



**Royston St John the Baptist CE
Primary School
Relationships and Sex Education
Policy**

September 2020

Royston St John RSE Policy

Rationale

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also 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.” [Sex and Relationships Education Guidance ref DfEE 0116/2000]

Aims

Relationships and Sex Education within our school aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. We aim to provide pupils with the skills to make informed, safe, choices. Information will be delivered in an accepting and honest way, which enables young people to contribute, and as deemed age-appropriate. Parents views will be sought in the development of the RSE policy and programme.

RSE will focus on:

Attitudes and Values

- Learning about the values of family life and stable relationships.
- 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 understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding

- Information about healthier, safer lifestyles
- Physical development
- Emotions, relationships and reproduction.

Knowledge Rich Curriculum

“A knowledge curriculum specifies, in meticulous detail, the exact facts, dates, events, characters, concepts and precise definitions that all pupils are expected to master in long-term memory.” Joe Kirby

At Royston St John we believe in the importance of providing a knowledge rich curriculum for all of our pupils. In this subject we teach the core National Curriculum content with a very clear emphasis on developing knowledge and vocabulary and an understanding of ‘*the best that has been thought and said*’ in each curriculum area. We have a carefully constructed curriculum which is designed to ensure that children acquire powerful knowledge through a well-planned sequence of learning that builds on prior knowledge from year to year. We use explicit teaching and planned opportunities to revisit and relearn this core knowledge. It is our belief that the more children know, the more they are able to learn and that ‘knowledge begets knowledge’. Through knowing about the world children will then be able to develop their creativity, critical thinking and problem-solving skills in each discrete subject area. Through our curriculum we also strive to develop cultural capital in our pupils so that they develop into adults who are interesting to talk to and are interested in knowing more.

Organisation

The **PSHE co-ordinator** is responsible for co-ordinating the policy and curriculum content.

RSE will be taught to mixed ability class groups, with provision for single-sex groups as appropriate, and will be delivered as a rolling programme. There is a cohesive, spiral curriculum running from Year 1 to Year 6.

Most of the above-mentioned areas will be taught as part of other areas of the curriculum. For example, developing positive relationships with peers is delivered through our PSHE and Collective Worship.

Other agencies and visiting speakers may be invited to input into the programme.

All linked agencies, as above, will be appraised of this policy and where they fit within the planned programme; there will be discussions before any input, including on confidentiality issues, and joint evaluation afterwards. No visitor will work with pupils in a classroom situation without a teacher present.

Parents have the right to withdraw their children from any RSE that falls **outside of the statutory curriculum** (*Education Act, 1996*) - they cannot withdraw from human reproduction as in NC Science, for example. Any parents expressing

concerns will be invited in to school for discussions with the headteacher and teacher responsible for delivering the programme, and to view materials and resources. Should they still decide to exercise this right school will make provision for the supervision of the child in another classroom. The parent will be advised that they have an obligation to provide the information at home using information available from the DfES.

Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information eg helplines, websites, leaflets etc.

The programme will be monitored as an ongoing part of the process by both teaching staff and pupils.

Curriculum Content

Year	Coverage
Reception	Our day Keeping ourselves clean Families
1	Keeping Clean Growing and Changing Families and Care
2	Differences: boys and girls Differences: male and female Naming the body parts
3	Differences: male and female Personal space Family Differences
4	Growing and Changing Body changes and reproduction What is puberty?
5	Talking about puberty Male and female changes Puberty and Hygiene
6	Puberty and Reproduction Relationships and Reproduction Conception and Pregnancy Communication in relationships

Assessment and Recording

At Royston St John, a range of summative and formative assessment methods are used to explore the full depth and understanding of the children's skills and knowledge. Open-ended tasks and questions are employed to allow children to demonstrate their application of the learning alongside more closed tasks that demonstrate a child's knowledge.

See the marking policy for more detailed information on marking structures.

Monitoring

Both the policy and classroom delivery will be monitored and evaluated as part of the regular cycle of self review. Governors will be provided with an annual PSHCE report.

The policy will be reviewed, after consideration of all of the above, at least annually.

Parental Involvement

We believe that parents have the primary role in teaching their children about relationships and sex education. We aim to provide a programme in partnership with our parents, ensuring all pupils receive high quality provision in line with national good practice recommendations.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life and loving and stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the RSE sessions and offered an opportunity to look at resources. Parents are encouraged to discuss and ask questions.

Under the terms of the 1996 Education Act (Section 405), parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the Headteacher. We would encourage parents to raise, at the earliest opportunity, any concerns with the class teacher and Headteacher. The Headteacher will discuss with parents the implications of withdrawing their child from the non-statutory part of the curriculum.

Parents should make it clear which aspect of the programme they do not wish their child to participate in and put this in writing. In the event of a child being withdrawn from a lesson the child must stay in school and will be assigned to another class until the RSE lesson is over.

Support and Training

The governors acknowledge that the effective teaching of RSE, within the PSHE framework, requires particular skills and expertise. All staff will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements, and access to these will be through CPD. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

Governors will also be offered an annual opportunity to be updated on any changes and developments.