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ST PAUL'S CATHEDRAL SCHOOL
RELATIONSHIP AND SEX EDUCATION
(RSE) POLICY AIMS & PRINCIPLES

(May 2019)

AIMS & PRINCIPLES

St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.

POLICY FOR RELATIONSHIP AND SEX EDUCATION

Rationale

The overriding aim of sex and relationship education at St Paul's Cathedral School is to equip our students with the knowledge and skills to allow them to navigate their transition to adulthood safely and with confidence. We will endeavour to make sure that our young people are confident in their understanding of their own bodies, and are equipped to develop strong and healthy relationships with others.

Sex and relationship education will be taught as part of our PSHE Education in conjunction with the National Curriculum for Science.

We recognise the partnership of home and school, of parent and teacher, in this important area of personal development.

Sex education will:

- be developmental and be appropriate to the age and stage of the child. Common starting levels cannot be assumed.
- put forward factual knowledge and encourage the exploration of facts.
- examine opinions and concepts and encourage discussion.
- encourage awareness, respect and responsibility for oneself and others.
- emphasise that love forms the basis of good, stable relationships.

Concepts such as love, joy, anger, fear, hate, trust, respect, sexual feelings and sexual responses are difficult to describe but need to be explored. Like other areas of health education, sex education is concerned not only with cognitive development but affective development. Care is taken that no child is stigmatised because of his or her home circumstances.

What is Sex and Relationship Education?

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

(DfEE 0116/2000 p.5)

Sex and relationship education has three main elements.

1. Attitudes and values:

- learning the importance of values and moral considerations
- learning the value of family life, marriage and stable relationships
- learning the value of love, respect and care.

2. Personal and social skills:

- learning to manage emotions and relationships confidently and sensitively
- developing empathy and self-respect

- learning to make choices without prejudice
 - appreciating the consequences of choices made
 - managing conflict
 - recognising and avoiding exploitation and abuse.
3. Knowledge and understanding:
- learning about and understanding physical development
 - understanding human sexuality, reproduction, sexual health, emotions and relationships.

Aims and Objectives of the Policy

- **For children to know how and where to access appropriate advice and information**
- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise that marriage is an important, but not exclusive, context for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sexuality.

This policy supports the following School Policies.

- Equal Opportunities
- Health and Safety
- Personal, Social and Health Education
- Child Protection
- Safeguarding
- Curriculum
- Rewards and Sanctions
- Anti- Bullying

Roles and Responsibilities

Governors

- To ensure the legal framework is followed.
- To implement the sex and relationship education policy through the Head Teacher.
- To make copies of this statement available for inspection by parents of pupils registered at the school and provide a copy free of charge to any parent who requests one.

Head Teacher

- To implement the Sex and Relationship Education Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents.
- To ensure the policy is reviewed regularly.
- To disseminate information to staff.
- To respond to individual problems experienced by children, enlisting external agency support if appropriate.
- To ensure that staff receive appropriate training to teach RSE.

Head of PSHE

- To write the first draft of the Relationship and Sex Education Policy.
- To ensure the policy is reviewed regularly.
- To attend regular training on RSE.
- To support class teachers and the school nurse with planning and teaching RSE where appropriate.

PSHE Teachers

- To prepare planning to include Relationship and Sex Education in the Curriculum.
- To ensure the correct resources are available.
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.

School Nurse/Health Service Specialists

- To give support throughout the school, when appropriate.
- To take lessons with groups of pupils, if appropriate.

Legislation

The policy has been written following guidance from the below legislation and statutory advice:

Education Act (2002)

SRE Guidance (2000)

'SRE for the 21st Century' (2014)

Equality Act (2010)

Learning and Skills Act (2000)

Education and Inspections Act (2006)

Equal Opportunities

In support of the Equal Opportunities Policy, all pupils, regardless of age, ability, gender or race, have the same opportunity to benefit from the sex education resources and teaching methods.

Organisation and planning

Who Will Teach It?

All teaching staff will teach sex and relationship education as part of the Science and the PSHE Curriculum as part of a spiral curriculum. Other members of staff, including the School Nurse might be involved in these lessons. All will teach in line with this policy.

What is taught?

The school will use the PSHE association toolkit as guidance for teaching RSE lessons. The school will use the Medway Resources.

Year 1 and 2

See appendix 1

Year 3

See Appendix 2

Year 4 and 5

See Appendix 3

Year 6

See Appendix 4

Year 7

See Appendix 5

Year 8

See Appendix 6

Medway Teacher Guidance Key Stage 1 and 2

See Appendix 7

Medway Teacher Guidance Key Stage 3

See Appendix 8

Methodology and Approach

There will be a whole-school approach from Foundation Stage to Year 6. The subject will be taught in a cross-curricular way, encompassing all the elements within Personal, Social and Health Education topics, as well as expanding on human relationships, human and physical development and reproduction, sexuality and the risks of sexual activity.

Dealing with Sensitive Issues

While we aim to answer all questions, we reserve the right not to where they are deemed inappropriate. If questions raise concerns, the child protection co-ordinator may be consulted.

Ground rules should always be used, especially when dealing with sensitive issues.

The following ground rules have been established.

- Establish a safe learning environment.
- Teachers should not enter into discussions about personal issues and lifestyles. Use of 'distancing' techniques.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in discussion.
- In discussion, teachers will promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way.

Relationship and Sex Education Programme

Relationship and Sex education is delivered within the Science Curriculum and the three broad themes within PSHE.

1. Living in the wider world
2. Health and wellbeing
3. Relationships

Through relationship and sex education, the children should:

- develop confidence in talking, listening and thinking about feelings and relationships
- be able to name parts of the body and describe how their bodies work
- be able to protect themselves and ask for help and support
- be prepared for puberty.

Within the Science Curriculum, the children should:

Key Stage 1:

- know that all creatures, including humans, move, feed, grow, use their senses and reproduce
- recognise the main external parts of their bodies
- know that humans and animals can produce offspring, which grow into adults
- recognise the similarities and differences between themselves and others, and treat others with sensitivity

Key Stage 2:

- know that the life processes common to humans and other animals include nutrition growth and reproduction
- know about the main stages of the human life cycle.

Key Stage 3:

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms

Assessment

Assessment of relationship and sex education will take place in both the Science and PSHE curriculum as appropriate.

Monitoring

Topics are reviewed through short and medium-term plans. Staff and Governors review the Relationship and Sex Education Policy once every two years. Parents will be invited to comment at each review.

Specific Issues

Equal opportunities

Age appropriate Sex and Relationship Education is available for all pupils regardless of gender, faith, ability etc.

Organisation of lessons

Classes are generally mixed gender, but may be separated if the class teacher feels it appropriate.

Child Protection

The Child Protection Procedures as per the school policy are followed. All referrals, whatever they origin, are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted are for handling cases of neglect, physical, emotional or sexual abuse, and failure to thrive, involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality should not prevent action being taken if the child is 'at risk'. Teachers listen sympathetically to anything a child tells them in confidence; however, if a teacher believes that a child is at risk, the appropriate people will be contacted – in accordance with the above Child Protection Procedures. A copy of this is available in school for parents.

Child Withdrawal Procedure

Relationship and Sex Education is mainly taught through PSHE, although some aspects may be covered in Science. Parents do not have the right to withdraw their child from national curriculum Science. However, they may withdraw them from RSE taught through PSHE. Where sensitive issues are going to be taught such as reproduction and conception, parents will be informed in advance and given the opportunity to view resources to be used on request. If they wish to withdraw their child, they must discuss this with the Head teacher.

In the event of a child being withdrawn from a lesson, the teacher or school nurse will liaise with the parent over the content that is being covered in the lesson. The parent will be encouraged to teach this to the child.

Complaints Procedure

If a parent or guardian has any cause for concern about the Sex Education Policy, they should approach the Head teacher and staff. If the concern cannot be resolved, the Governors can be contacted.

Procedures for the Involvement of Health Professionals and Visitors

Visiting Health Professionals are involved in the implementation of the Sex Education Policy only after detailed consultation concerning lesson content and method of teaching. The class teacher remains in the lesson throughout. All visitors must abide by the school's Child Protection and other relevant policies.

Working with Parents

We seek to work in partnership with parents through consultation and support. Parents are vital in teaching children about sex and relationships, maintaining the culture and ethos of the family, helping children to cope with the emotional and physical aspects of growing and preparing them for the challenges and responsibilities that sexual maturity brings.

The school provides support to parents in helping children learn the accepted names of the body, talking with the children about their feelings and relationships and answering questions about growing up, having babies, relationships and sexual health.

The policy is available in school for all parents to see at their request.

FURTHER INFORMATION

- DfSE Sex and Relationship Education Guidance (Circular 0116/2000)
- QCA The National Curriculum Handbook 2000 for Primary Teachers in England
- Christopher Winter "Teaching sex and relationships education with confidence in primary schools"

The teaching of RSE at St Paul's Cathedral School

RSE is currently taught across the school during across the course of the year.

Years 1 – 8 teach RSE. As part of the PSHE Association planning framework and using resources including those provided by Medway.

Year Group	Content
1 and 2	<ul style="list-style-type: none">- My special people- We are growing: human life cycle.- Everybody's body
3	<ul style="list-style-type: none">- What makes a good friend- Falling out with friends
4 and 5	<ul style="list-style-type: none">- Puberty: Time for change- Puberty: Menstruation and wet dreams- Puberty: Personal hygiene- Puberty: Feelings and emotions
6	<ul style="list-style-type: none">- Puberty: Recap and review- Puberty: Change and becoming independent- Positive and healthy relationships- How babies are made
7	<ul style="list-style-type: none">- Managing puberty and the issues of unwanted contact and FGM
8	<ul style="list-style-type: none">- Introduction to sexuality and consent.- Introduction to contraception including condom and the pill

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