> The internet in everyday life; online content and information	<b>Physical health and Mental wellbeing</b> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	
Summer 2	<b>Money and Work</b> What money is; needs and wants; looking after money	<b>Growing and changing</b> Growing older; naming body parts; moving class or year	

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**St James' Year 3 RSE Long Term Plan 2020—2021**

Autumn 1	<b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	<b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour	<b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings
Autumn 2	<b>Safe relationships</b> Personal boundaries	<b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks	<b>Safe relationships</b> Peer pressure
Spring 1	<b>Keeping safe</b> Travel safety	<b>Keeping safe</b> Safety in the local environment and unfamiliar places	<b>Keeping safe</b> Risks and hazards
Spring 2	<b>Families and friendships</b> What makes a family; features of family life		
Summer 1	<b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities	Media literacy and Digital resilience How the internet is used; assessing information online	
Summer 2	<b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings	<b>Money and Work</b> Different jobs and skills; job stereotypes; setting personal goals	

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**St James' Year 4 RSE Long Term Plan 2020—2021**

Autumn 1	<b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively	<b>Physical health and Mental wellbeing</b> Mental health	<b>Money and Work</b> Making decisions about money; using and keeping money safe
Autumn 2	<b>Media literacy and Digital resilience</b> How data is shared and used	<b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care	
Spring 1	<b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality		
Spring 2	<b>Growing and changing</b> Personal identity; recognising individuality and different qualities; mental wellbeing	<b>Keeping safe</b> Drugs common to everyday life	<b>Keeping safe</b> Medicines and household products
Summer 1	<b>Belonging to a community</b> Pollution problems	<b>Belonging to a community</b> What makes a community; shared responsibilities	
Summer 2	<b>Families and friendships</b> Positive friendships, including online	<b>Safe relationships</b> Recognising risks online	<b>Keeping safe</b> Using public transport independently

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**St James' Year 5 RSE Long Term Plan 2020—2021**

Autumn 1	<b>Families and friendships</b> Managing friendships and peer influence	<b>Respecting ourselves and others</b> Responding respectfully to a wide range of people; recognising prejudice and discrimination	<b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies and first aid
Autumn 2	<b>Safe relationships</b> Feeling safe	<b>Safe relationships</b> Physical contact	<b>Keeping safe</b> Keeping yourself safe
Spring 1	<b>Media literacy and Digital resilience</b> How information online is targeted; different media types, their role and impact	<b>Physical health and Mental wellbeing</b> Mental wellbeing	<b>Physical health and Mental wellbeing</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies
Spring 2	<b>Keeping safe</b> Using public transport independently	<b>Money and Work</b> Identifying job interests and aspirations; what influences career choices; workplace stereotypes	
Summer 1			
Summer 2	<b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	<b>Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM	<b>Belonging to a community</b> Protecting the environment; compassion towards others

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**St James' Year 6 RSE Long Term Plan 2020—2021**

Autumn 1	<b>Families and friendships</b> Attraction to others; romantic relationships; civil partnership and marriage	<b>Keeping safe</b> Keeping personal information safe; regulations and choices;	<b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes
Autumn 2	<b>Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues	<b>Media literacy and Digital resilience</b> Evaluating media sources; sharing things online	<b>Safe relationships</b> Recognising and managing pressure
Spring 1	<b>Keeping safe</b> Drug use and the law; drug use and the media	<b>Money and Work</b> Influences and attitudes to money; money and financial risks	
Spring 2	<b>Physical health and Mental wellbeing</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	<b>Keeping safe</b> Drugs common to everyday life	<b>Keeping safe</b> Medicines and household products
Summer 1	<b>Growing and changing</b> Increasing independence; managing transitions	<b>Growing and changing</b> Human reproduction and birth	<b>Safe relationships</b> Consent in different situations
Summer 2	<b>Keeping safe</b> Keeping yourself safe	<b>Money and work</b> Living independently	<b>Physical health and mental wellbeing</b> Mental wellbeing

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