



Swallowtail Federation of Church Schools

Our Federation's mission is to work together to create successful learners, confident individuals and responsible citizens.

With our values we aim to:

- Provide a Christian ethos relevant to all areas of school life
- Ensure a happy and caring environment in which all children and adults feel safe and can express their individuality
- Have high expectations for children in our care by providing an appropriate challenging curriculum which is inclusive and accessible to all
- Expect high standards of behaviour throughout the federation
- Ensure equal opportunities for all
- Model and nurture good social, physical and spiritual development
- Celebrate achievement in all areas
- Ensure Governors are committed and involved in the life of the federation
- Liaise effectively with parents, guardians, carers and the wider community
- Foster an awareness of and respect for the environment

Relationship and Sex Education Policy

Formally adopted by the Governing Body/ Trust of:-	Swallowtail Federation of Church Schools
On:-	
Chair of Governors/Trustees:-	Sheila Watts
Last updated:-	September 2018

Introduction

Relationships and Sex Education (RSE) is defined as learning about the physical, moral, and emotional aspects of growing up, relationships, sex, human sexuality, and sexual health. RSE should empower young people, build self-esteem, offer a positive and open view of sex and support sexual self-acceptance and mutual respect. Effective RSE should develop pupils understanding of marriage for family life, stable and loving relationships, respect, love and care.

RSE topics are taught through the statutory requirements of the National Curriculum 2014 Science orders, which are mandatory for all primary aged pupils and it is also embedded in the personal, social and health education curriculum in our federation. It is taught within a framework of Christian values.

Our Federation's policy on relationships and sex education is based on the DfES document *Sex and Relationship Education Guidance* (DfES 0116/2000) and *Valuing all God's Children* (Church of England Education Office 2017). We recognise Relationships and Sex Education as the policy's full title, but for the remainder of this policy, it will be referred to as RSE.



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Aims and objectives of RSE

We teach children:

- To develop friendship/relationship skills
- To develop positive attitudes and values
- To gain knowledge and understanding about puberty, reproductions, and sexuality
- To develop the confidence to talk, listen and think about their feelings and relationships.
- To challenge negative and prejudice attitudes
- To explore attitudes and values helping children to make healthy and informed choices and positive relationships
- To develop skills in communication, risk assessment, decision making and assertiveness
- To develop the ability to make informed choices
- To develop an understanding of their own and others' values and beliefs, and an individual moral framework that will help them to make well considered decision
- To encourage an appreciation of the varieties of family which exist in our multi-cultural and multi-racial society
- Developing confidence in talking, listening and thinking about feelings and relationships;
- The physical development of their bodies as they grow into adults;
- The scientific explanation of the ways humans reproduce in the context of a consensual loving relationship;
- Being aware of ever evolving technology and how to stay safe online
- To develop a discerning eye for the messages they receive from the media
- Staying safe, sexual abuse, and what they should do if they are worried about any sexual matters.

We do not use RSE as a means of promoting any form of sexual orientation

Context

Effective RSE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain safe relationships. It also enables young people to make responsible and informed decisions about their health and well-being

In our federation, RSE is taught gradually, in a spiral curriculum, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

RSE will be based on factually accurate information which is age appropriate. It will be sensitive to all faith and cultural perspectives; promote equality, inclusion and acceptance of diversity.

RSE will be set in the context of clear and inclusive values that reflect those of the federation and its strong Christian ethos, including the value of marriage, all loving stable and responsible relationships and family life.

RSE will be accessible to all pupils including those with Special Educational Needs and Disabilities (SEND)

Organisation

We will teach RSE through different aspects of the curriculum. We carry out the main RSE in our personal, social and health education (PSHE) curriculum, however elements of RSE are taught through other subject areas (e.g. science) which contributes significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.



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We follow the guidance material in the national curriculum for science, children cannot be exempt from elements of RSE which is covered in the national curriculum for science.

In Early Years the curriculum includes education about relationships with a focus on friendship, and the building of self-esteem. Understanding the world covers simple life cycles. In KS1 children continue to build on the work in the Early Years and focus on building relationships and self-esteem. We teach children about the main parts of the body and how to keep their bodies safe and healthy. Children learn that animals, including humans, have offspring, which grow into adults. In KS2 children learn to describe the differences between the life cycles of various animals and to describe the life process of reproduction in plants and animals. They also continue to develop relationship skills, confidence and responsibility. This supports preparing children to become active citizens, developing a healthy and safe lifestyle, learning to respect differences and develop good relationships.

In PSHE, we teach children about relationships, and we encourage children to discuss issues. In Key Stage 2 we teach RSE in much more detail. We teach about the parts and functions of the body and we explain to the children what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. Most sessions are taught together (both boys and girls) but where appropriate, lessons are taught in single gender groupings. Nonetheless, all children will learn about changes which occur in both genders through puberty. 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 females. We always teach this with due regard for the emotional development of the children.

Teachers do their best to answer all questions with sensitivity and care however we also provide a question box for the children in Key Stage 2 throughout the year. This allows children to write questions that they may be too embarrassed to ask in front of other children. It also allows teachers to cover 'real issues' that the children may have and avoid irrelevant questions.

Role of PSHE Coordinator

The role of the PSHE subject leader is to ensure all staff are up to date and equipped with the relevant knowledge and resources in order to deliver effective RSE. The leader will monitor that RSE is being taught as outlined in this policy, that parents/carers are informed prior to the lessons and that staff will assess the understanding and learning shown by the pupils.

Role of Federation Governors:

All federation governors and our named governor with responsibility for safeguarding were involved in the development of this policy and will hold leaders to account for the effective delivery of an appropriate RSE curriculum for our pupils.

The Role of Parents and Carers

Parents/carers are the key people in teaching their children about relationships, sex and growing up. All policies are available for inspection by parents/carers. The federation will endeavour to work in partnership with parents/carers in order that the RSE curriculum will complement and support their role as parents/carers.

All staff have a responsibility to ensure the safety and welfare of all pupils. The personal beliefs and attitudes of staff will not influence the teaching of RSE within the PSHE framework.



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All parents/carers have the right to see materials and resources that will be used in delivering the RSE, and to have the opportunity to discuss what is to be taught.

All parents/carers have the right to withdraw their child from all or part of the RSE except for those included in the statutory National Curriculum.

Confidentiality

Staff conduct RSE 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. Staff 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 safeguarding officer will then deal with the matter in lines with the Safeguarding policy.

Monitoring and review

The Governing Body will monitor the impact of our RSE policy on an annual basis. The Governors will actively seek comments from parents and carers about the RSE curriculum to assess its implementation and effectiveness.

This policy will be reviewed every three years, or earlier if necessary. This policy will be reviewed in 2019 by the subject leader to ensure it is in line with the government's new proposed legislation.

This policy should be read in conjunction with the following policies:

- Teaching and Learning
- Science
- PSHE
- Safeguarding
- Confidentiality
- Behaviour and discipline
- Anti- Bullying
- Equality