


St Nicholas CE VA Primary School

Our Christian Values: Hope, Kindness, Responsibility, Perseverance		Curriculum drivers: Resilient learners Collaborative Creative Empathetic
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RELATIONSHIPS AND SEX EDUCATION POLICY

'Believe and Achieve'

- Believe in ourselves, those here to help us and God
- Achieve our goals and celebrate success in every area of school life

Our strapline 'Believe and Achieve' is based on the Bible verse:

'With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him, all things are possible.' Matthew 19.26.

This underpins our Christian vision statement at St Nicholas:

Our school is a happy place where everyone is valued, every child can thrive and reach their full potential and where we live out our Christian values celebrating the uniqueness of each individual.

At St Nicholas 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 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.

Policy adopted by School Effectiveness Committee	June 2024
Chair of Governing Body:	Lucy Parr
Headteacher	Rizelle Crouch
Policy review due:	May 2027

Introduction

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This policy was developed following a variety of consultation methods involving pupils, parents/carers, staff, governors and the school health adviser. All views were taken into account when developing this policy and the Relationships and Sex Education (RSE) programme.

Policy Statement

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 young people to make responsible and informed decisions about their health and well-being.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order. The DfEE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children. From September 2020, RSE will be taught as a statutory requirement.

Other related policies and documents include the PSHE & Citizenship policy, Anti-Bullying Policy, Drug Education Policy and Child Protection Policy.

Aims and Objectives

This policy is a working document which provides guidance and information on all aspects of RSE in the school for staff, parents/carers and governors. RSE teaching will be underpinned by our school values and ethos promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. To prepare pupils at our school for the opportunities, responsibilities and experiences of later life.

Moral and Values Framework

The RSE programme at St Nicholas reflects the school's Christian ethos working in partnership with parents and carers to encourage the following values:

- Respect for self;
- Respect for others;
- Responsibility for one's own actions;
- Responsibility for one's family, friends, schools and wider community Promoting safe, equal, caring and enjoyable relationships.
- Encouraging discussion of real-life issues appropriate to the age and stage of pupils.

Equal Opportunities Statement

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from staff.

Content

In key stage 1 pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

In key stage 2 pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Life processes are discussed including the physical changes that take place at puberty, why they happen and how to manage them.

Materials used reflect the consultation with parents/carers and the school health adviser. Age and cultural backgrounds of the pupils were regarded in relation to images used. The range of material used is available to parents/carers and informative books are available to children in the library.

Organisation

RSE should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE) and citizenship. At St Nicholas the *main* content is delivered in PSHE lessons in the second half of the summer term to all years. This ensures a coherent spiral curriculum. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used alongside high quality resources that are regularly reviewed. The school will work in partnership with parents and carers informing them about what their children will be learning and how they can contribute at home.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. St Nicholas Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's SRE policy and work within it;
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

Elements of the sex education in the science curriculum are assessed formally. Evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson which are used by the coordinator to inform future planning.

St Nicholas School believes in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

Specific Issues within RSE

Withdrawal

Parents/carers do not have the right to withdraw their children from relationships education provided at school. However, they do have the right to withdraw their children from sex education that is not part of the science curriculum. Those parents/carers wishing to exercise this right are invited in to see the Headteacher 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.

Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Gender Identity and Sexual Orientation

St Nicholas Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying relating to sexual or gender identity or orientation is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Different families

All of our teaching is sensitive and age appropriate in content. The DFE states, 'we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.' As an inclusive school we value all of our pupils and families in our community and comply with the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. We focus on respect and regard between people e.g. friendships and families.

In Early Years and KS1 children will be taught that there are lots of different types of families and shown images of different types of families. In KS2 lessons about bullying will give teachers the opportunity to correct homophobic language, just as they would any language associated with racism, sexism or any other type of discrimination. In the year 4 lesson 'Girlfriends and boyfriends' children will be told that some people may be attracted to people of the same sex, and just like a heterosexual relationship this is for when you are much older. When 'conception' is taught it will be mentioned that people in same sex relationships have babies too, just as when marriage is taught we explain the law allows people in same sex or heterosexual partnerships to get married. In year 6 children will learn about the Equality Act and be introduced to the word 'transgender'. This lesson has a focus on prejudice and discrimination. Any questions posed by children which go beyond the agreed content for that year group will be responded to age-appropriately.

Dissemination

All staff members, and governors receive a copy of the RSE policy. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents.

