



# St James CE Primary School, Haslingden

Relationships and Sex Education Policy	
Written By	Caitlin Dunne
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*Growing in God's Love, Learning as we go.*

ENDURANCE    FORGIVENESS    PEACE  
FRIENDSHIP    TRUST    KOINONIA  
THANKFULNESS

## **Mission Statement**

To provide a high quality of education for all our Pupils within a Christian environment.

At St James', we aim to provide a secure, caring and stimulating environment in which children and adults are encouraged to strive to do their best in all aspects of their development.

Our motto 'Growing in God's love, learning as we go' provides the ethos for the Growth and Relationships programme which conveys the importance of Christian values and moral considerations valuing family life, stable, loving relationships, respect and care.

## **Church Vision**

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 St James Church of England Primary 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.

## **School Vision**

We are a safe, loving, supportive, Christian family which values each child's individuality and uniqueness created in the image of God. We nurture the talents given by God to inspire pupils to achieve and succeed, and foster a sense of awe and wonder of God's world:

- Form foundations of lifelong faith through Gospel values and sincere, meaningful prayer.
- Guide Pupils to determine their own personal moral values, and a respect and understanding of other races, religions and ways of life.
- Develop future citizens who cherish the world in which they live and their responsibilities within it.
- A curriculum which has a breadth of experience and equality of opportunity for all.

## **Aims**

The aims of Relationship and Sex Education at St James' C of E 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 relationships.
- 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 relationships and sexuality.
- 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.
- To value and respect all family units and dynamics as outlined in 'Valuing All God's Children' (Church of England, 2007).

### **Statutory requirements**

This school complies with the requirements of The Equality Act (2010), Keeping Children Safe in Education (2020) and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

### **Policy Development and Review**

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

1. Review – a member of staff or working group gather all relevant information including relevant national, diocesan 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 attend a meeting (or respond to a questionnaire) about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every two years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

### **Definitions**

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers respecting and valuing our bodies that are special and given by God.

At St James', through PSHE we cover the following topics which are in relation to Relationships and Sex Education.

- Year One and Year Two- Growing and Changing, Discussing the correct terminology for body parts.

- Year Three and Year Four- Growing and Changing- Physical and emotional changes (the changes to our bodies, into adolescents, deepening of voices, basic body changes).
- Year Five and Year Six- Growing and Changing- Human reproduction (Statutory requirement following on from the Science National Curriculum) looking at the development from pregnancy, babies, adolescence to adulthood. The children will also be looking at puberty, physical and emotional changes.
- Year Five and Year Six- Healthy relationships- Exploring friendships, families and positive relationships.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy).

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

At St James, we believe that it is in the children's best interest to take part in Sex Education lessons. This is so they fully understand the correct information, terminology, are able to protect their own bodies and are ready for the changes that will come in the future.

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 class teacher. A copy of the withdrawal request will be placed in the pupil's educational record. The class teacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

The class teacher will liaise with the Headteacher in all Sex Education withdrawal requests.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum (e.g. the discussion of the changing of the adolescent body) and is a requirement of the government's statutory guidance.

To support parents further, an information sharing evening will be held to discuss queries following on from the parental questionnaire, to clarify all misconceptions. Parents who are still concerned are welcome to have a one-to-one meeting to share further concerns, with the option for the child to attend).

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

### **Curriculum Delivery of RSE**

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

## **Difficult questions & sensitive issues in relation to Sex Education**

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

### **Sensitive topics**

During consultation, parents and governors identified the following topics to be sensitive:

- Sexual intercourse (not taught in school)
- Gender identity
- LGBTQ+

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked and seek acceptable responses to questions the children ask in this regard.

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.

### **Parental engagement**

At St James' we believe that parents should be given every opportunity to understand the purpose and content of Relationships Education (and Sex Education where it is taught). We believe that good communication and opportunities for parents to understand and ask questions about the school's approach helps increase confidence in the curriculum.

To this end, we invited parents into school and held consultation meetings on the policy, with a question and answer session to gain a full understanding on both sides of the provision in school. This allowed parents to share their viewpoints and concerns which were then embedded into the final policy.

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

### **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.
- Follow the Equality Act (2010) and schools equality policy.

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 following:

- Caitlin Dunne (PSHE lead)

## **Visitors**

Visitors are welcomed into school to help us with our teaching of PSHE and RSE. The visitors are to supply their own risk assessments before arrival. The PSHE lead will be in touch with the visitor/s both prior and on arrival ensure that they follow our schools mission statement, church vision, school vision and aims appropriately. Class teachers will be present when visitors are in ensuring that the above are followed accordingly. Any issues regarding visitors should be reported to the Head Teacher, Deputy Head Teacher and PSHE lead promptly.

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, with the value of 'respect for all'.

## **Training**

Staff are trained on the delivery of RSE through Coram Life Education and school specific CPD.

The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

## **Confidentiality**

As with safeguarding, confidentiality remains of utmost importance. Please see the confidentiality policy for further information.

## **Safeguarding**

Safeguarding is of utmost importance and will be followed appropriately. During the teachings of RSE, children may feel more comfortable in discussions. As in any situation where staff feel

something is not right or a child may have disclosed, they must speak to the DSL and CPOMs. Please see the safeguarding policy for further information.

## **Monitoring arrangements and assessments**

The delivery of RSE is monitored through:

- *Planning*
- *Work scrutinies*
- *Learning walks*
- *Pupil conferencing*
- *Pink floor books*

## Appendix 1-Curriculum Overview

Year Group	Content in terms			Member of staff responsible
	Autumn	Spring	Summer	
Reception				V.Molloy (class teacher) C. Dunne (PSHE lead)
Year One	<p><b>Autumn 1- Families and Friendships</b> Who are our special people? Our special people balloons Same of different? Surprises and secrets Good and bad touches?</p> <p><b>Autumn 2- Safe Relationships</b> Who can help? (1) Who can help? (2) Harold has a bad day It's not fair! Why we have classroom rules Harold's school rules</p> <p><b>Autumn 3- Respecting Ourselves and Others</b></p>	<p><b>Spring 1- Belonging to a Community</b> Taking care of something Around and about the school How are you listening? Pass on the praise!</p> <p><b>Spring 2- Media Literacy and Digital Resilience</b> Sharing Pictures</p> <p><b>Spring 3- Money and Work</b> Harold's money How should we look after our money?</p>	<p><b>Summer 1- Physical Health and Mental Wellbeing</b> Eat well Harold's wash up and brush up Catch it! Bit in! Kill it! I can eat a rainbow Super sleep Healthy me Inside my wonderful body</p> <p><b>Summer 2- Growing and Changing</b> Thinking about feelings Our feelings Feelings and bodies Harold loses Geoffrey Harold learns to ride his bike Then and now</p> <p><b>Summer 3- Keeping Safe</b></p>	J.Doherty (class teacher) K.Jamil (class teacher) C. Dunne (PSHE lead)



	<p>Good friends Keeping privates private private Unkind, tease or bully?</p>		<p>What could Harold do? Taking care of a baby Basic first aid</p>	
Year Two	<p><b>Autumn 1- Families and Friendships</b> Being a good friend Getting on with others My special people Let's all be happy! An act of kindness</p> <p><b>Autumn 2- Safe Relationships</b> Should I tell? I don't like that! Bullying or teasing? Don't do that! Types of bullying Feeling safe</p> <p><b>Autumn 3- Respecting Ourselves and Others</b> Solve the problem A helping hand How are you feeling today? How do we make others feel? What makes us who we are?</p>	<p><b>Spring 1- Belonging to a Community</b> Our ideal classroom (1) Our ideal classroom (2) How can we look after our environment? When I feel like erupting When someone is feeling left out</p> <p><b>Spring 2- Media Literacy and Digital</b> Resilience Playing games</p> <p><b>Spring 3- Money and Work</b> Harold saves for something special Harold goes camping</p>	<p><b>Summer 1- Physical Health and Mental Wellbeing</b> Harold's postcard-helping us to keep clean and healthy My day Harold's bathroom My body needs... What does my body do?</p> <p><b>Summer 2- Growing and Changing</b> You can do it! Sam moves away Haven't you grown! My body, your body Respecting privacy Fun or not?</p> <p><b>Summer 3- Keeping safe</b> How safe would you feel? What should Harold say? Harold's picnic Basic first aid Some secrets should never be kept</p>	<p>E.Boyle (class teacher) C. Dunne (PSHE lead)</p>

Year Three	<p><b>Autumn 1- Families and Friendships</b> Family and Friends Looking after our special people Our friends and neighbours</p> <p><b>Autumn 2- Safe Relationships</b> Secret or surprise Zeb Helping each other stay safe Safe or unsafe</p> <p><b>Autumn 3- Respecting Ourselves and Others</b> Respect and challenge How can we solve this problem? Getting on with your nerves! Friends are special For and against? Tangram team challenge Thanks</p>	<p><b>Spring 1- Belonging to a Community</b> As a rule Let's have a tidy up! My community Our helpful volunteers Harold's environment project</p> <p><b>Spring 2- Media Literacy and Digital Resilience</b> Super Searcher None of your business! Relationship Tree Recount task</p> <p><b>Spring 3- Money and Work</b> Can Harold afford it? Earning money Top talents I am fantastic!</p>	<p><b>Summer 1- Physical Health and Mental Wellbeing</b> Derek cooks dinner! (healthy eating) My special pet Body team work Poorly Harold Help or harm? Alcohol and cigarettes: the facts</p> <p><b>Summer 2- Growing and Changing</b> Let's celebrate our differences Body space My changing body Raisin challenge (1)</p> <p><b>Summer 3- Keeping Safe</b> The Risk Robot Danger or risk? Dan's dare Basic first aid</p>	C. Dunne (class teacher and PSHE lead)
Year Four	<p><b>Autumn 1- Families and Friendships</b> Ok or not ok? (part 1) Ok or not ok? (part 2) Friend or acquaintance?</p>	<p><b>Spring 1- Belonging to a Community</b> Harold's Seven Rs Logo quiz Volunteering is cool</p>	<p><b>Summer 1- Physical Health and Mental Wellbeing</b> SCARF Hotel All change! Basic first aid</p>	M.Marren (class teacher) C. Dunne (PSHE lead)

	<p><b>Autumn 2- Safe Relationships</b> An email from Harold! Who helps us stay healthy and safe? Different feelings Secret or surprise? Under pressure? How dare you!</p> <p><b>Autumn 3- Respecting Ourselves and Others</b> Human Machines The people we share our world with Islands What makes me ME! What would I do? Can you sort it? Making choices</p>	<p>How do we make a difference My school community (1)</p> <p><b>Spring 2- Media Literacy and Digital Resilience</b> Picture Wise That is such a stereotype! In the news! Raisin challenge (2)</p> <p><b>Spring 3- Money and Work</b> Harold's expenses Why pay taxes? It's your right</p>	<p>When feelings change Safety in numbers</p> <p><b>Summer 2- Growing and changing</b> Moving house My feelings are all over the place! Together Period positive <b>(GIRLS)- see CD</b></p> <p><b>Summer 3- Keeping Safe</b> Danger, risk or hazard? Keeping ourselves safe Medicines: check the label Know the norms</p>	
Year Five	<p><b>Autumn 1- Families and Friendships</b> Qualities of friendship How good a friend are you? Being assertive Relationship cake recipe</p> <p><b>Autumn 2- Safe Relationships</b> Independence and responsibility</p>	<p><b>Spring 1- Belonging to a Community</b> Local councils Rights, responsibilities and duties My school community (2) Mo makes a difference</p> <p><b>Spring 2- Media Literacy and Digital Resilience</b> Star qualities? Spot bullying</p>	<p><b>Summer 1- Physical Health and Mental Wellbeing</b> Smoking- what is normal? Would you risk it? Drugs: true or false? It all adds up! 'Thinking' about habits Getting git What's the story?</p> <p><b>Summer 2- Growing and Changing</b></p>	<p>L.Cooper (class teacher) C.Dunne (PSHE lead)</p>

	<p>Taking notice of our feelings Dear Ash Help! I'm a teenager- get me out of here <b>(see CD)</b> How are they feeling?</p> <p><b>Autumn 3- Respecting Ourselves and Others</b> Happy being me Kind conversations It could happen to anyone Collaboration Challenge! The land of the Red People</p>	<p>Communication Fact or opinion? Play, like, share</p> <p><b>Spring 3- Money and Work</b> Different skills Boys will be boys?- challenging work-place gender stereotypes Give and take Spending wisely Lend us a fiver!</p>	<p>Stop, start, stereotypes Is it true? Growing up and changing bodies Changing bodies and feelings</p> <p><b>Summer 3- Keeping Safe</b> Basic first aid Ella's diary dilemma Our emotional needs Decision dilemmas Jay's dilemma</p>	
Year Six	<p><b>Autumn 1- Families and Friendships</b> Don't force me Dear Ash Advertising friendships!</p> <p><b>Autumn 2- Safe Relationships</b> Solve the friendship problem OK to be different Behave yourself Assertiveness skills Acting appropriately What's the risk? (1)</p>	<p><b>Spring 1- Belonging to a Community</b> Boys will be boys- challenging gender stereotypes Media manipulation We have more in common than not Tolerance and respect for others</p> <p><b>Spring 2- Media Literacy and Digital Resilience</b> It's a puzzle Think before you click! Traffic lights</p>	<p><b>Summer 1- Physical Health and Mental Wellbeing</b> Five ways to Wellbeing project Joe's story (part 1) Our recommendations</p> <p><b>Summer 2- Growing and Changing</b> Is this normal? Helpful or unhelpful? Managing change <b>Making babies (DO NOT DO THIS)</b> What's the risk? (2) What is HIV? <b>(see CD)</b></p>	<p>K.Simister (class teacher) C. Dunne <b>(PSHE lead)</b></p>

	<p><b>Autumn 3- Respecting Ourselves and Others</b>  Dan's day  Respecting differences  Working together  Let's negotiate</p>	<p>Two sides to every story  Fakebook friends  To share or not to share?  I look great!</p> <p><b>Spring 3- Money and Work</b>  What's it worth?  Jobs and taxes  This will be your life!</p>	<p><b>Summer 3- Keeping Safe</b>  Rat Park  What sort of drug is...?  Drugs: it's the law!  Alcohol: what is normal?  Pressure online</p>	
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