

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

**LEYBOURNE Ss PETER & PAUL CEP  
ACADEMY**



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**Leybourne Ss Peter and Paul Church of England Primary Academy**  
**Sex and Relationships Education (SRE) Policy**

**Introduction**

**What is Relationships and Sex Education (RSE)?**

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

*"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."*

***(Report to the UN General Assembly - July 2010 | Item 69, paragraph 18).***

RSE comprises learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health (DFES Guidance document - DFES 0116/2000). RSE is part of the personal, social and health education curriculum in the school. While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation or sexual activity.

At Leybourne Ss Peter and Paul CEP Academy the Governors believe that all pupils should be offered relationship and sex education during their school career. It should promote the spiritual, moral, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life. The value of family should be stressed along with other types of human relationships such as friendship, parenthood and other family relationships.

The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper The Importance of Teaching (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.

## **Aims and Objectives**

RSE contributes to the foundation of PSHE and Citizenship by ensuring all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty and understand the physical development of their bodies as they grow into adults
- Know about the way humans reproduce
- Respect their own bodies and the importance of sexual activity as part of a committed, long-term, loving relationship
- Recognise the importance of family life
- Are able to discuss moral questions
- Learn about relationship issues including friendships, bullying and self-esteem
- Respect the views of other people
- Have knowledge about sex abuse and what they should do if they are worried about any sexual matters
- Feel comfortable when talking about more sensitive issues

## **Principles**

- Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives
- The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development and support them to be safe, healthy, happy and successful
- Effective relationship and sex education will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood
- RSE helps children to deal with difficult moral and social questions

## **Attitudes and values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

## **Personal and social skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice

- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

## **Organisation**

Within Leybourne Ss Peter and Paul CEP Academy we teach RSE through different aspects of the curriculum. While we carry out the main RSE within our PSHE curriculum (The Jigsaw Programme – Relationships and Changing Me Puzzle Pieces), we also teach some RSE through other subjects (eg, Science and PE) where we feel that they contribute significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.

The PSHE (Personal, Social and Health Education) Programme we use across our school is called 'Jigsaw, the mindful approach to PSHE' and we use the Jigsaw programme to teach pupils about relationships and changes. We teach about different parts of the body, how these parts work, and what will happen to pupils' bodies during puberty. We encourage pupils to ask for help and advice if they need additional support with understanding these issues.

Our curriculum ensures that both boys and girls know about puberty and how a baby is born. All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. Pupils learn to appreciate the differences between people and how to respect each other. We also teach about life processes and the main stages of the human life cycle, in greater depth.

Teachers' make every effort to answer pupils' questions with sensitivity, confidentiality and care, and to teach this important subject with due regard to the emotional development of the pupils. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women.

We communicate with all parents and carers of children to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and enable them to see the materials the school uses in its teaching. We also inform parents of the vocabulary that will be used when learning about the body.

## **Teaching and Learning methods used in PSHE/RSE**

A variety of teaching and learning strategies are used to deliver PSHE/RSE which take into account a pupil's age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSHE/RSE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:-

- The development of a trusting relationship between the teachers and the pupils, enabling the consideration of sensitive issues to take place.
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and first – hand learning to achieve positive ends

### **Jigsaw RSE Content**

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
Reception	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, anus  respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, anus) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	tell you what I like/don't like about being a boy/girl understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby  express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow

			express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes		<p>understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
	Piece 4 Inside Body Changes		<p>identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	Piece 2 Having A Baby		<p>correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	Piece 3 Girls and Puberty		<p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
5	Piece 2 Puberty Girls	for	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	Piece 3 Puberty Boys and Girls	for	<p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me during puberty</p>

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Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby  appreciate how amazing it is that human bodies can reproduce in these ways
Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally  express how I feel about the changes that will happen to me during puberty
Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty  reflect on how I feel about asking the questions and about the answers I receive
Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born  recognise how I feel when I reflect on the development and birth of a baby
Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship  express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

### **Compulsory aspects of RSE**

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools and by following the Jigsaw programme of study we have 'due regard' to the Secretary of State's guidance on RSE (DfEE, 2000). This states that:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education

children 'learn the nature of marriage and its importance for family life and the bringing up of children', and 'are protected from teaching and materials which are inappropriate'. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in SRE such as menstruation, contraception, safer sex and abortion.

### **RSE and statutory duties in school**

RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. We have responsibilities for safeguarding and we have a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (RSE) is an important part of PSHE education (DfE, 2014).
- When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Academies do not have to provide SRE but must also have regard to Secretary of State's guidance when they do (DfE, 2013). Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

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

- Anti-Bullying Policy
- Behaviour Policy
- Equality Scheme and Statement of Equality Compliance
- Health and Safety Policy
- Online Safety Policy
- RE Policy
- Safeguarding Policy
- Ethos and Values, including SMSC and British Values
- Special Educational Needs Information Report

### **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and with the need for confidentiality. Should issues of disclosure regarding inappropriate sexual behaviour/activity be raised, then the teacher will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the appropriate school policy will be followed.

## **Withdrawal from RSE lessons/Role of parents**

Joint responsibility should rest with parents for RSE. Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or PSHE/RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. The school always complies with the wishes of parents in this regard.

Parents/carers will be made aware that we, as a school, are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

## **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **Monitoring and Review**

The governing body monitors our RSE policy on an annual basis. The Governors give serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school. Governors should scrutinise materials to check they are in accordance with the school's ethos.

## **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE, 2014b).

We have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

The Church of England document “Valuing all God’s Children, 2017” states:

“All bullying, including homophobic, biphobic and transphobic bullying causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. 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.”