



Mission Statement

A Caring Christian Community where we Grow Together.

RELATIONSHIPS EDUCATION POLICY

Effective Date: 24/02/2020

Review Date: March 2025 Annual

| Review Date | Signed EHT | Signed Director RCSAT |
|-------------|------------|-----------------------|
| 02/09/2018 | | |
| 24/02/2020 | | |
| 03/02/2021 | | |
| 03/02/2023 | | |
| 29/01/2024 | | |

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| Persons Responsible for Policy: | Executive Headteacher RCSAT |
| Approval Date | 09/03/2020 |
| Signed: | Director RCSAT |
| Signed: | Executive Headteacher RCSAT |



1. Policy Statements

1.1.1. As Rights Respecting Schools, RCSAT upholds the articles from the United Nations Convention on the Rights of the Child. These articles underpin this Sex and Relationships Education Policy:

1.1.2. Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

1.1.3 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Throughout this document, the term ‘RHE’ is used to refer to Relationships and Sex Education and Health Education.

1.1.4 The approach taken by RCSAT schools to RHE closely follows the guidance produced by the Church of England Education Office (see Appendix A). We believe that everyone should be treated with dignity, as all people are made in the image of God and loved equally by God.

‘So God created humankind in his image, in the image of God he created them’ Genesis 1:27

1.1.5 All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

1.1.6 RHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.

1.1.7 The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. The Church of England also acknowledges that it is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but says that it “encourages schools (following consultation with parents) to offer age- appropriate provision.” We support this approach, and CDAT schools are able to teach appropriate aspects of Sex Education as part of their RHE work. In schools where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum – except where the teaching forms part of the science curriculum’.

1.1.8 All RCSAT schools will approach RHE in a faith-sensitive and inclusive way, seeking to understand and appreciate differences and afford dignity and worth to all pupils, their families and the wider community. In so doing, all CDAT schools will ensure that the Equality Act of 2010 is applied in the school, and that no pupils are discriminated against because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity – as detailed in the guidance on the Equality Act 2010 issued to schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

1.1.9 The teaching of Sex and Relationships Education at RCSAT, using an integrated and consistent approach, is an important aspect of pupils’ education. Christian values are key to every aspect of life within the Church school community. This includes all policy formation and practice. Christian understanding of sex is that it is a gift of God as part of creation. SRE lays the foundation for factual knowledge and the more sexually explicit information required by young people in later years.

1.1.10 Sex and Relationships Education (SRE) includes supporting young people in developing self-confidence changes into adulthood and comprises learning about physical, moral and emotional development and understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. It is also about the teaching of sex, sexuality and sexual health.

1.1.11 SRE is part of the personal, social and health education curriculum in RCSAT schools, using SRE to



inform pupils about sexual issues with due regard to matters of morality and individual responsibility and in a way that allows pupils to ask and explore moral questions.

1.1.12 The teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary, promoting an understanding of the range of family types and other people who contribute to providing pupils with the care, love and support they need to grow and develop.

1.1.12 Sex and Relationships Education will not be used in RCSAT schools as a means of promoting any form of sexual orientation.

1.1.13 Every pupil is entitled to receive Sex and Relationships Education and RCSAT schools will ensure that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision, if required.

1.1.14 This policy should be read in conjunction with the latest government guidelines on RSHE: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf

1.1.15 Reference should also be made to related school policies and schemes of work, including the Child Protection/Safeguarding Policy, SEND Policy, Science subject policy/scheme of work and RE policy/scheme of work, and also to the provisions of the Equality Act (2010): <https://www.legislation.gov.uk/ukpga/2010/15/contents>

2. Principles

2.1 Sex and Relationships Education is required to be taught within a moral framework.

The teaching of RHE can be broken down into its three constituent parts, with each aspect of RSHE having its own separate objectives.

2.1.1 In **Relationships Education**, the focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

2.1.2 In **Health Education**, the focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

2.1.3 While **Sex Education** is not compulsory in primary schools, DfE guidance highlights its importance as part of older pupils' transition from primary to secondary school, and their readiness for the different challenges that they will face in secondary school. It is in this context that RCSAT believes that primary schools should have a sex education 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 cycle set out in the national curriculum for science - how a baby is conceived and born.

2.1 Pupils will learn about moral values through all aspects of school life and in all curriculum areas, not just in Sex and Relationships Education.

2.2 Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives, ensuring that:

- 2.2.1 pupils are helped to develop sensitivity and respect for themselves and others;
- 2.2.2 a friendly and caring environment is provided in which pupils are able to ask questions and further their understanding;
- 2.2.3 pupils are supported in taking responsibility for their actions and the consequences of their actions;
- 2.2.4 equality of opportunity is provided for all pupils in a caring community in which each individual is encouraged to make a valuable contribution.

3 Aims of Sex and Relationship Education

3.1 Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to:

- 3.1.1 provide the knowledge and information to which all pupils are entitled;



- 3.1.2 help pupils to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- 3.1.3 provide the confidence to be participating members of society and to value themselves and others;
- 3.1.4 prepare pupils for puberty and encourage them to take responsibility for their own actions;
- 3.1.5 give them an understanding of reproduction and sexual development, an understanding of the importance of health and hygiene and respect and care for their bodies;
- 3.1.6 develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- 3.1.7 answer pupils' questions honestly and sensitively – referring the pupils to parents where appropriate;
- 3.1.8 give them information on where individuals and families can get help and support.
- 3.1.9 give them information on how they can protect themselves and ask for help and support with regards to personal relationships.
- 3.1.10 Respect themselves and others as being unique, wonderfully made and loved by God,

4 Context

- 4.1 SRE is taught in the context of the school's aims and values framework, meaning that pupils are given information about sexual behaviour, with an awareness of the moral code and values which underpin all work in RCSAT.
- 4.2 In particular, SRE is taught with the beliefs that:
 - 4.2.1 it should be taught in the context of loving relationships and family life;
 - 4.2.2 It is part of a wider personal, social, spiritual and moral education process;
 - 4.2.3 pupils should be taught to have respect for their own bodies;
 - 4.2.4 Pupils will be encouraged to learn about their responsibilities to others and be aware of the consequences of sexual activity;
 - 4.2.5 Pupils will be encouraged to learn that it is important to build positive relationships with others, involving trust and respect and to learn the importance of self-control.

5 Attitudes and Values

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

6 Personal and Social Skills

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

7 Knowledge and Understanding

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

8 Teaching and Learning including Delivery of the Curriculum

- 8.1 SRE is taught discreetly through our planned RSE curriculum, but some relationship aspects are covered throughout RCSAT's Connected Curriculum and some of the biological aspects are covered in Science.
- 8.2 SRE is also taught through other subject areas (for example Science and PE) where the school feels that

they contribute significantly to a pupil's knowledge and understanding of his or her own body and how it is changing and developing.

- 8.3 Linked with R.E, pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- 8.4 Since SRE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground.
- 8.5 It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with pupils.

9 Classroom Practice

9.1 Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. When delivering SRE it should be common practice that:

9.1.1 No-one (teacher, student or visiting speaker) will have to answer a personal question

9.1.2 No-one will be forced to take part in discussion

9.1.3 When learning about/discussing the body, correct names for body parts will be used.

9.1.4 Sensitivity will be shown towards those of particular faith backgrounds or cultural beliefs.

9.1.5 Nothing should be said that could be construed as embarrassing or offensive.

9.2 If a pupil asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child.

9.3 If the staff member is concerned, they can refer to the Principal who can discuss the matter with the parent or carer, or follow other appropriate procedures.

9.4 In cases of concern over sexual abuse, the child protection procedures will be followed.

10 The Role of Parents

10.1 RCSAT schools understand that the primary role in pupils' SRE lies with parents and carers and aim to build a positive and supporting relationship with the parents of pupils through mutual understanding, trust and co-operation.

11 The Role of Staff

11.1 In promoting this objective, staff will:

11.1.1 inform parents about the school's Sex and Relationships Education policy and practice;

11.1.2 answer any questions that parents may have about the Sex and Relationships Education of their child;

11.1.3 take any issue seriously that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.

11.1.4 Through this mutual exchange of knowledge and information, pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities.

12 Right to be excused from Sex education

12.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RHE.

12.2 Should a parent wish for their child to be excused from sex education, they should put this request in writing to the Principal in good time before the programme of sex education begins for their child's class. Principals will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

12.3 If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

12.4 **There is no right to withdraw from Relationships Education or Health Education.** The school will always comply with the wishes of parents to withdraw from Sex education only.

13 The Role of the Principal

13.1 It is the responsibility of the Principal to ensure that both staff and parents are informed about the SRE policy and that the policy is implemented effectively.

13.2 It is also the Principals responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

13.3 The Executive Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

14 The Role of the School and Other Members of the Community

14.1 Other valued members of the community are encouraged to work with the schools to provide advice and support to the pupils with regard to health education.

14.2 Health professionals are expected to work within the school's SRE policy and on the instructions of the Principal.

15 Confidentiality

15.1 Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence.

15.2 If a pupil makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the Child Protection and Safeguarding policy and procedure.

16 Pupils with SEND

16.1 The schools are responsible for ensuring that the needs of all pupils are met.

16.2 This may mean more explicit teaching to ensure that pupils with additional education needs are properly included in SRE and may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access.

16.3 Parents may need to be consulted individually with regard to pupils with SEND, especially if the pupil has a very low mental and or emotional age.

17 Equal Opportunities

17.1 Teachers have a duty to ensure that pupils with special needs and learning difficulties are properly included and their developmental needs met. There will be equality of opportunity for boys and girls.

17.2 Teachers will ensure that there is no stigmatisation of pupils based on home circumstances.

18 Monitoring and Evaluation

18.1 Teacher assessment will inform discussion about the successful implementation of the policy.

18.2 Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how SRE provision is meeting their needs.

18.3 This policy will be reviewed annually in the light of this monitoring and evaluation.