

Keevil C of E Academy

Relationships and Sex Education Policy

Policy date: February 2024

Review date: February 2026

"In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets."

Matthew 7:12

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

1. Development of the Policy

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

1. Review – members of staff 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 are able to access the policy on the school website and can feedback as they feel appropriate.
4. Ratification – once amendments were made, the policy was shared with Academy Councillors and ratified

2. Requirements of RSE

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.4 They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance P.8

From 2020, it became statutory for primary schools to deliver RSE which ensures that both boys and girls are prepared for the changes that adolescence will bring, and how a baby is conceived and born. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty. We feel that our current curriculum meets these new obligations.

We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

3. What is Relationships (and Sex) Education?

At Keevil C. of E. Academy, we aim always to provide a caring environment where every child can thrive and is supported to achieve their unique and amazing potential as a child of God. We are proud of our Sex and Relationships Education (SRE) 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 Sex and Relationships 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.

Sex and Relationship 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.

4. What are we aiming to do?

Keevil C. of E. Academy aims to provide a programme of RSE that follows the national guidance and best practice, within the ethos of a Christian school.

Keevil C. of E. Academy aims:

- to adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- to equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- to provide appropriately for the distinctive needs of boys and girls in these aspects of their personal development.
- to ensure that all children
 - develop confidence in talking, listening and thinking about feelings and relationships.

- develop their self-esteem, sense of responsibility and empathy.
- are able to understand how to respect others.
- are able to name parts of the body and describe how their bodies work.
- are prepared for puberty.
- have the correct vocabulary to describe themselves and their bodies.
- can protect themselves and ask for help and support.

5. How do we achieve these aims?

RSE is integrated within the wider themes of the PSHE curriculum, and will be delivered through discrete 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. This is taught through 'Wellbeing days' which take place termly and follow a rotation of topics on a 2 year cycle. Through cross-phase liaison we ensure a consistency of approach and progression for all pupils. For details of the content covered in these sessions see the [PSHE Curriculum Overview](#) on the school's website.

RSE is generally delivered by class teachers, although support from outside agencies, such as the school nurse and Coram Life Education, are used in Years 4, 5 and 6. The specific Coram Life Education Workshop learning outcomes are detailed below. (See Appendix 1) 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.

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. To ensure a safe learning environment for all children a class agreement is made to ensure children feel confident to express their ideas and opinions.

From time to time, sensitive issues will be raised by pupils. 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. Questions will always be treated with respect and with a caring response. Children who are not confident to ask their question out loud have the opportunity to anonymously write their question which will be answered by the staff member leading the session. Staff and other adults will always be sensitive to underlying problems which may be worrying a child.

6. Monitoring and Evaluating

We undertake as a school to review our RSE Policy on a biannual basis. Views will be sort from all stakeholders – staff, children, families and Academy Councillors. As well as a thorough evaluation of the provision in school, through scrutiny of plans, resources, lessons and outcomes. Adaptations to the policy and schemes of work are determined through this process, to ensure a constant cycle of improvement. Any changes made will be in accordance with the school's ethos.

The RSE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Equality Opportunity Policy
- Health and Safety Policy
- Intervention (including SEN and Gifted & Talented) Policy
- Behaviour Policy
- Anti –Bullying Policy
- Safeguarding and Child Protection Policy
- On-line Safety Policy
- Confidentiality Policy

Monitoring arrangements consist of planning and work scrutinies, learning walks and pupil voice. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

We encourage children to self-assess their own learning, as in other aspects of the PSHE curriculum, and use this information to help evaluate the effectiveness of the programme.

7. Parental Involvement

We recognise that there is a strong link between school and home in the issues covered in RSE, as parents are key figures in helping their children to cope with both the physical and emotional aspects of growing up.

In promoting this objective we:

- Inform parents about the school's sex education policy and practice;
- Answer any questions that parents may have about the sex education of their child;

- Take seriously any issue that parents raise with teachers or Academy Councillors about this policy or the arrangements for sex education in the school;
- Inform parents about the teaching about sex education in school so that the parents and school can work together to support the child with regard to sex education.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Therefore before any RSE lessons all parents receive a letter, informing them of the intended coverage of the sessions. Parents are encouraged to contact the class teacher if there are any issues they wish to discuss prior to the sessions.

8. Right to Withdraw

We recognise that parents can exercise their right to withdraw their child from the sex education within RSE except in those elements which are required by the National Curriculum science orders. In the event of a child not participating in a session they will spend the time in the most appropriate other class within the school. If a child does move classes in the session there will be the minimum of fuss, and the class beforehand will have engaged in a discussion about choice and the importance of respecting the wishes of others. If a parent does choose to have their child taken out of class, we ask that parents talk to their child about this, at home. This helps decrease any sense the child might have of their being any difficulties.

We would encourage parents to engage in discussion with us prior to making the decision to withdraw a child from RSE sessions in an effort to allay fears and share the benefits of this important aspect of education. However, we will always ultimately respect the wishes of parents.

9. 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.

10. Accessibility to All Children

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Therefore, we endeavour to ensure that our RSE is relevant and accessible to all pupils regardless of: gender, ethnic or cultural background, religious belief, sexual orientation or SEND.

This is achieved through the careful choice of materials and resources, the use of varied teaching strategies and activities, appropriate differentiation, the utilisation of different members of staff and others from outside agencies, the establishment of a safe and respectful atmosphere within lessons, amongst others.

11. Equality

This policy will inform the school's Equalities Objectives.

The DfE Guidance 2019 (p. 15) states, *“ Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”*

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue.

The Church of England document “Valuing all God’s Children”, 2019, states: *“Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously.”*

It also asserts: *“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs,*

diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

At Keevil C. of E. Academy, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise.

12. Responsibility

The subject leader will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.

Coram Life Education Materials

The Learning Outcomes for the Educator- led workshops from Coram Life Education.

Year 4

The learners will be able to:

- List a range of feelings
- Name the external sexual body parts of both a male and female body
- Name parts of the reproductive organs of a male and female

Year 5

The learners will be able to:

- Recognise that puberty can be exciting and scary
- Explain that some children can feel unhappy in the body they were born with
- Understand that only certain people have permission to see their privates parts
- Ask for and recognise consent

Year 6

The learners will be able to:

- Identify how the body changes that take place during puberty are linked to reproduction
- Describe the process of conception, pregnancy and birth
- Recognise that some information about themselves can be shared publicly with no consequences whilst other information may need to be kept private and/or discussed with a trusted adult
- Reflect on a range of issues, such as gender, sexual orientation, emotional changes during puberty, relationship breakdown