



Relationships and Sex Education Policy

All Academy policies should be read in conjunction with the Academy's Equality Plan

The Governors wish the Academy's Relationships and Sex education policy (RSE) to be understood within the framework for pupil personal development that has been established by the SMSC Policy and Citizenship policy.

Aims

The aims of the RSE curriculum at St Mary's are

- To enable our pupils to better understand the nature of human relationships
- To enable children to understand the importance of building positive relationships
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of the changes that come as they go through puberty.
- Help pupils develop feelings of self-respect, confidence and empathy
- To provide a framework where sensitive discussions can take place.
- To ensure all God's children flourish.

Statutory Requirements

As a primary academy, we must provide relationships education to all pupils as per section 34 of the most recent [Children and Social Work Act](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the most recent [Education Act](#).

Ethos

A moral framework of caring for ourselves and others is provided for pupils through all areas of the curriculum but specifically the school ethos, R.E and Citizenship.

The whole focus of the SMSC, Citizenship and the new relationships and health education programmes of study within the Academy is on the physical and mental wellbeing of children as well as building positive relationships with the appropriate behaviours and attitudes, developing appropriate social skills and empathy and an understanding of feelings and mood. This may include references to sex education in the later year groups

Curriculum

Our curriculum is set out within the framework of our citizenship curriculum.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Sex Education is not taught directly to pupils until Year 4, unless there is a clear need, but younger pupils are taught about related topics. For example, reproduction in plants and animals as required by the appropriate national curriculum programmes of study.

Through this curriculum, the children will be taught the value of positive relationships through:

- Self respect
- Respect and tolerance of others from different backgrounds, cultures, sexual identity or genders
- An awareness of how others may feel
- Mutual support and cooperation
- Honesty and openness
- Responsibility and an acceptance of the consequences of one's own choices and actions
- The right for all people to have their own views (within the boundaries of respect for others)
- The right not to be abused or taken advantage of by others
- An accurate understanding of relationships and the personal health related to them.

Delivery of RSE

RSE is taught within the Citizenship curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The academy curriculum does not contain detailed sex education covering the sex act or the use of contraception but it does contain sessions designed to raise children's personal awareness of physical and emotional developments linked to puberty.

The pupils will develop an understanding of "sex education" to raise an awareness of themselves and others on topics which cover:

- Reproduction

- Body Parts
 - Changes and physical developments of the human anatomy
- These sessions (where appropriate) involve direct reference to sexual parts and experiences such as “periods” and “erections”. Some aspects of sexual education are initially provided to boys and girls separately and later this may be reinforced in lessons with boys and girls together, to break down barriers and enhance the development of mature attitudes.
- The lessons and discussions are underpinned by the SMSC philosophy of pupils, developing both respect for themselves and others and a clear understanding of appropriate behaviours and responsibilities. This moral factor is also emphasized by the Academy’s Christian ethos and the core values of friendship, compassion and forgiveness.
- Parents are informed in advance of the sex education lessons which are effectively “puberty talks” and are invited to school to observe the materials used and to discuss the school approach. The school works closely with the Health Authority and the School Nursing Service assist in delivering the sessions.
- The Governors hope that all pupils will be able to take part in the relevant sex education lessons, but wish to stress that parents have the right to withdraw their children from these lessons if they so wish. They must discuss this with the head teacher.

Parents do not have a right to withdraw their child from relationships or health education lessons

All lessons will be taught in line with the Academy’s teaching and learning policy and will be fully inclusive, taking into account the needs of all children including those with a SEND

Specific issues that may arise when teaching RSE at St Mary’s Academy

1. Using the appropriate language

- The correct terminology will be used
- Slang words will be explained, where appropriate, with an explanation that some of the words may be offensive
- The use of slang will be avoided

2. Safeguarding

- It is recognised that RSE may bring to light previously undisclosed safeguarding issues.
- Staff should be conversant with the policies and procedures to deal with such issues.

3. Confidentiality

- As a general rule, the child’s confidentiality with members of staff should be respected, unless that member of staff is concerned that the child may be at risk or in danger, in which case safeguarding and child protection procedures should be followed.

4. Dealing with sensitive questions

- No one will have to answer personal or sensitive questions
- No one will be forced to take part in a sensitive discussion
- Teachers may decide that the appropriate person to answer a question is the parent.

5. Girls who start their periods early

- Provision is made for girls who have started their periods to use a separate toilet (disabled toilet in the corridor by the KS2 hall). They will be supported through this time by Mrs Milton or the class TA/ teacher. A stock of spare sanitary protection will be available for use by girls who need them.

Time scale for teaching more specifically the issues related to the physical and emotion developments of puberty

Until the children reach year 4 this aspect of the curriculum will be taught through science and the PHSE/Citizenship curriculum (see progress guidance for specific descriptors)

This may contain specific references to external body parts but will focus mainly on building positive, healthy relationships and self-respect. Teachers should use their discretion when dealing with any issues that arise from such discussions in an age appropriate way.

In years 4, 5 and 6 the children will be introduced more specifically to the physical and emotional changes they can expect in the coming years, and how this may vary greatly for individual children. They will be taught what to expect and how to deal with it both physically and emotionally.

This will be taught sensitively and progressively through the use of discussions, books and the use of age appropriate videos. Where possible the school will seek outside speakers and teachers from the health authority to deliver this part of the curriculum.

In all years, there will be a continued focus on the development of healthy relationships and the strategies to deal with the challenges that may arise in developing such relationships.

Roles and Responsibility

The governing body will approve this policy

The governor responsible for health and wellbeing is

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

The Health and Wellbeing team are responsible for overseeing RSE as part of the curriculum.

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Monitoring and assessment

The provision of RSE will be monitored and assessed in line with the Academy's monitoring and assessment procedures.

Other related policies and documents:

- Confidentiality policy
- Safeguarding policy
- Inclusions policy
- RE policy
- SMSC policy
- Equality policy
- Curriculum document with specific reference to science and health and wellbeing