

St Nicolas' Church of England Voluntary Aided  
Combined School



**Relationships and Sex Education Policy**

**St Nicolas' Church of England School Vision**

***Jesus said 'I am the vine and you are the branches'.***

Our school is rooted in the Christian Faith. Nourished by God, we want to grow together drawing on His strength to live out our Christian values so that we can reach out to others in our community.

We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.

**Our Christian Values:**

Love/Friendship

Respect

Honesty

Courage

Thankfulness

Peace

**Date of Policy:** Autumn 2022

**Review Date:** Autumn 2025

**Members of staff responsible:**

Head teacher

Deputy Head

PSHE Lead

Curriculum Committee

We undertake to follow the principles in the Church of England Education Office Charter for faith sensitive *and* inclusive relationships education, relationships and sex education, and health education. This is underpinned by two biblical passages:

*So God created humankind in his image, in the image of God he created them. (Genesis 1:27)*

*I have come in order that you might have life – life in all its fullness. (John 10:10)*

## **Equality Act 2010**

All schools are required to act within the requirements of the law. The Equality Act of 2010 will be applied in a faith sensitive and inclusive way, appreciating differences within and across the teachings of the faith and other communities the school serves – dignity and worth will be given to the views of pupils from the faith and other communities represented in the school.

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

## **Safeguarding**

It is essential that children keep themselves safe and can explain clearly if others are making them feel unsafe. Research shows that children who are taught the correct words for their body parts are more able and likely to report sexual abuse. We have carefully considered the curriculum, including actual vocabulary incorporating a graduated approach starting in the early years and hope parents use this at home.

Policies to be considered with RSE

PSHE, Child protection, SEND, Behaviour, Health and Safety, Drugs, Anti- Bullying, Equality and Cohesion.

## **Relationships and Sex Education (RSE) Rationale**

It is recommended that primary school have an RSE 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 cycles set out in the national curriculum for science- how a baby is conceived and born. Meeting these needs requires a graduated, age-appropriate programme of sex education, with the teaching taking into account the developmental differences of children.

*(DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance 2021).*

## **Content**

We teach relationships and sex education in the context of the school curriculum and Christian values.

### **Puberty (Statutory – as part of Health Education)**

Pupils learn about the changing adolescent body. They should know

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

### **Changing relationships (Statutory – as part of Relationships Education)**

Pupils learn about different types of relationships:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## **Sex Education**

Pupils learn about human reproduction in the context of the human life cycle. (Science)

Pupils learn how a baby is made and grows (conception and pregnancy).

Pupils learn about roles and responsibilities of carers and parents.

### **Delivery of Content**

At the beginning of the year each class will agree a set of ground rules which will be applied to all Relationships Education, Relationships and Sex and Health Education lessons. This will ensure a safe and secure learning environment where confidentiality is respected.

The class teacher will lead the planned sessions including any SEND needs that children may require. There will be a clearly agreed code of behaviour established before the sessions begin. We will share with the children a need for:

- Everyone to be treated with respect
- People's contributions/questions to be accepted as valid and valuable
- Confidentiality to be respected
- An atmosphere of co-operation and calm

Effective relationships and sex education uses a wide variety of teaching approaches, making it accessible to all pupils including those with special educational needs. We therefore encourage the use of:

- Discussion
- Role play
- Brainstorming
- Group work
- Structured games
- Audio and visual aids
- Outside speakers

Distancing techniques:

Teachers depersonalising discussions, case studies with invented characters, appropriate videos, and books/stories can help pupils discuss sensitive issues and develop their decision-making skills in a safe environment.

### **Partnership with Parents/Carers**

The school is well aware that the primary role of children's Relationship and sex education lies with parents and carers. Parents will be informed of the school Relationship and Sex Education policy and teaching sequence/program. Any issues arising from this will be considered. The teaching in school provides parents and carers with the key messages and vocabulary for a consistent approach, which benefit and safeguard children.

It is a legal requirement for all children to attend the statutory elements of Relationships and Sex education.

As a school we recommend that all children attend all sessions to ensure their safety. However parents have the right to withdraw their child from the lesson on conception following a meeting and discussion with the Head teacher.

### **Monitoring and evaluation:**

The Curriculum Committee of the Governing Body monitors the Relationships and Sex Education policy.

The PSHE lead will monitor the school policy and its implementation, and act on any recommendations. This will happen with a review and any necessary re-writing of the policy. Teacher assessment will take place as a whole of Relationships Education, Relationships and Sex Education and Health Education.

### **Resources and teaching materials**

Coram SCARF (safety (S), caring (C), achievement (A), resilience (R) and friendship (F) resource/scheme based on Growth mind set will be the core resource. Further resources will be used appropriate to the pupils' age and needs.

A '**Question box**' will be available in the classroom during and after the sessions for children to post their questions/worries anonymously. These questions will be used as the basis for the following sessions. The teacher delivering the sessions will read through the questions and plan the sessions accordingly.

If issues are raised which are outside the parameters of the sessions we will ask the children to discuss these with parents at home. These may include sexually transmitted infections, abortion, FGM. These issues would usually be covered in Relationships and Sex Education sessions in secondary school, Key Stages 3 and 4.

We will recognise and respond to expressions of prejudice and discriminatory language in an age appropriate manner as outlined in our Equalities and Cohesion policy.

*All staff at St Nicolas' are aware that FGM is a child protection issue. Concerns will be addressed under section 47 of the Children Act 1989 in common with any other safeguarding matter where it is believed a child has suffered or is at risk of suffering significant harm.*