



## **St Edward's Policy for Relationship and Sex Education**

**Reviewed November 2022- To be reviewed: November 2024**

At St Edward's, we recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

This policy has been written in accordance with the DfE RSE Guidance that was issued in July 2000 and the Relationships Education, Relationships and Sex Education (RSE), and Health Education policy statement issued in 13<sup>th</sup> September 2021. This has been updated with all schools being instructed to teach this topic as part of their curriculum as of January 2021. Primary schools do not have to teach the Sex education part of the curriculum. This can be done at secondary schools. At St Edward's we will only be teaching the relevant primary aged reproduction topics as part of year 6 science.

### **What is Relationship Education?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the educating pupils about sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

### **Why should Relationship and Sex Education be taught in school?**

Relationships and Sex Education begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. Likewise, not all children have positive examples of relationships at home and then can lead to them struggling to build positive relationships to bridge the gap. Finally, in light of the renascent Ofsted 'Review of sexual abuse in schools and colleges' Relationship and Sex education provides the vehicle to build positive and respectful attitudes between genders and positive culture within a school. Relationship Education in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and a positive attitude to health and well-being.

On a personal level, the changes that children go through can be worrying and confusing. Children need to be informed about changes and situations they will experience before they happen to them. A structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss sex and relationships with their parents, this is not always possible. Many parents and children prefer the school to take a lead and provide a springboard for the discussion. St Edward's builds an open partnership between home and school in the hope to also facilitate an open dialogue between parent and child.

## **Aims and Objectives for Relationship Education**

The aim of Relationship Education is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of different family situations, beliefs and values.

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- For children to develop an understanding of what a healthy and positive relationships is
- To provide the building blocks for children to form positive relationships in and after their time at St Edward's
- To challenge misconceptions and reinforce correct existing knowledge
- To teach respect for others and create an understanding of boundaries and consent
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To understand how to recognise and report inappropriate and abusive behaviour

## **Moral and values framework**

The DfE guidance states that Relationships and Sex Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care.

As part of Relationship and Sex Education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage. Therefore, pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of Relationships Education within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of Relationship Education will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy relationships which are based on mutual respect, care and goodwill

- Value and respect difference in people’s religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others’ rights to make choices in relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers will not influence the teaching of Relationship and Sex Education in this school.

**The organisation of Relationship Education**

The PSHE coordinator, in consultation with the Director of Pastoral, is the designated teacher with responsibility for coordinating Relationships Education. Relationships Education is taught within the PSHE programme in Reception and in the Pre-Prep and Prep classes. Biological aspects of Sex Education are taught within the Science curriculum in Year 6 and some moral aspects are taught within the Themes of Investigation.

RSE is taught by classroom teachers and, if appropriate, outside visitors.

A range of teaching methods which involve children’s full participation are used to teach RSE. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning.

**Learning outcomes for Relationship and Sex Education at St Edward’s.**

By the end of their time at St Edward’s all children will know:

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability;</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives;</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care;</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up;</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.</li> </ul>
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Caring friendships	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure and how people choose and make friends;</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</li> <li>• that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded;</li> <li>• that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened and that resorting to violence is never right;</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships;</li> <li>• the conventions of courtesy and manners;</li> <li>• the importance of self-respect and how this links to their own happiness;</li> <li>• that in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority;</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;</li> <li>• what a stereotype is and how stereotypes can be unfair, negative or destructive;</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults. By the end of primary school: x Primary Curriculum</li> </ul>
Online relationships	<p>that people sometimes behave differently online, including by pretending to be someone they are not;</p> <ul style="list-style-type: none"> <li>• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous;</li> </ul>

	<ul style="list-style-type: none"> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them;</li> <li>• how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met;</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);</li> <li>• about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;</li> <li>• that each person's body belongs to them; the differences between appropriate and inappropriate or unsafe, physical, and other, contact;</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult;</li> <li>• how to ask for advice or help for themselves or others and to keep trying until they are heard;</li> <li>• how to report concerns or abuse and the vocabulary and confidence needed to do so;</li> <li>• where to get advice, e.g. family, school and/or other sources</li> </ul>

### Teaching methodology and implementation

Most Relationship and Sex Education will be covered by the PSHEE Curriculum and is clearly shown in the PSHEE Schemes of Work. There are some aspects of the Relationship and Sex Education, however, covered in the Science curriculum. In both curriculum areas Relationship and Sex education should focus on the development of skills and attitudes not just the acquisition of knowledge.

The school is committed to employing active learning methods which involve children's full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about relationships and sex. If a pupil requests to be excused, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

Before starting RSE lessons ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the children might feel and will discourage inappropriate personal disclosures.

Ground rules help to create a safe environment for both teacher and pupil. They should be

established with each class before Relationship and Sex Education lessons commence.

Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

#### Dealing with questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate; personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, child protection procedures should be followed.

As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

#### Terminology

OfSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

#### Inclusion and Equality

All children are entitled to an education about Relationships and Sex at a level they can understand and benefit from. All children are included in our lessons and teaching and learning resources will be differentiated as appropriate to address the needs of children with special educational needs in order for them to have full access to the content of RSE.

The children at St Edward's represent different cultures and nationalities; it is our aim to provide a RSE programme which is accessible to all our children, regardless of race, gender, ability, sexual orientation, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

#### Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons."

*Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11*

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to Relationship and Sex Education lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The PSHE coordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

### **Confidentiality and Child Protection**

In compliance with the school's Child Protection and Safeguarding Policy, staff can reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff.

Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Director of Pastoral (the Designated Safeguarding Lead), or in his absence the Head, or the Deputy Designated Safeguarding Lead. Any suspicion of sexual abuse, either now or in the past, should be referred to the Designated Safeguarding Lead immediately.

### **Withdrawal of students from RSE and complaints procedure**

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the school's RSE programme except those in the statutory National Curriculum (biological aspects of human growth and reproduction).

The school will inform parents/carers when aspects of the RSE programme are taught via a letter and will provide opportunities for parents/carers to view any videos and resources being used. Advice on how parents can exercise the option to withdraw their child will be given. If parents want to withdraw their child/children from our RSE programme then this must be discussed with the class teacher and when appropriate the PSHE coordinator and Director of Pastoral.

In a new initiative to keep parents informed and involved in their child's education the SLT of St Edwards hold half termly meetings with parents. One of the topics on the agenda for each of these meetings is the delivery of PSHE topics. In the meeting in January term one of the items on the agenda will be the teaching of RSE throughout the school in the PSHE curriculum. This will be delivered in the second half of the Spring term.

Any complaints about the content or delivery of RSE should be addressed to the Head Teacher.

### **Monitoring & Review**

Children's outcomes and the quality of Relationships and Sex education will be monitored by the Pastoral Coordinator with support from the Headteacher.

Planning and schemes of will be monitored and scrutinised to ensure the correct topics are planned and age appropriate objectives are set.

Children's outcomes will be monitored through classwork, lesson observation, pupil interviews and pupil questionnaires.

It is expected that Relationship and Sex education will have much bigger positive impact on the school that will be seen throughout the school by children creating better relationships with their peers and will be seen through the culture and day to day environment at St Edward's.

**Links with other policies**

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- PSHEE Policy

Signed.....(Head)

Signed.....(Proprietor)