



Policy for Relationships and Sex Education

Last Approved by Governing Body :

Date of next review :

"All things are possible with God."

Mark 10:27

Mission Statement:

All things are possible with faith, understanding and forgiveness; everyone can flourish together.

Here at St Anne's we want our children to be independent and resilient but to know that, when things seem overwhelming, there is always a guiding hand available from everyone in our school community. "When you saw only one set of footprints, it was then that I carried you" (Footprints in the Sand)

Vision:

We aim to create successful citizens of the future who have a positive growth mind set and are resilient and prepared for their journey through the ever-changing world in which we live.

We aim to do this by:

- Teaching the importance of being compassionate and respectful to others and role modelling the Christian Values, whilst at the same time respecting and recognising the value and importance of other faiths and lifestyles.
- Providing a rich and creative curriculum that inspires a passion for learning and promotes excellence.
- Collaborating and supporting others to achieve their very best; encompassing our school, our homes, our parish, and the wider community.
- Providing a nurturing and safe environment where children can be healthy and happy both physically and emotionally.
- Facilitating investigative learning opportunities through the development of the effective characteristics of learning.
- Promoting philosophical enquiry to stretch and develop analytical thinking and questioning; creating independent and creative thinkers who are resilient and prepared for all life has to offer.

Golden Values:

Wisdom Hope Community Dignity Faith Forgiveness Resilience
Perseverance

Moral of this story: *You're never ever alone, especially during your most trying times. God is always with you. Even if you can't be your own best friend as yet, make sure to acknowledge the fact that God is your best friend always!*

Definition of Relationships and Sex Education

Sex and Relationships Education (RSE) as defined by QCA in 2000 is 'lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage as a context for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual behaviour.'

School Ethos

At Saint Anne's Church of England, Lydgate, Relationships and Sex Education (RSE) is integrated into the Personal, Social, Health and Citizenship Education programme of the school, as well as being a topic in the Life Processes and Living Things unit of the Science Curriculum.

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.
- RSE is most effective when provided in the wider context of social and emotional development.
- In schools, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

It is our whole school view that the delivery of quality RSE is as important as its content and therefore, parents are reminded of their rights to remove their child from the sex education provided, except that which is required by the Science National Curriculum. **We do this by writing to parents prior to the teaching of it.**

Science Curriculum 2014- <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Aims and Objectives

The aim of our RSE programme is to develop pupils' knowledge, skills and attitudes so that they can make informed choices about their behaviour, feel confident and competent about acting on these choices, and move with confidence from childhood through to adolescence.

This underpins the objectives of our RSE programme which are to:

- Promote a concern for relationships with other people, respecting the rights and feelings of others;
- Develop loving, caring relationships as friends, parents, members of a family and community, and ultimately sexual partners;
- Provide knowledge of how the human body functions, how it grows and how we change physically and emotionally;
- Emphasise the importance of self-esteem by encouraging all members of the school community to respect and care for their body and mind;

- Develop positive values and a moral framework which reflects the Christian ethos of the school and which will guide pupil's choices, judgements and behaviour into adolescence and adult life, develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children;
- Present the facts about lifestyle choices in order for all pupils to then make informed judgements and to be prepared for the demands of life in the 21st century, being prepared for puberty and the emotional and physical effects of body changes;
- Create an ethos of positive relationships between all members of the school community, and for pupils to be given appropriate, accurate answers to their questions on personal relationships and sex as naturally and honestly as possible;
- Work closely with parents, carers and governors in the dissemination of information on RSE and develop a partnership approach thus ensuring that all pupils receive the best quality RSE;
- Give regard to the age, emotional and physical maturities of pupils within all age groups taught, including those pupils with special educational needs, and ensure equality of opportunity and experience.
- to ensure that all children:
 - develop confidence in talking, listening and thinking about feelings and relationships;
 - develop their self esteem and sense of responsibility;
 - are able to name parts of the body and describe how their bodies work;
 - are prepared for puberty;
 - can protect themselves and ask for help and support.

All of these objectives contribute significantly to the five outcomes for 'Every Child Matters' (Children's Act 2004) that pupils 'be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being'.

How we achieve these aims

RSE is integrated within the wider themes of the Personal, Social, Health, Citizenship & Economic Education and (PSHCEE) curriculum, and will be delivered through discrete PSHCE lessons. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure and other risk-taking behaviour such as drugs, smoking and alcohol. However, there are also links between RSE and Science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

We deliver a 'spiral curriculum' of RSE, ensuring that content is relevant to the age, experience and maturity of pupils. We use 'Growing up with Tom and Yasmin' which is a programme of RSE education developed by the FPA and covering all the year groups. Through cross-phase liaison we ensure a consistency of approach and progression for all pupils. Our school values: Wisdom, Hope, Community, Dignity, Faith, Forgiveness, Resilience and Perseverance; are at the heart of everything we do.

The attached 'Summary of RSE Coverage' details the content covered throughout the

school and also the resources used. (See Appendix 1). Additional to the programme followed throughout the school, RSE may be touched on through the Science, PSHCE and the RE curriculum. Puberty and hygiene is taught to Year 5 and 6 at a level appropriate to their maturity; **parents will be notified before this talk**. In the Early Years Foundation Stage, pupils are taught elements of RSE relevant to their age and maturity.

As with all curricular areas we encourage children to take an active role in their learning during RSE sessions, and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

RSE is generally delivered by class teachers. However, at St Anne's we recognise that all adults working with children have a part to play in supporting the delivery of RSE. The School Nurse and other health professionals are invited into school to provide expertise and information in RSE for the whole school when needed. The school nurse can also be available for consultations with pupils and staff. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's approach and ethos.

Enrichment activities, our assembly programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school all contribute to the program of delivery.

Confidentiality

We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling child protection issues as detailed in the Child Protection Policy.

Equal Opportunities

St Anne`s CE Lydgate Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protective characteristics). This means that schools cannot discriminate against children/staff or treat them less favourably because of their gender, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity. Age and marriage and civil partnerships are also "protected characteristics."

The formulation of this policy is in line with the Equality Act.

Monitoring and Evaluation

Policy and practice is regularly evaluated. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback along with recommendations to inform future policy and planning will be given to all relevant parties.

The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy at least every 3 years.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf

Appendix 1

RSE Coverage		
Key stage 1	Year 1	Year 2
Key stage 1 Autumn	My body: External body parts My body: Internal body parts My body: Keeping clean	Feelings: Different emotions Feelings: What to do if we feel sad Relationships: Different families Relationships: Friends
Key stage 1 Spring	Life cycles: Different ages Life cycles: Looking after babies	Online technology safety: Taking care online: personal details Online technology safety: Taking care online: Who can help us?
Key stage 1 Summer	Keeping safe: In the house Keeping safe: Out and about Keeping safe: People who can help me	Gender stereotypes/Celebrating difference: Similar and different Gender stereotypes/Celebrating difference: Toys
	Year 3	Year 4
Key stage 2 Lower Autumn	Relationships: What makes a good friend? Relationships: Getting on with your family	My body: Sexual body parts - male My body: Sexual body parts - female My body: Keeping clean Life cycles: Growing up and getting older Life cycles: Me, myself and I
Key stage 2 Lower Spring	Keeping safe: Personal space Keeping safe: Identifying risk Keeping safe: People who can help me	Online technology safety: Photos of myself online Online technology safety: Taking care online: Who can help us?
Key stage 2 Lower Summer	Feelings: Expressing our feelings Feelings: Managing our feelings	Gender stereotypes/Celebrating difference: Jobs we do Gender stereotypes/Celebrating difference: Mothers and fathers
	Year 5	Year 6
Key stage 2 Higher Autumn	Relationships: Trust Relationships: Peer pressure	Life cycles: How babies are made – sexual intercourse Life cycles: How babies are made – assisted fertility Life cycles: Multiple births Life cycles: How babies are born
Key stage 2 Higher Spring	Online technology safety: Social networking and sending pictures Online technology safety: Cyberbullying	Keeping safe: Assertiveness, saying no Keeping safe: Good and bad touch Keeping safe: People who can help me
Key stage 2 Higher Summer	Feelings: How easy is it to talk about... Feelings: Talking to people about how we feel	Gender stereotypes: Sexual orientation Gender stereotypes: Discrimination and equal opportunities My body: Puberty My body: Periods My body: Wet dreams

Below are the guidelines from the PSHCE Association. Please ensure that you address as many of these as possible, many of these will be taught in other areas e.g. Science, ICT, Technology...

Please make note of any you feel have not been addressed for the teacher that will work with your children in the next year. They can then ensure the guidelines are met as fully as possible.

For the coverage of money in particular the previous planning has been included in this document, use this in cooperation with any other resources to deliver the necessary targets. This can be delivered at any time of the year that best suits your class IE business challenge in Y6 or when classes are working within the the realms of money in maths.

The grid below, combined with the skills and concepts above is intended to support schools in developing their own PSHE education programmes and should be used flexibly according to pupils' prior learning, experience, needs and readiness.

Notes & Guidance: Core Theme 1. Health and wellbeing	
Key Stage 1	Key Stage 2
<p>14. to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. what positively and negatively affects their physical, mental and emotional health (including the media) 2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' 3. to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet 4. to recognise how images in the media do not always reflect reality and can affect how people feel about themselves 5. to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals 6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others 7. to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them 8. about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement

9. to differentiate between the terms, 'risk', 'danger' and 'hazard'

10. to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

11. to recognise their increasing independence brings increased responsibility to keep themselves and others safe

12. that bacteria and viruses can affect health and that following simple routines can reduce their spread

13. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media

14. to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

15. school rules about health and safety, basic emergency aid procedures, where and how to get help

16. what is meant by the term 'habit' and why habits can be hard to change

17. which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others

18. how their body will, and emotions may, change as they approach and move through puberty

19. about human reproduction

20. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.

21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones)

22. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

23. about people who are responsible for helping them stay healthy and safe and ways that they can help these people

Notes & Guidance: Core Theme 2. Relationships

Key Stage 1	Key Stage 2
<p>Pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2. to recognise how their behaviour affects other people 3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises 4. to recognise what is fair and unfair, kind and unkind, what is right and wrong 5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 7. to offer constructive support and feedback to others 8. to identify and respect the differences and similarities between people 9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 13. that there are different types of teasing and bullying, that these are wrong and unacceptable 14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help 	<p>Building on Key Stage 1, pupils should have the opportunity to learn:</p> <ol style="list-style-type: none"> 1. to recognise and respond appropriately to a wider range of feelings in others 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so 7. that their actions affect themselves and others 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond 9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view 11. to work collaboratively towards shared goals 12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves 13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 15. to recognise and manage 'dares' 16. to recognise and challenge stereotypes 17. Pupils should have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation 18. Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)