

Ibstone Church of England Primary School

Relationships and Sex Education Policy

Nurture, Inspire, Grow

Our vision is to nurture our community enabling everyone to grow through our Christian values. We inspire our children to be resilient, confident, and courageous whilst developing a lasting love of learning.

'Whatever I have, wherever I am, I can make it through anything in the One who makes me who I am.'

Philippians 4:13 - This vision is supported by our values: Love, Courage, Respect, Community and Perseverance.

I STATEMENT OF INTENT & HOW RELATIONSHIPS AND SEX EDUCATION RELATES TO OUR VISION:

This Relationships and Sex Education (RSE) policy provides an overview of how Ibstone Church of England Primary School will carry out our legal responsibilities in respect of delivering relationships and sex education in school. It is not a statement of prescribed curriculum content or the teaching style to be used. It is however a reminder of the statutory and advisory content of any such scheme of work.

Ibstone Church of England Primary School has an approach to Relationships and Sex Education (RSE) that ensures children can cherish themselves and others as unique and wonderfully made and form healthy relationships where they respect and offer dignity to others. RSE, as part of our curriculum at Ibstone Church of England Primary School, supports pupils to grow as the person God has made them to be. As a Church school we offer a safe and nurturing place for all of God's children. Guidance in developing this policy has included support from the [Oxford Diocesan Board of Education](#) and the [Valuing All God's Children](#) document created by the Church of England Education Office.

II INTRODUCTION:

The Education Reform Act 1988 (Section 1) states that schools should provide a curriculum that "*promotes the spiritual, moral, cultural, mental and physical development of pupils... and of society; and prepare such pupils for the opportunities, responsibilities and experiences of adult life.*" RSE is an important dimension of a child's statutory entitlement. Following the Children and Social Work Act 2017, the Government has set out plans for the implementation of new Relationships and Sex Education (RSE) expectations for all schools to prepare to teach high quality RSE from September 2020. Legislation is set out in Chapter 4, Section 34 of the Children and Social Work Act 2017. <http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted> Legislation applies to all types of schools in England. Proposed new guidance and regulations (which were open for public consultation in 2018) will require that all schools (secondary and primary) teach Relationships Education. The Government's recommendation is that all primary schools have a programme of sex education as well. Legislation places RSE and relationships education within the basic curriculum. This allows flexibility for schools to develop their programme as part of a broad and balanced curriculum.

III OBJECTIVES:

The RSE policy aims to:

- Outline how we carry out our statutory responsibilities in respect of delivering sex education in schools tailored to the age and the physical and emotional maturity of the children.
- Provide an overview of the aims and benefits of the policy.
- Provide clarity to parents and guardians as to how we carry out the responsibilities to deliver RSE in schools.
- Provide clarity on how we as an inclusive Church school ensure that everyone is treated as a uniquely made being who is cherished.
- Reflecting the school's Christian vision, this policy aims to prevent rather than just react to incidents of prejudicial behaviour creating a culture where pupils whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation are comfortable as the person God made them to be.
- Pupils take a lead in challenging prejudicial behaviour and language.

- Promote healthy relationships at all ages.

IV RELATED POLICIES AND DOCUMENTS:

- [Safeguarding and Child Protection Policy](#)
- Science Curriculum Intent Statement – see the school website
- [Vision and associated values](#)

V DATE OF REVIEW:

This policy will be reviewed at least every three years.

VI MONITORING & EVALUATION:

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's RSE policy and deal with any queries relating to it. The relevant body, through the ethos committee, will monitor any concerns or complaints raised in relation to the policy on an annual basis.

1. Aims:

- 1.1. At Ibstone Church of England Primary School we aim through implicit and explicit learning experiences to:
- have an approach to RSE that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.
 - Ensure that RSE is fully integrated into the PSHE and Science curriculum and not isolated, taken out of context or over-emphasised in any way.
 - Foster self-esteem and respect for others as the cornerstone of good health education and of therefore good sex and relationship education.
 - Encourage schools to provide a RSE programme tailored to the age and the physical and emotional maturity of the children.
 - Nurture a partnership between caring adults – governors, teachers, other staff and parents – to ensure sensitive support for children and young people as they grow and mature.
 - Ensure children can accept their own and others' sexuality.
 - Encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse.
 - Generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
 - Avoid sexual stereotyping and sexual discrimination.
 - Adopt a whole school approach to RSE.

2. Benefits:

2.1. Effective teaching of sex education will increase pupils' knowledge of:

- Body language
- Human growth and development
- Families, parenting, and life cycles
- Safety and child protection
- Helping agencies

2.2. It will also enable pupils to:

- Improve their self-esteem and self-worth as uniquely created
- Make informed choices and decisions
- Develop personal initiative and be able to take responsibility
- Recognise personal skills and qualities in themselves and others
- Maintain and develop relationships
- Develop self-confidence

- Develop assertiveness in appropriate situations
- Develop the motivation to succeed
- Enable pupils to use the correct medical language and vocabulary in an appropriate manner

3. Context:

We aim to teach RSE in the context of our vision and values, and in the belief that:

- It is an integral part of the learning process, beginning in childhood and continuing into adult life
- It should be provided for all children and young people including those; with physical, learning, or emotional difficulties.
- It should encourage consideration of values, moral issues, sexuality, personal relationships and the development of communication and decision-making skills.
- It should foster self-esteem, self-awareness, the skills to avoid and resist unwanted sexual experiences and a sense of moral responsibility.
- RSE is part of a wider social, personal, spiritual, and moral education process.
- Children should be taught to have respect for their own bodies and learn about their responsibilities to others.
- It is important to build positive relationships with others, involving trust and respect and taught in the context of marriage and family life.

4. The Role of Parents and/or Guardians:

- 4.1. Ibstone Church of England Primary School is aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:
 - Inform parents about the school's sex education policy and practice.
 - Answer any questions that parents may have about the sex education programme for their child.
 - Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- 4.2. Parents have the right to withdraw their children from all or part of any RSE provided at Ibstone Church of England Primary School, but not from teaching the biological aspects of human growth and reproduction necessary under the Science National Curriculum. We fully recognise that the views of parents need to be borne in mind when developing a RSE policy, and parents are welcome to comment on the extent to which this policy reflects their wishes and the culture of the community served by Ibstone Church of England Primary School.
- 4.3. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the Headteacher, 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 in this regard.

5. The Role of the Headteacher:

- 5.1. It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 5.2. Along with the governing body the Headteacher will support the design of a programme of study which ensures that the central aims of this RSE policy are covered and which meet the needs of pupils in their individual school. In doing this the governing body and Headteacher will have regard to guidance on teaching styles, appropriate curriculum content and the age and maturity of the pupils.
- 5.3. The Headteacher may liaise with external agencies regarding the school RSE programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework and that of the school safeguarding policies.

6. Confidentiality:

6.1. Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, ~~then~~ the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that s/he may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead (DSL) for safeguarding in the school. The DSL will then deal with the matter in consultation with health care professionals. (See also Safeguarding/Child Protection Policy.)

7. Implementation:

7.1. The programme will teach about relationships, love and care and the responsibilities of parenthood as well as reproduction, sexuality and sexual health. Young people need a clear understanding of the arguments for delaying sexual activity and resisting pressure, including the various moral and practical issues which need to be considered. It may be necessary to link RSE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol, and ensure that young people understand how the law applies to sexual relationships.

7.2. Teachers have a responsibility to ensure the safety and welfare of pupils. RSE will be undertaken within the broad framework of our vision and associated values. The personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework.

7.3. Pupils need to be taught to behave responsibly towards reproduction, sexuality and sexual health issues and be able to make informed decisions about relationships and their behaviour.

7.4. It is expected that a programme will be taught in the transition year for pupils moving to secondary school which should include:

- changes in the body related to puberty, such as periods and voice breaking;
- when these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
- how a baby is conceived and born.

8. Organisation:

8.1. In order to help pupils make informed choices, establish a healthy lifestyle and build up a carefully considered system of values, the teaching methods used are as important as the content of the lesson. The participation of pupils in lessons is essential in order to encourage them to learn from others and to help them to use appropriate language in ways which are understood by others. This requires the use of a balanced range of teaching methods.

9. Delivery of sex education:

9.1. RSE may be carried out in a variety of different ways and by different specialists as well as teachers including:

- Trained staff within the PSHE programme
- School Nurse Team
- Police Schools Liaison Officer
- By reference to sexuality in curriculum areas other than PSHE.
- Youth and Community workers
- Clergy or faith leaders

9.2. Certain lessons are compulsory under the National Curriculum in Science and are excluded from the right of parents to withdraw their children. Such lessons will not include material on AIDS, HIV, and other sexually transmitted diseases, or any aspect, other than biological aspects, of human sexual behaviour.

9.3. RSE will not be isolated, taken out of context or over-emphasised in any way.

10. Morals and Morality:

- 10.1. Morals and morality are essential dimensions of sexuality and relationships. The programme will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds - and it will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies.
- 10.2. Other values drawn from our vision and associated values, which include promoting respect for each individual, positive self-esteem, self-respect and care for others. Pupils will be encouraged to consider the implications of these core values within the context of their relationships and sexuality.

11. Relationships:

- 11.1. Relationships have an important part to play in sex education. Friendship, making relationships, valuing friendship, will be topics in the early part of the programme. Choosing a partner, assessing personal qualities, considerations before marriage, together with relationships within the family, will be considered; together with roles, avoidance of stereotyping and acknowledging different attitudes and influences.

12. Menstruation:

- 12.1. The onset of menstruation can be alarming for girls if they are not prepared. Research shows that about a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. As with education about puberty our schools' programmes will include preparation for menstruation making adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary protection.

13. Aspects of sexual behaviour raised outside the sex education programme:

- 13.1. The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the school's RSE programme.
- 13.2. In such cases, particularly since they may involve pupils whose parents have withdrawn them from sex education as such, teachers will need to balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensibilities.
- 13.3. The Governing Body expects that teachers will draw upon their professional judgement and common sense to deal effectively with such occurrences and that they will be conversant with this policy document and act accordingly.

14. Sexual Orientation:

- 14.1. Our schools recognise that within society there are a range of views about homosexuality and homophobic, transphobic and biphobic (HTB) abuse. Regardless of this, prejudice, victimisation, and the use of homosexual and HTB slang as a form of abuse are contrary to our schools' vision and associated values and will be actively discouraged. Explicit and implicit homophobia in schools has a negative impact on the attendance and attainment of LGBT young people and our school will take a whole school approach to addressing prejudicial behaviour and attitudes.
- 14.2. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Our teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.
- 14.3. Schools that liaise closely with parents when developing their sex and relationship education policy and programme should be able to reassure parents of the content of the programme and the context in which aspects such as this will be explored.

15. Sexuality and physical development:

- 15.1. The awareness of self and physical changes that occur are important in sex education, including development and puberty (physical/mental and social development) and acceptance of the nature of the sexuality in others together with the pressures imposed by such as peers and the media.

16. Online and social media

- 16.1. Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. RSE should encourage pupils to think about what they want others to know and see about them – whether on or offline. Teachers should address the core issues of safety, privacy, peer influence and personal responsibility. Internet safety is included in the new computing curriculum, but doesn't cover the important relationship aspects, so it is vital to coordinate with colleagues responsible for the computing curriculum to ensure there is no unhelpful duplication or contradictory messages.
- 16.2. 'Sexting' and other self-made images and messages of a sexual nature raise particular issues of safety, privacy, peer influence and personal responsibility. 'Sexting' is a term used by adults, referring to sexual content and images sent by mobile phones. Specific work about 'sexting' should be addressed in RSE as soon as it is identified as a potential issue. Teaching should cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help.

17. Visiting speakers:

- 17.1. Visiting speakers may be used to help enhance the RSE programme. Where they are used, they will be required to conform to this policy statement. Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual pupils but, in a classroom situation, they should follow the school's Confidentiality Policy.

Approved by:	Governing Body
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