

Deal Parochial Church of England Primary School

Relationships and Sex Education Policy



Policy created: Summer term 2020

Review date – Summer term 2021

Policy created by Ms J Brown

Agreed by governing body: Signed

Vision Statement

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community

that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity.

TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS

Deal Parochial C of E Primary School

Deal Parochial C of E Primary School is a Church of England Voluntary Aided Primary School catering for children between the ages of 4 and 11 years. The school prides itself on being a church school with 6 Christian values (Kindness, Courage, Trust, respect, friendship and Forgiveness) based on the fundamental beliefs in one God, Jesus Christ, the Holy Spirit and the Anglican tradition.

Values Statement

At Deal Parochial Primary School the curriculum is firmly rooted in its Christian foundation, enabling every child to; grow spiritually and emotionally; foster imagination and a deep sense of personal identity and self-worth; providing guidance through the loving example of Jesus Christ.

Mission Statement

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential – being **the best that I can be**.

Rationale

The UK has by far the highest rate of teenage pregnancies in Europe, and the evidence suggests that children are becoming sexually active at an earlier age. Relationships and Sex Education links to Keeping Children Safe 2020. It helps raise awareness to forms of abuse, of sexual exploitation and bullying, and the dangers of grooming.

It also prepares pupils for their next stage in life.

At **Deal Parochial Church of England School** Relationships and Sex Education (RSE) is taught as stand-alone lessons that links to the PHSE programme of work - called Jigsaw.

Relationships and Sex Education is a key aspect of Personal, Social and Health Education at **Deal Parochial Church of England School**. As such, it is more than the biology of reproduction, and is taught within the context of caring relationships. The Relationships and Sex Education provided forms a foundation for further work in secondary schools, and the skills and attitudes developed will enable the children to lead healthy lives.

At Deal Parochial C.E.P. School we have based our RSE policy on the DFE guidance for Primary Schools, for more details on policy contents and guidance.

<https://www.canterburydiocese.org/childrenandyoungpeople/our-schools/policies-guidance/>

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

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

In this document RSE is defined as: learning about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships for family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. This definition supports the Christian ethos of the school, and reflects Diocesan education guidance.

While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility in a way that allows

children to ask and explore moral questions. We do not use SRE as a means of promoting any form of sexual orientation.

What is Relationships and Sex Education (RSE) at Deal Parochial C of E Primary School?

RSE is learning about the biological, physical and emotional bond that involves sexual activity between consenting adults. Our provision is guided by our distinctively Christian ethos and Character Education that threads through our Collective Worship.

Deal Parochial C of E Primary School believes that it is vitally important to begin to educate our young people about sex and relationships to ensure that they have all the information and advice they need at an age appropriate level. We aim to prepare them for the transition into the teenage years, and secondary school. It is means of keeping themselves safe and providing sufficient information so that they are equipped with knowledge that they can build upon during their journey towards adult life and enables them to make rational and informed decisions about the world in which we live safely.

[DFE Statutory Guidance “Relationships Education and Relationships and Sex Education, \(RSE \) and Health Education” 2019.](#)

It states:

67. It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school’s overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

68. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent’s wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw as set out in paragraphs 45 and 46. Schools

must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Aims

We aim to ensure that children receive a balance between acquisitions of:

- **Attitudes** – appreciation of difference; tolerance; openness about sex and relationships.
- **Skills** – negotiation; communication; assertiveness; care for self and others; personal skills; managing emotions and relationships; problem solving skills; decision-making skills.
- **Knowledge** – puberty; the mechanics of sex including biological aspects; fertility and reproduction; contraception and STI's.

Objectives

The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

- To know and understand their physical development, sexuality, reproduction and contraception
- To respect themselves and others
- To help young people move with confidence from childhood through adolescence into adulthood
- To value family and marriage as the foundation of a civilised society, and a firm basis for the nurturing of children
- To develop a healthy, safer lifestyle
- To develop good relationships and respect the differences between people and their relationships
- To be able to manage emotions and relationships confidently and sensitively
- To recognise and be able to avoid exploitation and abuse
- To encourage and develop young people to be responsible for their actions and the consequences

General Principles

All children have the right to comprehensive RSE. The Children Act 1989 requires the children's views to be taken into account in the light of their age and understanding. The UN Convention on the Rights of the Child states that the views of children must be heard in all matters relating to them, and that children have a right to information. We believe that our RSE programme should be developed with the need and rights of the children and young people at its centre. These needs and rights should then be considered and

balanced with the views and concerns of adults. It is this partnership and communication that will lead us to the most effective RSE for our children.

We welcome the views of parents, governors and staff. These parties have been consulted in the formation of this policy. These parties will be consulted as and when the need arises. We hope that any discussions regarding the RSE policy can be held in an honest and open forum.

Values and attitudes

Equality

Deal Parochial C of E Primary School is committed to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice.

Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Under the provisions of the Equality Act, **Deal Parochial C of E Primary School** will 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). At **Deal Parochial C of E Primary School** we will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. **Deal Parochial C of E Primary School** in the process of creating this policy and provision of resources and programs of learning has taken the above into consideration in designing and teaching these subjects.

At **Deal Parochial C of E Primary School** we have taken into consideration and will continue to consider the makeup of our own pupil body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

Deal Parochial C of E Primary School is committed to fostering healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

It is impossible to teach RSE in a meaningful way without challenging values, attitudes and taboos. We must recognise that these have been formed by factors such as our age, class, religion, sex, and sexuality, as well as the culture with which we identify.

We hope that everyone would accept the following principles:

- That our teaching will not disregard, question or criticise the possible 'norms' of an individual's current environment.
- That the whole area of personal relationships cannot be a 'bolted-on' part of

learning.

- That all RSE is taught with regard to the Christian nature of the school, following advice from the Canterbury Diocese.

Specific issues

Some issues in RSE are particularly sensitive and parents will need reassurance that teachers and those contributing to SRE will work within the school's agreed set of values. The following issues should be addressed at some point in the child's primary school life.

- Puberty – both physical and emotional changes
- Menstruation
- Conception and Contraception
- Relationships

Confidentiality:

Teachers conduct RSE lessons in a sensitive manner and with consideration for the need for confidentiality. But should issues of disclosure regarding inappropriate sexual behaviour/ activity arise, 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 Child Protection Policy will be followed.

Consultation

This policy and our resources and schemes of work have been shared with the Governing Body of [Deal Parochial Church of England Primary School](#).

Parents and carers will receive an over view of the content for PHSE and RSE at the beginning of the school year in the annual meet the teacher. At this meeting parents will be provided with the year group program of learning and consulted with regards to the content.

In years 5 and 6 parent and carers will be invited to attend a separate consultation session where they can watch and discuss the RSE program and resources.

Handling difficult questions

When teaching RSE it is important to set clear ground rules to ensure that pupils understand what is appropriate in a class setting. However, the school's policy and training should support teachers, and others contributing to SRE in how to handle unexpected questions. For example:

- If a question is too personal, remind the pupil of the ground rules, i.e. the right to 'pass' on a question. If the pupil needs further support, he/she can be directed to an appropriate person or agency outside of the classroom setting
- If the adult does not know the answer it will be important to acknowledge this

and use the opportunity as a collaborative learning experience

- If the question is too explicit for the majority of the class, the adult should acknowledge it and promise to return to it later individually
- If the question raises concerns of sexual abuse, the adult should follow the school's child protection procedures.

Delivering Relationships and Sex Education

Much of RSE is taught to the children in Year 5 and 6, although other RSE and PSHE themes are covered in the previous years (appropriate to children's age and stage of development) to fully equip the children with the skills and attitudes necessary for them to benefit effectively from sex education. RSE within PSHE supports the school's programme Jigsaw, which is used as the cornerstone of our personal development programme. We also teach some RSE through other subjects (e.g. 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.

Most of the teaching of RSE will be done by the class teacher, as s/he will have established a working relationship with the class.

Differentiation and Special Educational Needs

We recognise that all children will have varied life experiences and a range of feelings and attitudes. Lessons will allow all perceptions to be articulated, and all contributions will be valued and respected.

Teachers may need to use different resources, activities or provide specific support depending on the needs of the pupils. Teaching points need to be conveyed using language that is accessible to the pupils.

The school nursing services may also be available to advise and assist the pupils on periods and preparing for puberty and can be requested to support individual pupils with Special Educational Needs.

Specialised programmes of learning can be used on the advice of health specialists with the consent of parents / carers. The inclusion manager MRS Mel Hogben can liaise with the Universal Services and request specialist advice and support.

Deal Parochial Church of England Primary School Curriculum resources and timetable for RSE

Resources available at Deal Parochial C.E.P. School

The core schemes of work that teachers use for children to watch are:

- **Growing Up** – A guide to Puberty – Bounty Health Networks.

This runs for 12.5 minutes. It is portrayed in pencil sketch animation with narration. The areas covered are:

Puberty, Changing Emotions, Social Expectations, Wet Dreams, Circumcision,

Menstruation, Management of Periods, Hygiene.

This is taught in Year 5 – The class teacher will deliver this lesson during the summer term. This follows an open invitation to all parents/ carers in order to carry out an annual consultation.

It aims to share all the resources we use and give parents the opportunity to ask questions.

- **BBC – Sex & Relationships Education DVD Active.**

This is a PSHE programme for ages 10-12. It has been agreed through consultation with parents in 2017 that this resource can be used partially in Year 5 and in Yr 6.

The areas covered are:

Unit 1:- Growing Up – Physical Changes

Body change:

From birth to present day. How does my body change at Puberty?

What changes do girls and boys go through at Puberty? Am I the same as everyone else?

Periods

What is a period? Talking about periods.

Wet Dreams

What is a wet dream? Talking about wet dreams.

Hygiene

Keeping clean

Emotional Changes

Feeling positive, Different feelings for different people, Crushes, I've got a crush, different times, different friendships, Asking someone out for a date.

Unit 2:- Cycle of Life – Sexual reproduction

Puberty and sex, sexual reproduction words, sexual intercourse, How a baby grows: inside story, Reproduction quiz.

Birth

Having a baby, How do you care for a newborn baby?

Sexuality

Sexual feelings

Change and loss

How do we change as we grow older?

Unit 3:- Feelings - Managing feelings

I have feelings, What's the difference? How do our feelings change?

Respecting other people's feelings

Keeping safe

Hugs and touches, internet safety, resisting negative peer pressure, asking for help, The helping Hand.

Unit 4: Family Life

Different family patterns.

Family arguments, happy families? Have you ever felt like this? Top tips for Happy Families.

Marriage and Partnership

Marriage, partnerships, commitment, what makes a family? Turn off the TV.

Celebrating events

Birth

Welcome to the world

Celebrating events

Marriage

Marriage celebrations, marriage vows.

Unit 5: - Friendships

Making friends

Different friendship groups

Making friends

Helping others, picking teams

Making friends

What makes a good friend?

When friendships go wrong

Why do friendships go wrong? It's ok to be different, A story about falling out.

Keeping Friends

Friendship skills (empathise, listen, support), What is good listening?

Assessment, Recording and Reporting

Much of the learning in SRE is sensitive and of a highly personal nature so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupil's progress in terms of personal development. For many issues, assessment is inappropriate, for example, discussion of family relationships, but where assessment may be of value, it is best to consider pupils' self-assessment or peer-assessment. Examples might be that pupils might assess their own decision making skills in relation to a moral dilemma in a specific imaginary situation, or that there could be peer assessment of assertiveness skills in a role-play activity.

Evaluation

Evaluation methods may include:

- Structured observation of pupils as they work.
- Checklists for individuals or groups to fill in.
- Quizzes to measure knowledge levels.
- Problem solving activities - e.g. using case studies - concerning what pupils would do in health related situations.
- Picture drawing or painting.
- Story writing.
- Pupils record what they have done, new points of learning, feelings about the work etc.
- Collages/ displays.
- Storyboards with characters in 'moral dilemmas', having speech bubbles for pupils to fill in.

- Conversations with groups of children.
- Feedback from teachers and parents.

Parents' Right to Withdraw Pupils

According to the Education Act 1988 Section 9 (3), parents have the right to withdraw their child from sex education, (This excludes the elements of SRE that are included in the statutory National Curriculum), and responsibility for the supervision of that pupil remains the duty of the school. It is hoped that parents with any concerns about the programme at the school will confer with teachers before requesting that their child be withdrawn. Pupils whose parents do exercise this right will be supervised undertaking some other work.

We encourage all parents to view the DVD and resources we use in the teaching of our sex education lessons and hope that if they have any concerns that they feel free to discuss these with a member of staff.

Equalities Statement

At Deal Parochial CEP School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At Deal Parochial CEP School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

J Brown Head Teacher