

Relationship and Sex Education (RSE) Policy



Bishop Martin CE Primary School

Reviewed September 2023

Relationships and Sex Education Policy

Jesus said 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools and to gain every opportunity to live fulfilled lives.

In order for this to happen, the Liverpool Diocesan Schools Trust (LDST) works with schools and families to ensure children learn about (and have modelled for them) good, healthy relationships, so that they can secure, develop and sustain such relationships and recognise when and how relationships go wrong. Relationships and Sex Education (RSE) must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies* (DfE 2019), which states: "*The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.*"

"The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools." Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to RSE, we believe that we can promote the development of the whole child so that children can grow in *wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritual, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

LDST believes teachers, parents, carers, pupils and all members of each school's community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish, and to do this we aim to work with parents and carers in a spirit of hope and compassion. This policy sets out how we will achieve this together.

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

The following are extracts taken directly from '*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies*' (DfE 2019)

What are we aiming to do?

Bishop Martin CE Primary School aims to provide a programme that follows the statutory need to include RSE in their curriculum from September 2020 and within the ethos of our Christian school.

Bishop Martin CE Primary School aims:

- to adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about healthy and respectful relationships, what respectful behaviour looks like, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- to equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- to ensure that all children
 - ✓ develop confidence in talking, listening and thinking about feelings and relationships
 - ✓ develop their self-esteem, body confidence and sense of responsibility
 - ✓ are able to name parts of the body and describe how their body works
 - ✓ are prepared for puberty
 - ✓ can protect themselves and ask for help and support
 - ✓ To develop a curriculum that addresses cultures of sexual harassment and teaches that sexual violence and sexual harassment is always wrong;
 - ✓ Understand the importance of equality and the damage that stereotyping and prejudiced behaviour can do

How do we achieve these aims?

RSE is integrated within the wider themes of the Personal, Social, Health, Citizenship & Economic Education (PSHCEE) curriculum, and will be delivered through discrete PSHCEE lessons. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure, sexual harassment and abuse, and other risk-taking behaviour such as drugs, smoking and alcohol. Children are also taught about consent from an early age, to ensure they are able to protect their own bodies. This is taught using the NSPCC PANTS rule, so the children understand their privates are private. This is developed further in Year 6 and pupils are taught about the issues surrounding Female Genital Mutilation (FGM). Pupils will be made aware that this practise is illegal in the United Kingdom, along with the mental and physical harm it can cause to females. Pupils are also reassured if they have any concerns, they can highlight these to a trusted in school. However, there are also links between RSE and Science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

Our RSE will ensure that content is relevant to the age, experience and maturity of pupils.

Our school values: Our vision and values are at the core of everything we do. They underpin our school vision which is;

- To educate for **wisdom, knowledge and skills** and ensure the best possible outcomes for all pupils.

- To have high **hopes and aspirations** in all aspects of school life.
- To follow our Christian Values by **participating and living well together** in our community.
- To **respect** everyone and ensure outstanding personal development, behaviour and attitudes.

We have twelve core values which are embedded in the life and work of the school and its community. They are; Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness, Generosity, Compassion, Courage, Forgiveness, Friendship, and Respect. We focus on one value each half term over a two-year cycle. These values are at the heart of what we do.

RSE is delivered by class teachers, although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

As with all curricular areas we encourage children to take an active role in their learning during RSE sessions, and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.

We have established systems for children to confidently report abuse, knowing their concerns will be treated seriously.

Parental Involvement

We recognise that there is a strong link between school and home in the issues covered in RSE, as parents are key figures in helping their children to cope with both the physical and emotional aspects of making friends, sustaining friendship groups and growing up. Therefore, before any RSE lessons all parents receive a letter, informing them of the intended coverage of the sessions. Parents are encouraged to contact the class teacher or PSHE Lead if there are any issues they wish to discuss prior to the sessions.

We recognise that parents can exercise their right to withdraw their child from the RSE programme if they so wish, but not from Sex Education that is part of the Science Curriculum. Any requests must be made in writing to the headteacher.

Confidentiality

We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling safeguarding issues.

The subject leader will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.