

KEMBLE PRIMARY & SIDDINGTON CE PRIMARY SCHOOLS



Our vision is – ‘To have fun, do our very best, and look after everyone in a caring, **Christian**, community’.

Siddington, as a church school, focuses on caring for everyone. This is taught by Jesus through the parable of The Good Samaritan (Luke 10). By caring for everyone in our community, especially pupil, staff and community well-being, children are then enabled to have fun and to do their very best.'

In both schools children and staff will use our values of Respect, Compassion, Courage, Truthfulness, Forgiveness and Thankfulness to show how we put our vision into action. See specific RSE in church school guidance at the end of this policy.

RELATIONSHIP and SEX EDUCATION POLICY

Member of staff responsible	Emma Morrogh-Ryan
Date approved at Local Governing Body	19.9.18
Frequency of policy review	3 yearly
Date next review due	July 2021
Statutory Policy	Yes

Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	Jan 16	New Policy
1.2	July 18	Changes in light of new guidance and change of name (relationships first) and addition of church school guidance

Relationship and Sex education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

What is relationship and sex education?

RSE is defined as “lifelong learning about physical, moral and emotional development; love and care; and about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity-this would be inappropriate teaching. It’s three main elements are: attitudes and values; personal and social skills; knowledge and understanding.” (DFEE Sex and Relationship Guidance, 2000, p5)

Relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world. (Valuing All God’s Children, Autumn 2017 second version).

Aims:

The DfES ‘Sex and Relationship Guidance’ (2000) recommends that “Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.” The RSE programme in our schools reflects the school’s ethos and our commitment to developing confident pupils who will grow into responsible citizens.

It demonstrates and encourages the following values:

- Respect for self
- Respect, love and care for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from SEND staff.

RSE is not delivered in isolation but firmly embedded in all curriculum areas, including the Science Curriculum and Personal, Social and Health Education (PSHE). Our main content is delivered in PSHE lessons in the summer term to all years. The topics to be included in RSE are taken from the Gloucestershire RSE Resource. This ensures both progression and continuity. Each class is taught an RSE unit of work every year from Reception through to Year 6 and normally taught by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Within any teaching in single sex groups, issues relating to both genders will be discussed. Active learning methods which involve children’s full participation are used.

Topics covered across the key stages are:

- How my body works and changes (including puberty)
- Maintaining personal hygiene
- Changing emotions and responsibilities
- Healthy lifestyles

We teach the skills children need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults. By the time children leave school they will know how a baby is made and born. All aspects are covered at age appropriate times.

Working in Partnership with Parents

Parents are the key people in:

- Teaching their children about sex and relationships;
- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings.

The school is committed to working with parents and carers and informs parents by letter when pupils will be studying RSE. Parents can have access to any resources that the children will be using prior to the lesson.

Parents have the right to withdraw their children from all or part of the RSE provided except for those parts included in the statutory National Curriculum. Parents are asked to contact the Head Teacher who will be available to discuss any concerns.

Specific Issues within RSE

CONFIDENTIALITY:

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he must talk to the Headteacher, who is the named child protection coordinator. The school's Confidentiality policy will be followed.

CHILD PROTECTION:

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

CONTROVERSIAL AND SENSITIVE ISSUES:

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect others that may have different opinions.

DEALING WITH QUESTIONS:

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and may be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the PSHE leader or Child Protection coordinator if they are concerned.

RSE as a church school – Siddington: Guidance from Gloucestershire Diocese

SEX AND RELATIONSHIP EDUCATION IN CHURCH OF ENGLAND PRIMARY SCHOOLS

There is a broad consensus that Sex and Relationship Education (SRE) in primary schools should be firmly rooted within the framework for Personal, Social and Health Education (PSHE) and Citizenship. Concerns have been raised, however, by heads, governors, parents and clergy about aspects of some published material for sex education that has been recommended to schools, particularly with regard to the place given to marriage as a context for family life. There is widespread feeling that Christian values and teachings which underpin the foundation and distinctive ethos of church schools should directly inform the policy and practice of SRE.

Context

"The Bible teaches us that marriage is a gift of God in creation and a means of his grace, a holy mystery in which man and woman become one flesh."

".....Marriage is given as a foundation of family life in which children are born and nurtured and in which each member of the family, in good times and in bad, may find strength, companionship and comfort and grow to maturity in love."

Church of England Marriage Service (Common Worship)

Guiding Principles

In a Church of England school, Christian beliefs and values should underpin SRE such that:

- Sex education is taught in the context of marriage and family life;
- Sex education includes learning about physical and emotional development;
- Sex education is part of a wider social, moral and spiritual education process;