



**ST PETER'S
CHURCH of ENGLAND
PRIMARY SCHOOL**

Relationship and Sex Education (RSE) Policy

April 2019

Our Christian Vision

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in His awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow.

(Matthew 13:1-23)

Overview

The term relationships and sex education - RSE- is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships. This reflects our Christian ethos.

The guidance suggests that RSE should have three main elements as follows:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages.
- Understanding human sexuality, sexual health, emotions and relationships.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.

Content

The RSE programme will be delivered as part of the school's approach to PSHE and Citizenship through PSHE lessons. In addition certain biological aspects are delivered through Science lessons.

Approach

Teachers are careful to ensure that their personal beliefs and attitudes do not obstruct a balanced approach to teaching RSE. Ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- In most cases the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Children may have genuine questions and concerns. In most cases teachers will attempt to answer children's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations and if necessary refer to the PSHE/Citizenship Co-ordinator for advice and support. Teachers will also follow the following guidance:

- Teachers will establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- If a child's question is inappropriate to address with the whole class the teacher should acknowledge the question and attend to it later on an individual basis.
- If a question is too personal the teacher should remind the pupils of the ground rules.
- Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage silliness.
- Pupils will have opportunities to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to questions before the next session, and can choose not to respond to any questions which are inappropriate to address in whole class lessons.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Head teacher/DSL should be informed and the usual child protection procedures followed.

Equal Opportunities

Children may have varying needs regarding RSE depending on their circumstances and background. At St Peter's we strongly believe that all pupils should have access to RSE that is relevant to their particular needs. RSE will be delivered to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination. Pupils with special educational needs will be given the opportunity to either fully participate in RSE lessons or have a differentiated programme where necessary. This will ensure that all pupils gain a full understanding dependent on their particular educational needs.

Monitoring and evaluation

The programme is regularly evaluated by the RSE co-ordinator and governor. The views of pupils, parents/ carers and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Parental concerns and withdrawal of pupils

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carers has any concerns about the RSE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

Signed:

Date:

Next review date: April 2022