Bollington St. John’s Church of England

Primary School



*Where talent grows*

Head Teacher: Mrs M. Walker

Head of Teaching, Learning and Assessment: Mrs E. Watson

 *“Whatever you do, work at it with all your heart, as working for the Lord”*

***Colossians 3:23***

**Relationships and Sex Education (RSE) Policy**

**Statement of intent**

At Bollington St. John’s Primary School, Christian values are firmly embedded in our teaching. We seek to raise our children believing and practising important values of love, kindness, respect, forgiveness and friendship. This policy specifies what the school means by Relationships and Sex Education (RSE), its aims and the framework within which it teaches RSE.

**Definition**

RSE contributes to promoting the spiritual, moral, cultural, mental and physical development of children at school and in society and prepares children for the opportunities, responsibilities and experiences of adult life. It is about understanding the importance of family life, stable and loving relationships, respect, love and care.

**Aims:**

Our aims, in delivering RSE are to:

* help and support all our children, through their physical, emotional and moral development, providing age and emotional appropriate information which will enable them to make positive and well informed decisions
* teach all our children to respect themselves and others without prejudice and to move with confidence from childhood through adolescence into adulthood
* provide our children with an understanding of the importance of respect, love and care within stable relationships for family life and loving relationships
* educate our children about reproduction, sexuality and sexual health and to foster important life skills, such as critical thinking, decision-making, communication and assertiveness
* ensure that RSE is available to all children regardless of gender, ability, cultural or religious background in line with the school’s policy on equal opportunities

**Objectives**

Our objectives are to deliver a scheme of work and provide other learning opportunities and experiences that teach all our children:

* what is meant by a healthy lifestyle
* how to maintain physical, mental and emotional health and wellbeing
* how to manage risks to physical and emotional health and wellbeing
* ways of keeping physically and emotionally safe
* about managing change, including puberty, transition and loss
* how to make informed choices about health and wellbeing and to recognise sources of help with this
* to identify different influences on health and wellbeing
* how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
* how to recognise and manage emotions within a range of relationships
* how to recognise risky or negative relationships including all forms of bullying and abuse, including online safety and peer-on-peer abuse
* how to achieve positive and healthy relationships in life and online
* how to respond to risky or negative relationships and ask for help
* how to respect equality and diversity in relationships
* about different types of adult relationships, including Lesbian, Bisexual, Gay, and Transgendered, and to discuss these with confidence and respect

**Provision**

Relationship and Sex Education will be delivered predominantly alongside PSHE lessons and through National Curriculum Science, but should also be firmly embedded in all areas of the curriculum.

In line with government guidance to provide Relationship and Sex Education that is tailored to the age and maturity of the children, we have implemented a graduated, RSE age-appropriate programme (The Christopher Winter Project), to be taught from Foundation Stage to Year 6. Lessons are delivered using planning and resources from this scheme.

In Year 6, The Christopher Winter Scheme of Work will be delivered alongside additional PowerPoint resources which aim to provide further information to prepare our Year 6 children for their transition Year 7. We have also implemented the ‘No Outsiders’ scheme of work which sits alongside the Christopher Winters resources in teaching the Relationships element of RSE. This scheme of work is taught through carefully chosen picture books specifically designed for each year group. ‘No Outsiders’ focuses on preparing young people and adults for life as global citizens. Each school year, we will deliver ‘No Outsiders’ lessons and Christopher Winter’s lessons to individual Year Groups, and weekly PSHE lessons to whole classes.

The aspects of RSE taught as part of the statutory National Curriculum Science require children to:

**Key stage 1**

- notice that animals, including humans, have offspring which grow into adults

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

**Key stage 2**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

- describe the life process of reproduction in some plants and animals

- describe the changes as humans develop to old age

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**Organisation**

RSE is usually delivered by the class teacher or the HLTA linked to the class in mixed gender groups.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, e.g. the school nurse.

**Assessment**

Teachers assess the children’s work in RSE by:

. Observing paired, group and class discussions during lessons

. An initial knowledge harvest prior to teaching on individual assessment grids

. Recording what has been learnt after the lesson on individual assessment grids

. Discussion with individual pupils

**The Equality Act 2010**

Schools must comply with the relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

**Specific RSE Issues**

**Withdrawal**

The school is committed to working with parents. Under the Education Act (1993) pupils can be withdrawn by their parents from the sex education that is outside the compulsory elements of sex education in the Science National Curriculum. Parents wishing to exercise this right are invited to discuss this right with the Headteacher, who will explore the concerns of the parents and the possibilities of adjusting the programme or approach, and will discuss any impact that withdrawal may have on the child. The Headteacher will talk with parents about the child’s negative responses or feelings that may result from exclusion, and the ways in which these can be minimised. Once a child has been withdrawn, he or she cannot take part in sex education until the request for withdrawal has been removed.

**Safeguarding**

Effective RSE may bring about the disclosures of child protection issues, and all staff are aware of the procedures in place for reporting concerns, in line with the school’s Child Protection and Safeguarding Policy.

**Confidentiality**

As a general rule a child’s confidentiality is maintained by the teacher or member of staff concerned. The Designated Safeguarding Lead will be informed if any child is believed to be at risk or in danger. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

**Controversial and Sensitive Issues**

Staff should be aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to make their own informed opinions, but also respect others that may have different opinions.

**Dealing with Questions**

Discussion will be encouraged at all times; ground rules, which exclude personal questioning of staff or pupils, will be established. Pupils’ questions will be answered according to the age and maturity of those concerned. Difficult or explicit questions do not have to be answered directly; teachers must use their discretion in these situations. It can be useful to introduce a ‘Questions Box’ prior to lessons to give staff time to consider the appropriateness of the questions, and to plan responses.

**Sexual Identity and Sexual Orientation**

Effective RSE should meet the needs of all pupils, regardless of their developing sexuality, be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Instances of transphobic or homophobic bullying will be dealt with strongly yet with sensitivity.

**Subject Leader**

There is a designated subject leader for PSHE and Citizenship to oversee the planning and delivery of this curriculum area. The subject leader is responsible for informing staff about new developments in PSHE and will offer advice and support to assist with the delivery of the subject.

Date: March 2024