



**LDBS Academies Trust**

*Excellence and Equity for All Children in a Christian Context*

**Relationships, Sex & Health  
Education: School Policy**

**INSPIRING BELIEF  
in God and one another**



**ST RICHARD'S  
SCHOOL**

<b>DATE APPROVED BY THE LAC</b>	March 2020
<b>REVIEW DATE</b>	March 2022
<b>Signed Headteacher</b>	<i>Knock</i>
<b>Signed Chair of LAC</b>	<i>Anne Wase</i>

## Vision Statement

Our schools aspire to provide 'excellence and equity in a Christian context', where every child is valued as a unique individual treasured by a loving God. 'I have inscribed you on the palms of my hands.' Isaiah 49.v16.

Our aim is that every child will have the opportunity to flourish and develop into a rounded adult who can live life to the full. 'I have come that they may have life and may have it in all its fullness'. John 10.v10.

Our schools are places where all are welcome and where we practise kindness and hospitality on a daily basis.

Our vision and our values are clearly displayed and while it is not a requirement that a child and their family have to be practising Christians we do expect all parts of the community, children, staff, parents and carers to support the values that we hold dear.

In our school, we demonstrate how we support this vision through our values, which are Friendship, Endurance, Trust and Hope and summarised in the school's own vision statement: Inspiring belief in God and in one another.

The vision of St Richard's CE Primary School is for a thriving and outstanding school where children and adults, working with the local community, have the opportunity to become the best they can be.

Inspiring belief...

- in ourselves – through progression and fulfilment
  - in each other – through motivation and teamwork
  - in the children – through showing them their potential
  - in the parents – through building trust by results
  - in God to all – through our whole lives
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- We believe in looking out for everyone  
We put safety first and we do all we can to ensure that all needs are met.
  - We believe in working together  
We act like a family who support and motivate one another.
  - We believe in aiming for the best  
We do all we can to ensure the highest quality in every area – our children deserve nothing less.
  - We believe in looking to the future  
We are positive and seek opportunities to grow and improve, overcoming obstacles to achieve our goals.

We live out our values and vision through our key policies e.g. The LAT Behaviour policy is supported through the values described in the rewards and sanctions section of the policy demonstrating the importance of dignity and forgiveness.

The school admissions policy decided by the Local Academy Committee shows our inclusivity and the importance we place on service to our local community.

The breadth of the curriculum and the creative projects which we enjoy are key to providing opportunities for children to experience life in 'all its fullness', so that alongside learning and wisdom they also experience joy and delight in learning.

Care for the individual and their needs is crucial and the school's policies regarding inclusion and SEND are constant reminders that each of us is known to God and our names are 'inscribed on the palms of His hands'.

LAT HR policies are common in all schools and are created to ensure that individuals are treated fairly and with dignity. All HR policies have been scrutinised by the various unions to ensure that they contain acceptable procedures.

# **Relationships and Sex Education: School Policy**

## **Intent:**

*"To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships"<sup>1</sup>*

Our children learn about relationships and sex from the very youngest age, even if we don't talk with them about it. Some of the things they learn are incorrect, confusing or frightening. In a media-based world where sex and relationships are everywhere, from marketing to popular culture, we should talk to our children to help them make sense of it all.

Mutual respect and trust are central to all relationships within St Richard's CE Primary School. We strive to ensure that all pupils develop the skills, knowledge and self-understanding necessary to make informed decisions about their relationships with others. Decisions about how they relate to others can only be made if they have adequate knowledge of their own physical and emotional development and a clear understanding of what is appropriate and inappropriate. This is not a task for the school in isolation, and we seek to work with parents to ensure the teaching of Relationships and Sex Education (RSE) reflects their expectations and complements teaching at home. We also ensure that any teaching regarding RSE is consistent with our Christian ethos and values.

*"In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life"<sup>2</sup>*

Our aims are to:

- Provide an effective RSE programme which is relevant to all pupils and is taught in a way that is age and stage appropriate;
- Enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- Teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- Provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

The educational framework for the delivery of RSE, in all schools within the LDBS Academies Trust and Academies Trust 2, has four key strands:

1. **Commitment, promise, trust and security** – We are committed to building self-esteem, modelling conflict resolution, protecting the weak, and to justice and compassion. Children will learn to keep themselves safe both in their everyday lives and online.

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education, Department for Education, 2018.

<sup>2</sup> *Changes to the Teaching of Relationships and Sex Education and PSHE: A call for Evidence* Church of England Education Office Response, Feb 2018.

2. **Friendship, companionship, nurture and comfort** – We are committed to creating and maintaining an atmosphere where feelings and good and bad experiences are shared and taken seriously, and where values such as forgiveness and love are discussed and lived out. Truthfulness and honesty are highly valued, and children are taught to treat each other with respect and consideration.
3. **Children** – Children of mixed ages are given opportunities to mix and play together, and form relationships across the ages. At the same time, we acknowledge the different rates of growth and development of pupils, and we recognise and respect the different backgrounds and traditions of each family in the school. There are also opportunities for children to be involved in social action in the wider community.
4. **Sex and physical relationships** – Children are taught sex education within a framework that reflects the Christian ethos of the Trust. The teaching framework values respect, non-exploitation, commitment and trust, honesty, critical self-awareness, and self-discipline. It explores the rights, duties and responsibilities involved in sexual relationships. We provide good role models of respectful, sensitive relationships between adults and the same approach is nurtured amongst pupils. We are committed to encouraging compassion, forgiveness, mercy and care when people follow different ways of life, and we will foster an understanding of and respect for diversity regarding religion, culture, and sexual orientation.

## **Implementation**

### **The National Curriculum for Science**

St Richard's CE Primary School has a statutory duty to teach the following as part of the National Curriculum (2014) Science programme of study:

#### **Key Stage 1**

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

#### **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, including humans.
- Describe the changes as humans develop to old age, including the changes experienced in puberty.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

### **RSE in the context of Health Education**

From September 2020, the school has a statutory duty to teach Health Education. It is expected that by the end of primary schooling, pupil should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including key facts about the menstrual cycle.

## RSE in the context of Relationships Education

In addition to Health Education, from September 2020, the school also has a statutory duty to teach Relationships Education. It is expected that when children leave the school in Year 6, they will have covered five main areas<sup>3</sup>:

- Families and people who care for me
- Caring friendships
- Respectful relationships, including relationships involving people with protected characteristics<sup>4</sup>
- Online relationships
- Being safe

### How and when we teach RSE

Specific teaching of RSE, happens in the summer term in Personal, Social and Health Education (PSHE) lessons by the class teacher. Children may not be withdrawn from these lessons, with the exception of some content in Year 6.

Each class will have 3 or 4 lessons on the topics specified below. However, discussions around the themes of RSE may be addressed to complement the PSHE or Science curriculum. The school uses the Christopher Winter Project program entitled: '*Teaching RSE with Confidence in Primary Schools*' (5<sup>th</sup> edition, 2020).

The curriculum overview from Reception to Year 6 is as follows:

<b>Reception</b> Family and Friendship	Lesson 1: Caring Friendships Lesson 2: Being Kind Lesson 3: Families
<b>Year 1</b> Growing and Caring for Ourselves	Lesson 1: Different Friends Lesson 2: Growing and Changing Lesson 3: Families and Care
<b>Year 2</b> Differences	Lesson 1: Differences Lesson 2: Male and Female Animals Lesson 3: Naming Body Parts
<b>Year 3</b> Valuing Difference and Keeping Safe	Lesson 1: Body Differences Lesson 2: Personal Space Lesson 3: Help and Support
<b>Year 4</b> Growing Up	Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships
<b>Year 5</b> Puberty	Lesson 1: Talking about Puberty Lesson 2: The Reproductive System Lesson 3: Help and Support
<b>Year 6</b> Puberty, Relationships and Reproduction	Lesson 1: Puberty and Reproduction Lesson 2: Communication in Relationships Lesson 3: Families, Conception and Pregnancy <sup>5</sup> Lesson 4: Online Relationships

<sup>3</sup> More information about the specific content of the Relationships Education and Health Education curriculum can be found in the school's PSHE Policy

<sup>4</sup> Protected characteristics include: sex, gender reassignment, race, disability, religion or belief and sexual orientation

<sup>5</sup> Parents may withdraw a child in Year 6 from this lesson following consultation with school leadership; see further below

## **Dealing with difficult questions**

Each RSE session will be structured so that children have the opportunity to use an anonymous question box at the end of each session if they choose. Teachers will endeavour to answer questions as honestly as possible, but questions they do not feel comfortable answering or ones which are not age-appropriate and beyond the primary curriculum, will not be answered or explored.

## **Withdrawing Pupils from Sex Education**

From Reception to Year 5, RSE lessons will only incorporate content from the Science National Curriculum and, from September 2020, the Relationships Education and Health Education statutory guidance.

In Year 6, pupils will be taught about the basics of human sexual intercourse in a diagrammatical way and in the context of a healthy relationship. Parents may opt to withdraw their child from this session (Lesson 3,) but only following consultation with the PSHE and RSE Leader or a member of the Senior Leadership Team.

Parents do not have a right to withdraw their child from the statutory elements of Relationships Education, Health Education or the Science National Curriculum.

## **RSE Leadership and Practice**

- The PSHE and RSE Leader will have overall responsibility for the provision of the programme, for monitoring developments with RSE and for recommending to the Local Academy Committee any amendments that are deemed necessary or appropriate.
- Parents will have access to the RSE curriculum overview to enable them to discuss issues with staff or their own children.
- Materials and specific content used in the RSE programme taught at St Richard's will be available to parents on request.
- The children will be taught in both single and mixed gender groups as appropriate. Some of these sessions may be facilitated by the class teacher or the school nurse. Materials used by external visitors will be quality assured by the PSHE and RSE Leader.
- If questions are asked by children outside the RSE programme, the class teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child – including those with protected characteristics (see Equality Policy) – is entitled to receive RSE.
- It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required, for example in the case of SEND pupils or those in the ASD Centre.
- The school's RSE Policy is subject to review at least every two years.

## **Child Protection and Safeguarding**

All staff and parents need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to a child disclosing a child protection or safeguarding issue. If such a situation arises, the staff member will follow the reporting procedures as set out in the school's Safeguarding Policy. A member of staff cannot promise confidentiality if concerns exist.

This policy sits within the framework of the Trust's Relationships, Sex and Health Education Policy. Both policy documents are available to parents via the school's website or via requesting a paper copy from the school office.

This policy also links to our school policies on:  
PSHE  
Safeguarding and Keeping Children Safe in Education  
Equalities  
Anti-Bullying  
Behaviour  
Online Safety