



Relationships and Sex Education (RSE) Policy 2024

You shall love your neighbour as yourself.

Matt 22v39

“Where everyone shines with God’s love”

Relationships and Sex Education Policy

We at St John's CE Primary School are committed to meeting the needs of our pupils and ensuring that they make progress. In line with our mission statement, we aim to:

Build a better place, where:

Everyone is welcome;

No one is ever lonely;

We respect and trust each other;

There is always someone to ask for help;

People help us to be the best we can.

Great Harwood St John's CE Primary School statement of intent

‘Where everyone shines with God’s love.’

As a Church of England school, our curriculum has Christian values at its heart. It is our intent at Great Harwood St John's that ALL learners leave our school with a lifelong love of learning and they know that they are loved and treasured as individuals. To enable them to do this our curriculum has been carefully designed around our children, celebrating differences and developing the uniqueness of each child. We recognise children's starting points and quickly set about developing their phonics, early reading and maths skills through first hand experiences. Throughout their journey with us at St John's, we shower the children with enrichment opportunities to broaden their horizons and enhance their curiosity about their local community and the world around them. Staff work collaboratively, utilising each other's expertise to ensure a clear, coherent, well-balanced curriculum made bespoke to us. Ultimately, the day to day decisions of the school are to ensure that the whole child's needs are met whether this is academic or social and emotional.

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Great Harwood St John's Church of England School our relationship education seeks to live out this command and explore how we can ‘love our neighbour’ through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship. Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of

teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Aims

The aims of relationship and sex education at Great Harwood St John's CE Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education

Policy Development and Review

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

1. Review – a member of staff gathered all relevant information including relevant national, diocesan 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 were invited to a meeting where the RSE policy was shared with them and parents had the opportunity to see the scheme of work and resourced used to teach RSE. They could also ask questions or discuss any queries they had with the headteacher and PSHE subject leader.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every 3 years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe Sex Education. Health Education (See PSHE

Policy) is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy)

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Alternative work will be given to pupils who are withdrawn from Sex Education.

Curriculum Delivery of RSE

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about or answer questions on rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, masturbation or about forms of sexual intercourse including foreplay. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked. In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Training

Staff are trained on the delivery of RSE. The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Monitoring arrangements

The delivery of RSE is monitored through planning and work scrutinies, learning walks, pupil interviews, staff meeting discussions.

Review

This policy will be reviewed by the PSHE subject leader in Spring Term 2027, unless this is required sooner.

This policy was discussed, agreed and approved by staff. The Governing Body approved the Policy in Spring Term 2024

Appendix 1-Curriculum Overview

Year Group	Content	How it is taught	Member of staff responsible
Foundation Stage	<p>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>To initiate play, offering cues to peers to join them.</p> <p>To keep play going by responding to what others are saying or doing.</p> <p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>To be aware of the boundaries set and of behavioural expectations in the setting.</p> <p>To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>	Continuous provision Activities, PSHE lessons and throughout other areas of the EYFS curriculum.	Class Teacher and Teaching Assistant
Year 1	Roles of different people, different types of families, feeling cared for, recognising privacy, staying safe, seeking permission, how our behaviour affects others, being polite and respectful.	During PSHE lessons but also throughout the curriculum in other subject areas.	Class Teacher and Teaching Assistant
Year 2	Making friends, feeling lonely and getting help, managing secrets, resisting pressure, recognising hurtful behaviour, recognising things in	During PSHE lessons but also throughout the	Class Teacher and Teaching Assistant

	common and differences, playing and working cooperatively, sharing opinions.	curriculum in other subject areas.	
Year 3	What makes a family, features of family life, personal boundaries, safely responding to others, the impact of hurtful behaviour, recognising respectful behaviour, the importance of self-respect, courtesy and being polite.	During PSHE lessons but also throughout the curriculum in other subject areas.	Class Teacher and Teaching Assistant
Year 4	Positive friendships including online friendships, responding to hurtful behaviour, managing confidentiality, recognising risks online, respecting differences and similarities, discussing difference sensitively.	During PSHE lessons but also throughout the curriculum in other subject areas.	Class Teacher and Teaching Assistant
Year 5	Managing friendships and peer influence, physical contact and feeling safe, responding respectfully to a wide range of people, recognising prejudice and discrimination, physical and emotional changes in puberty, external genitalia, personal hygiene routines.	During PSHE lessons but also throughout the curriculum in other subject areas.	Class Teacher and Teaching Assistant
Year 6	Attraction to others, romantic relationships, civil partnerships and marriage, recognising and managing pressure, consent in different situations, expressing opinions and respecting other points of view, human reproduction and birth.	During PSHE lessons but also throughout the curriculum in other subject areas.	Class Teacher and Teaching Assistant