



**St John's C of E
Primary & Nursery School
Kingston**

**Relationships & Sex
Education**

The school community at St John's have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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**Corinne Singh
Teaching & Learning Committee**

Mission Statement

St John's nurtures the educational, spiritual and moral development of all within its community, regardless of culture and belief. We foster in our pupils mutual respect and responsibility based on the core Christian values, and fulfil our school motto: "Believe Inspire Achieve".

Vision

Our vision is for our whole school community, through the love of God, to respect and understand the Christian values and the beliefs of others.

We ensure that our children are happy, successful learners who enjoy learning, make progress and achieve their full potential.

Our Christian values will inspire our children to develop resilience and confidence.

Our children will lead safe, healthy, caring and fulfilling lives, becoming responsible citizens who make positive contributions to society.

We want everyone in our school to flourish and to know 'life in all its fullness' (John 10:10).

Rights Respecting School

St John's School is working towards becoming a Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child.

This policy exemplifies these rights and our practice aims to ensure that Children's rights are at the centre of life at St John's.



1 Introduction

- a. At St John's our school policy on relationship and sex education (RSE) is based on The DfES document 'Sex and Relationship Education Guidance' (DfES 0116/2000 See appendix 1).

We believe relationships and sex education (RSE) goes beyond the biological knowledge of sex and the importance of personal hygiene; it also has moral, legal, cultural and ethnic dimensions. It is part of our 'Healthy Schools' status to guide and develop the children in making informed choices, to understand and deal with their emotions and experience healthy relationships with others.

- b. In the DfES document, sex education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding 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'.
- c. Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

2. Values Framework

All Sex and Relationships Education will be delivered within the context of marriage and committed stable relationships to ensure that pupils understand that sexual intercourse should only take place within these contexts. Pupils will be made aware that:

- Children are best raised within a loving, secure and committed relationship.
- Babies should be conceived only when the parents are ready and able to care for it and cope with the responsibility for life.
- Physical relationships should wait until a person is physically and emotionally mature.

3. Aims and objectives

- a) We aim to contribute and promote the spiritual, moral, cultural, mental and physical development of our children. It will prepare them for opportunities, responsibilities and experiences of adult life.
- b) Throughout our teaching we hope to enable children to learn the significance of stable relationships and marriage. We aim to encourage children to develop caring, honest relationships and value others and an understanding the reason for delaying sexual activities.

- c) We aim to inform the children about the physical changes of the male and female bodies throughout puberty, as they grow into adults and encourage them to ask questions in an anonymous way. We will also provide reassurance that puberty is normal and acceptable.
- d) We aim to help young people build their self-esteem in order to respect themselves and others and move with confidence from childhood through to adolescence and communicate effectively.
- e) We aim to provide the children with a knowledge and understanding of what happens during sexual intercourse and that this can result in pregnancy. We also wish to encourage discussion and correct any misconceptions about sex and sexuality.
- f) We will also emphasise respect for their own bodies and the importance of sexual activity being within a respectful, committed, long term loving relationship. Pupils will be given accurate information and helped to develop skills to enable them to understand differences and develop an awareness of responsibility for themselves and for others.
- g) We aim to provide an environment where children can seek advice on sexual matters, including those that could be perceived as sexual abuse or exploitation.
- h) Being empowered to deal positively with pressures to conform to media and peer pressure and being able to make informed decisions about sexually related matters and to have the confidence and skill to carry it through. Being able to identifying risks and safety issues and to understand that all behaviour is a choice.

4 Teaching and Learning Style

- 4.1 RSE is taught through different aspects of the curriculum. While we carry out the main sex education in our personal, social and health education (PSHE) curriculum, we also address sex education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.
- 4.2 In PSHE, we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it. We generate an atmosphere where questions and discussions on sexual matters can take place without any stigma or embarrassment.

- 4.3 In science lessons, in both Key Stages, teachers inform children about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.
- 4.4 In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- 4.5 We arrange a meeting for all parents and carers of children in Year 6 and in Year 5 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching. A range of teaching methods are used to teach RSE. These include video, discussion, drama and role play.
- 4.6 Children with specific learning needs are able to access the RSE through enlarged texts, small group discussion, visual and written materials in different formats, through ICT, through signs, symbols and pictures and by teaching assistants supporting them in the classroom.
- 4.7 Teachers carry out assessments through observation, discussion with the children and written evidence. There is also feedback from midday supervisors about lunchtimes and any social or friendship difficulties. Any worrying behaviour is noted in the behaviour book that is available to all staff. The PSHE award is given for displaying positive, caring behaviour towards others and these are celebrated during celebration assembly.
- 4.8 Monitoring the standards of children's work and the quality of teaching in RSE is the responsibility of the DHT. The subject leader also needs to offer support and advice to colleagues in the teaching and learning of RSE. The PSHE leader give the senior leadership team an annual summary report evaluating the strengths and weaknesses in this area and suggest further developments.

5 The role of Parents and Carers

- 5.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:
- inform parents and carers about the school's sex education policy and practice;
 - answer any questions that parents or carers may have about the sex education of their child;

- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school;
- encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary;
- Inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

- 5.2 Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

6 The Role of other Members of the Community

- 6.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we may call on include local clergy, social workers and youth workers. The impact of visitors is monitored and evaluated by teachers.

7 Confidentiality

- 7.1 Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

8 The Role of the Headteacher

- 8.1 It is the responsibility of the head teacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.
- 8.2 The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

8.3 The head teacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and Review

9.1 The Curriculum Committee of the governing body monitors the impact of our sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents and carers about the sex education programme, and makes a record of all such comments. Governors require the head teacher to keep a written record, giving details of the content and delivery of our sex education programme.

9.2 This policy will be reviewed every two years or earlier if necessary. The effectiveness of the RSE programme will be evaluated by assessing pupils learning. Change will be implemented where necessary.

10. Responding to Children's Questions

When children ask questions relating to areas of the Sex and Relationships they will be answered in an **age appropriate** way according to the following criteria:

- Questions will be answered in class where they relate **directly** to the lesson and where the answer is suitable for all children to hear.
- Questions will be answered individually where the teacher has ascertained that there is a genuine need to know and that the question has not been asked simply to shock or draw attention to the child but where the answer is, though within the boundary of this policy, not considered suitable for all children.
- Questions that are not deemed suitable for either of the above will, with the child's consent, be referred back to parents for their direct permission before answering.
- Teachers will not answer personal questions about themselves.
- The Child Protection Officer will be advised of any questions or comments raised that alert a member of staff that a child may be at risk. The Child Protection Policy will then be followed.

11. The Right to Withdraw

Under the Sex Education Guidance 5/94 it was made a requirement for schools to inform parents of their right to withdraw their child from all or part of the RSE programme except those that are covered by the statutory National Curriculum.

Parents will be informed of this right by the school prospectus and by additional letters in Years 5 and 6. Parents wishing to exercise their right to withdraw should contact the class teacher to discuss this.

12. Equal Opportunities

It is our intention that all pupils have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development. Differentiated provision will be provided where appropriate.