




Blyton cum Laughton Church of England Primary School

Relationships and Sex Education (RSE) Policy

Monitoring responsibility	K Duke (Headteacher)
Review date	September 2024
Head teacher's signature	
Chair of Governor's signature	
Date ratified	September 2021

OUR VISION

To be **HAPPY**, to be **CARING**, to **ACHIEVE**
Caring for our school ... caring for each other

Introduction

This policy is set in the broader context of our school vision in the context of a respectful, enabling culture and ethos founded on our Christian values. It reflects our commitment to providing an ambitious, meaningful and memorable curriculum that enables our children to flourish spiritually, socially, emotionally, morally and culturally.

We aim to encourage everyone in our school community

- to develop an enquiring mind with an ability to question and to think for themselves and express themselves in all areas with confidence in a secure, supportive Christian environment
- to develop spiritual, social and moral values that enable them to respect, appreciate and care about themselves and the needs and feelings of others
- to respond to challenge and work to their maximum capacity in all areas of a broad and balanced curriculum, and feel valued for their personal achievements.

This policy has been developed in consultation with all stakeholders, including governors, staff, pupils and parents/carers.

Our Vision

Through our Christian Faith at Blyton cum Laughton Church of England Primary School, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school family. We offer a rich and vibrant **Reading-Inspired Curriculum**, which is ambitious, meaningful and memorable for all learners. Threaded throughout are our six Christian Values: **Friendship**, **Courage**, **Hope**, **Thankfulness**, **Compassion** and **Trust**. Together with our key drivers, the **BcL Inspirational Themes** of **Diversity**, **Exploration**, **Creativity**, **Innovation and Progress**, **Care and Protection** and **Leadership**, we celebrate diversity and utilise skills, knowledge and the cultural wealth of the community, enabling our children to flourish spiritually, socially, emotionally, morally and culturally.

As a result of our carefully planned and implemented curriculum, we would expect our children to leave Blyton cum Laughton with a sense of belonging, where they have the confidence and skills:

- to be respectful, tolerant and walk in the light of Christ
- to take ownership of their actions, excel as individuals and have a positive impact as citizens in the 21st century
- to explore and be inquisitive, showing a thirst for learning
- to persevere, be resilient learners, to find solutions and have high aspirations for the future
- to show compassion, empathy and care for others
- to be creative

As a church school within the Diocese of Lincoln, we embrace the Diocesan vision for 'Church Schools serving their communities through excellence, exploration and encouragement within the love of God.'

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

A Definition of Relationships, Sex and Health Education for Church Schools

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives.

RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSHE in Blyton cum Laughton CE Primary School, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. In our school, any content that might be regarded as Sex Education: learning about human body parts, growth, puberty and reproduction will be taught through the Science Curriculum.

Parents/guardians do not have the right to withdraw from this aspect of the curriculum.

In Blyton Cum Laughton CE Primary School, we have decided that it is important to include aspects of sex education which will prepare our pupils for the changes that adolescence brings, and about how a baby is conceived and born to in order to protect and prepare the children in our community. This will take place in Year 5 and Year 6. We always teach this aspect of the curriculum with due regard for the emotional development of the children. Parents/carers do have the right to excuse their children from this aspect of Sex Education.

In line with our commitment to the **safeguarding** of children we teach sex education in line with national guidelines ensuring any issues raised are dealt with appropriately and sensitively. If a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a safeguarding matter. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They are obliged to immediately inform the Designated Safeguarding Officer (currently the Headteacher) or in absence the Deputy Designated Safeguarding Officer about their concerns. The

Designated Safeguarding Officer will then deal with the matter in consultation with health care professionals (please refer to Blyton cum Laughton Safeguarding Policy).

Statutory Requirements

As a church school, we are statutorily required to provide Relationships Education to all pupils under section 34 of the Children and Social Work Act 2017. We are not required to provide Sex Education, but we are required to teach elements of sex education contained within the Primary Science curriculum. For example, in Key Stage 1, we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes, and the main stages of the human life cycle, in greater depth.

In teaching RSHE, we have regard to the guidance issued by the secretary of state as outlined in in [section 403 of the Education Act 1996](#).

At Blyton Cum Laughton Church of England Primary School, we teach RSHE as set out in this policy.

RSE Curriculum

What is the intent of our Relationships and Sex Education (RSE) Curriculum?

The RSE curriculum has been planned in the context of our broader curriculum intent, and the delivery of this part of the curriculum is one of the ways in which we seek to realise our overarching distinctively Christian vision. It reflects core Christian teachings about human beings and healthy relationships, including the belief that all are made in the image of God, are loved by God and are therefore to be treated with dignity and respect. This enables our pupils to understand that they should value the gift of themselves and recognise and respect this gift of uniqueness in others by seeking out healthy relationships. It will also help them understand a range of Christian views on the importance of long-term relationships as building blocks for family stability.

We will:

- Provide knowledge and information which is inclusive and meets the needs of all our students
- Clarify or reinforce existing knowledge
- Create a positive culture around issues of self-esteem and confidence, relationships and sexuality ensuring gender and LGBT+ equality
- Help pupils develop and understand their feelings, behaviours and emotions and also those of others so they can lead fulfilling and enjoyable lives
- Help pupils to understand what is meant by relationships within families, between friends and in the community and develop an understanding of the values of marriage, stable relationships and family life as a positive environment for establishing worthwhile, meaningful and secure relationships thereby helping them to recognise and avoid exploitative relationships
- Help pupils to develop skills (language, decision making, choice, assertiveness), promoting ambition and aspiration and make the most of their abilities whilst coping with the influences of their peers and media

- Provide the confidence to be participating members of society and to value themselves and others
- Recognise and respect themselves and others; the views of others, backgrounds, cultures, values and experiences
- Develop skills for a healthier, safer lifestyle to allow them to respect and care for their bodies and be prepared for changes through puberty and adulthood
- Develop and use communication and empathy skills to create an environment of honesty and openness where sensitive discussions can take place
- Use the appropriate language

Our RSE curriculum has been developed using the PSHE Association documentation and takes into account the context of the school and its pupils.

Our curriculum acknowledges that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. We aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. As a result, we will cover the following areas:

Relationships, including:

- *Caring friendships and respectful relationships*
- *Families and people who care for me*

Living in the Wider World, including:

- *Internet safety, safe online relationships and the risks of online relationships*

Health and Wellbeing, including:

- *Mental wellbeing*
- *Basic first aid, physical health and fitness, health and fitness, healthy eating, risks to health, e.g. drugs, alcohol, tobacco]*

These will help us to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

How will we implement our RSE curriculum?

RSE is taught as part of the broader PSHE curriculum. Biological aspects of RSE are taught within the Primary Science Curriculum and some elements of RSE may be taught within the RE curriculum, particular with relation to a range of views on relationships from religions and worldviews. Our Reading-Inspired Curriculum is rich in books, and as such, we actively promote the teaching of aspects of RSE through the use of picture books, graphic novels, non-fiction and novels. (see BcL Reading-Inspired Curriculum curriculum maps)

We do this through:

- Ensuring the implementation of RSE is not in isolation or simply as knowledge based. It will be presented within a context that stresses the complexity and values of human relationships. It is developmental and appropriate to the age and stage of development of the child

- Elements of RSE being taught implicitly through our PSHE, Science, RE, English and Reading-Inspired Curriculum
- Understanding that RSE across the primary age group will be different. In Early Years and Key Stage 1 it will include laying foundations of understanding about differences, growth and change and respect for one another. In Key Stage 2 it might be preparation for the changes of puberty
- Knowing our children and that at times, children will benefit from varying methods of delivering the RSE curriculum.
- All content should be delivered to mixed-gender groups. Where the teacher feels it is necessary, same-sex gender groups could be created for question and answer type sessions
- Regarding RSE as the shared responsibility of all adults in the school to respond appropriately to a child's request for information and advice. Informally, RSE is often raised when dealing with other issues around school. Formally, the topics will be discussed as and when the teacher feels it is appropriate and it is planned for. All staff are encouraged to access support from colleagues where necessary
- Teaching RSE in a safe, non-judgemental environment where adults and children are confident that they will be respected. In addition to those already in the classroom, specific ground rules will be established at the beginning of any RSE work
- Involving the pupils to ensure RSE meets their needs and addresses the issues they are facing. Involvement of pupils will be important to explore with children the prior learning they bring to the classroom and also means that teachers can learn what pupils think of what is currently being taught
- Assisting staff in their planning and delivery of the curriculum through additional updated support and information provided through the PSHE Association
- We will refer to the PSHE Association Programme of Study to ensure comprehensive coverage of the curriculum (this is set out in our BcL Reading-Inspired Curriculum curriculum maps) and the resources recommended within it when planning and delivering the RSE curriculum.

Use of information technology across the curriculum

Use of information technology including the internet is implemented in line with our Positive Behaviour Policy, the e-safety policy and the Acceptable Use of IT policy. Use of internet and mobile devices including social media is actively monitored. As a school, we encourage and promote the safe use of the internet and mobile devices to support and enhance learning across the curriculum. E-safety is specifically taught across all age ranges in school at an age-appropriate level following a detailed progression of skills which enables children to develop their digital literacy beyond the school. In RSE, information technology is used across a range of areas to enhance learning. Predominantly, this is through the use of video clips to engage discussion.

Teaching is delivered by the head teacher and class teachers. The school uses a range of resources to deliver effective RSE and all staff involved in delivering RSE receive appropriate training and support. Pupil progress and attainment in RSE is monitored annually.

All RSE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone

(e.g. 1 Peter 2:17).

For more information about the delivery of RSE, please contact the RSE curriculum leader

Parental Right to Withdraw from Sex Education

Parents/guardians do not have the right to withdraw their children from Relationships Education. Elements of Sex Education are included in the Primary Science Curriculum and parents/guardians do not have the right to withdraw their children from the Science Curriculum.

Parents have the right to withdraw their children from the non-science elements of Sex Education within RSE. Requests for withdrawal should be put in writing to the head teacher. We will invite you to talk through your concerns, review the materials we use and explain our rationale.

Withdrawing your child from Sex Education remains a statutory right as a parent or legal guardian.