

*'Our school community is inspired by the parable of the Good Samaritan from the Bible (Luke 10:25-37), where we are encouraged to love one another with courage and compassion. Through friendship, kindness and thoughtfulness, we will nurture each other to learn and flourish as individuals.'*

**Loving one another. Learning for our future.**



St Cuthbert with St Matthias  
CE Primary School

# **Relationships and Sex Education Policy**

**Adopted: September 2020**

**Consulted on in autumn term 2020 with parent community**

**Agreed: March 2021**

**Next review: September 2021**

## RATIONALE AND ETHOS

*Secretary of State: 'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'*

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

*The Sex Education Forum defines SRE (now RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.*

*The aim of SRE (RSE) is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.*

*Sex Ed Forum: Good quality SRE promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others.*

*"The Church of England's teaching about marriage has not changed. Whilst same-sex marriage has been legal in England since 2014, same-sex weddings cannot be performed by Church of England clergy or in Church of England churches. There is a breadth of views held about same sex marriage, sexual orientation and gender identity by Christians and people of all beliefs. There is a breadth of views held about same sex marriage, sexual orientation and gender identity by Christians and people of all beliefs. This needs to be acknowledged in the secondary PSHE/RE curriculum and pupils should be equipped to handle discussion well in this area. When handling controversial issues in a classroom or even a parent or governors' consultation, Professor Trevor Cooling's metaphor of a Bedouin 'tent of meeting' may be a helpful model for Church schools. This strategy asks teachers or facilitators to host a space where different views can be aired and honoured: 'a place of hospitality, welcome and respectful engagement, sacred and mutual, but not neutral to its own Christian values, whilst being genuinely open to the free expression of engagement'.*

*'And I want to explain what I mean by reconciliation, because in popular use what it usually means is everyone agrees with everyone, or everyone pretends they agree with everyone. And both of those are rubbish. Reconciliation means finding ways for people to disagree well. It means finding ways for people who disagree well to go forward together without reducing their beliefs to a lowest common denominator or pretending that their difference does not exist. It's honest, loving, faithful, committed disagreement.'* Justin Welby

*Valuing All God's Children, Church of England 2019 p11*

*"Relationships Education and RSE must be inclusive and meet the needs of all pupils. Schools should be supported through guidance and training so that they can provide relationships education and RSE that is suitable for pupils with different needs, including pupils who are particularly vulnerable and pupils with learning disabilities." (Church of England Education Office Response to a Call for Evidence on RSE Curriculum p2)*

*"Reconciliation means finding ways for people to disagree well. It means finding ways for people who disagree well to go forward together without reducing their beliefs to a lowest common denominator or pretending that their difference does not exist. It's honest, loving, faithful, committed disagreement." Justin Welby, Archbishop of Canterbury (Fruits of the Spirit - A Church of England Discussion Paper on Character Education 2015 p12)*

“There are planned curriculum opportunities to explore different points of view and pupils are given the skills they need to disagree well and to live with contradictory convictions”. (SIAMS Evaluation Schedule 2018 p9)

Our RSE teaching and learning is delivered within the aims of our vision statement and our equal opportunities policies. Therefore, RSE will be delivered within an ethos of honesty, trust, respect and care. We appreciate that whilst values cannot be imposed, children can be equipped with the skills necessary to consider other people’s values whilst developing their own.

RSE will support the importance of strong and stable relationships, including marriage, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances. Teachers will be sensitive to these issues and to different types of families, promoting inclusion and reducing discrimination. Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued. As part of our teaching we will teach that all major world faiths believe sexual relations should occur between married couples.

This policy was produced in line with guidance from the LDBS, and in consultation with governors, staff and parents.

The intended outcomes of our programme are that pupils will:

- o know and understand how healthy relationships are developed.
- o understand they have a right to personal privacy.
- o understand they have a responsibility to report abuse and concern – both emotional and, physical.
- o develop the skills of perseverance and resilience.
- o develop the attributes of respect, integrity, honesty, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

## **ROLES AND RESPONSIBILITIES**

The RSE programme will be led by the Headteacher.

- o It will be taught by class teachers and trained Teaching Assistants
- o It will be supported by staff and parents
- o A working party, made up of the Headteacher, governors, parents and Fr Paul, has met to establish and develop the RSE policy
- o Teaching staff will receive RSE training on the new statutory guidance and this policy to be able to support pupils with RSE education

## **LEGISLATION**

### **(Include RIGHT TO BE EXCUSED FROM SEX EDUCATION )**

*Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).*

*Documents that inform the schools RSE policy include:*

- *Education Act (1996)*

- *Learning and Skills Act (2000)*
- *Education and Inspections Act (2006)*
- *Equality Act (2010),*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education – 2021*
- *Statutory safeguarding guidance (2016)*
- *Children and Social Work Act (2017)*

*Parents do not have a right to withdraw their child from relationships education.*

*Parents do have the right to request that their child be excused from sex education within RSE only.*

*Parents have the legal right to withdraw their children from all or part of any sex education within the RSE curriculum but not from the biological aspects included in national curriculum science*

## **CURRICULUM DESIGN**

Our RSE programme is an integral part of our whole school PSHE education provision.

Our RSE programme will be planned and delivered through PHSE, PE, RE and through links with other curriculum subjects. Learning about relationships and sex education in PSHE education lessons will link to/complement learning in all subjects.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including researching, games and drama.

Lessons will be differentiated to ensure that EAL and children with SEN can access learning material and concepts.

High quality resources will support our RSE provision and will be regularly reviewed through pupil interviews, observations and planning reviews.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context.

Pupils will be encouraged to reflect on their own learning and progress by being given time for reflection, and through role play.

Assessment in RSE will take the approach that on- going formative assessment will be used as teacher assessment.

An overview of the learning in each year group can be found on our school website under Policies.

### **Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### **Respectful relationships**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

---

<sup>1</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
<b>SAFE AND EFFECTIVE PRACTICE</b>	
<ul style="list-style-type: none"> <li>• We will ensure a safe learning environment by having high expectation of ground rules in line with our school vision</li> <li>• Teachers and pupils will agree ground rules by setting these up at start of sessions and discussing reasons for their use</li> <li>• Distancing techniques such as social stories are used because this helps to address sensitive issues that may be personal to certain children</li> <li>• Pupils' questions will be answered by using our protocol for Circle times</li> <li>• Sensitive issues will be handled by use of social stories</li> <li>• Pupils will be able to raise questions anonymously by using the worry box in each classroom for anonymous queries</li> <li>• All staff teaching RSE will be supported by the RSE lead and headteacher</li> </ul>	
<b>SAFEGUARDING</b>	

- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. We have annual training on Child Protection and teachers are aware of the process of reporting disclosures and of their responses to the children
- Teachers will consult with the designated safeguarding lead and in his /her absence their deputy around any concerns arising from discussions
- Visitors/external agencies which support the delivery of RSE will be required to do so with a SCWSM staff member present
- The protocol for inviting visitors into lessons is the same for any visitor (DBS clearance) however, we will be assured that their delivery will be in line with SCWSM policy for RSE

### **ENGAGING STAKEHOLDERS**

- Parents were informed about the policy through a PTA meeting, attended by members of staff and governing board
- The RSE policy has been uploaded onto the website in draft form for a consultation period.
- We are committed to working with parents and carers by engaging them in the initial working party drafting the policy and will continue to engage with them on this policy going forwards if required
- This way, we will be working closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through PTA meetings during the consultation period
- We have notified parents about the termly content of Relationships and Sex education, and this is available on the school website
- Parents/carers have the right to withdraw their children from RSE content that is not part of statutory NC Science, however we will ensure that all parents are clear about coverage of the curriculum so that any misunderstandings can be clarified
- If a parent/carer requests that their child be removed from relationships and sex education, we will meet with them, and provide support by offering materials that they can discuss with their child at home
- Governors have been informed of the RSE policy and curriculum through an initial working party. There will be regular updates through PWCE governor meetings to update in delivery
- Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils

### **MONITORING, REPORTING AND EVALUATION**

- RSE will be monitored by RSE lead and senior leaders through monitoring of planning and delivery
- RSE provision be evaluated and consulted on through governor learning walks and continuing professional development
- The head teacher will report on progress to governors at governor meetings
- Careful check by senior leaders will verify the visitors and agencies that are linked to RSE in our school. This will be cross-checked by observations in class lessons. At no time will visitors and external agencies be allowed to deliver lessons without staff members present
- Teachers will critically reflect on their work in delivering RSE

- Pupils will have opportunities to review and reflect on their learning during lessons through circle times
- Pupil voice will be influential in adapting and amending planned learning activities

<b>RSE POLICY REVIEW DATE</b>
<b>September 2021</b>