



Redmile Church of England Primary School

*“Teach children how they should live, and they will remember it all their lives.”
(Proverbs 22:6)*

Relationships and Sex Education Policy

Introduction

At Redmile, we aim always to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. We are proud of our Relationships and Sex Education (RSE) Programme and see it as an important way of helping children to make sense of growing up as well as some of the bigger questions in life.

We believe that our Relationships and Sex programme promotes pupils’ self-esteem, emotional development and resourcefulness and helps children to form and maintain satisfying relationships. This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood.

Relationships and Sex Education is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives.

1. Main elements of RSE:

There are three main elements to our Relationships and Sex Programme:

1.1 Attitudes and Values – These are based within the Christian context of our school and includes learning about love, respect and care in stable loving relationships as well as the value of family life and marriage within different family makeups for the nurture of children.

1.2 Personal and Social Skills – This includes: learning to manage emotions and relationships confidently and sensitively; making choices and understanding differences and without prejudice. It includes being aware of and recognising the dangers of child sexual exploitation and taking sensible and firm action to avoid this, i.e. following online safety rules, avoiding social media and chat rooms (especially when underage) and reporting intrusive responses both online and to an adult.

1.3 Knowledge and Understanding – This includes: learning and understanding physical development at appropriate stages as well as understanding human sexuality and reproduction. This includes the contribution of Science whereby babies can be made in different ways such as IVF, sexual health, emotions and relationships.

Effective Sex & Relationships Education should be:

- an integral part of the PSHE and Science curriculum

“Teach children how they should live, and they will remember it all their lives.” (Proverbs 22:6)

- provided early: before puberty; before feelings of sexual attraction and before young people develop sexual relationships.
- taught together within class groups, although children may be separated as and when appropriate.
- the entitlement of each child in school
- covered with great sensitivity and providing opportunity for children to reflect, ask questions and to discuss their views on this vital aspect of life and learning.
- Offering a positive and open view of sex and sexuality and supporting sexual self-acceptance.

We believe that our Sex & Relationships Education should be empowering for all pupils, regardless of gender, gender identity, sexuality, ethnicity, faith, ability and disability. It must also promote gender as well as LGBT equality; challenge all discrimination as well as ensure that our children understand that there are a variety of relationships & family patterns in the modern world.

2. Responsibilities

- It is the responsibility of the Governing Body to ensure that RSE is taught within the parameters of the PHSCE and Science curriculum and that it is an entitlement of every child
- Governors will ensure that staff and parents are informed about the content and delivery of the curriculum
- Parents are informed of their right to withdraw their child from part of the RSE programme except for those parts which fall within the statutory National Curriculum for Science. Parents also have the opportunity to look at the resources used if they wish
- The PSHE & Science Subject Leader monitors and evaluates RSE teaching and learning, and reviews and updates RSE policy and resources regularly.

3. Sensitivity

From time to time, sensitive issues will be raised by pupils. It is important that all individuals concerned with the delivery of RSE in school are aware of the agreed values framework (see attitudes and values above). Parents and others should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE. The issues concerned may include contraception, abortion, safe sex, HIV and other sexually transmitted diseases, sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that pupils may hear these terms through different sources such as the media, and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate in a class, small group or individual situation. The detailed lesson planning will clearly state the content that will be covered. Questions will always be treated with respect and with a caring

“Teach children how they should live, and they will remember it all their lives.” (Proverbs 22:6)

response. Staff and other adults will always be sensitive to underlying problems which may be worrying a child.

The main guidelines in this situation are:

- be sensitive;
- is the context appropriate?
- is the question relevant to the content of the lesson?
- is the group ready in terms of maturity?

In such instances, teachers may answer a question with the response *"We are not learning about this in Year ... You may ask your Mum / Dad / carer when you get home. You will learn more about this in Year .. (if known)."* If staff have a concern, then parents may be contacted.

4. Confidentiality

Staff should be clear about the boundaries of their legal and professional roles and responsibilities. They should be familiar with the procedures set out in the DfE document: 'Keeping Children Safe in Education' as stated in regular Safeguarding Training. Teachers cannot and should not offer or guarantee absolute confidentiality.

In certain circumstances, a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead (J Hopkins, H Geeson or A Longden). If there is a concern about the child's safety, then teachers and the DSL should follow the guidelines in the Safeguarding Policies adopted by the school.

5 Withdrawal

5.1 Parents have the right to withdraw their children from all or part of RSE sessions, except those elements taught as part of the National Curriculum Science. Any parent wishing to discuss this aspect of the curriculum in more detail should contact the class teacher or Headteacher for more information.