

"I AM THE LIGHT OF THE WORLD. WHOEVER FOLLOWS ME WILL NEVER WALK IN DARKNESS, BUT WILL HAVE THE LIGHT OF LIFE." JOHN 8:12



ST. PETER'S CE PRIMARY



Pride



Effort



Teamwork



Empathy



Respect



Spirituality

LIKE ST. PETER, WE BUILD UPON THE ROCK OF JESUS TO ENABLE US TO SHINE: ACHIEVING OUR GOD GIVEN POTENTIAL AND LOVING OURSELVES, OTHERS, THE WORLD AND GOD.

firm foundations, shining bright

ST PETER'S CE PRIMARY SCHOOL, HESWALL

RELATIONSHIP AND SEX EDUCATION POLICY

This policy is informed by the Christian values which are the basis for all of St Peter's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

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Committee: FGB

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1. Legal requirements

The Education Reform Act 1988 requires the school curriculum to 'promote the moral, spiritual, physical and mental development of all pupils and to prepare pupils for the opportunities, responsibilities and experiences of 'adult life'...Combat ignorance and, therefore, increase understanding and promote the ability to make informed decisions.'

The 1996 Education Act combined all previous legislation on Sex Education and requires Governors of all Maintained Schools to consider the provision of Sex Education and to ensure that, where it is provided, the school has an associated Policy. Governing Bodies should agree that policy, the content of the programme and the resources used.

2. Context

Effective Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education. RSE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances.

RSE will:

- be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness;
- be taught in the light of the belief in the absolute worth of all persons and the unconditional, infinite love of God;
- reflect that relationships and sexuality are gifts from God as part of creation;
- be sensitive to the circumstances of all children and the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.

3. Guiding principles

RSE is lifelong learning about physical, moral and emotional development. It is about respect, love and care and the benefits of making and maintaining a stable marriage or relationship. We recognise that to be human is to experience sexual feelings, seek connections with other people and develop relationships which may be physical or non- physical.

RSE seeks to enable children to feel positive about themselves, manage relationships and know who to ask for support when they need it.

St Peter's approach to RSE is sensitive to the age and aptitude of the children whilst being straightforward and honest; it reflects the reality of our children's lives today, especially the influences of social media, television, film and young people's literature.

Christian beliefs and values underpin all our activities and consequently RSE is taught in the belief that:

- The sanctity of marriage is an important belief in Christian teaching and practice;
- Children should learn the significance of marriage and families as key building blocks of community and society;
- RSE includes learning about physical and emotional development;
- RSE is part of a wider social, personal, spiritual and moral education process;
- Children should be made aware of the way in which advertising and the media influences their views;
- Children should be taught to have respect for their own and other people's bodies;
- Children should be made more aware of the spiritual dimensions and joys of close relationships;
- Children should learn about their responsibilities to others;
- Children should be guided to understand the importance of building positive relationships that involve trust and respect;
- Children need to learn the importance of keeping themselves safe within relationships;
- Children should learn to show tolerance, understanding, respect and care for others;
- Children should learn to accept and understand diversity with regard to religion, culture and sexual orientation;
- Children need to learn how to keep themselves safe when using the Internet and other forms of technology;
- Children need to be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others.

4. Aims and Objectives

We aim to provide pupils with an age appropriate RSE programme that is tailored to their physical and emotional maturity. The intention is to ensure that, through RSE pupils:

- Develop confidence in talking, listening and thinking about feelings and relationships.
- Are able to correctly name parts of the body and describe how their bodies work
- Are able to protect themselves and ask for help and support
- Are prepared for their development into adulthood
- Know how the Christian commands to love God and our neighbour impact on all our relationships
- Acquire information, developing skills and forming positive beliefs and attitudes about relationships and feelings.

In doing this, we acknowledge the value of contributing to a spiral curriculum. This curriculum should enable children to make positive choices about their physical and emotional health, both now and in the future.

5. Key learning objectives

- Learn to care about others and to be sensitive to their needs and views
- Learn the importance of conscience, Christian values and moral considerations
- Learn to accept differences between people, not exploit them
- Learn the value of family life, marriage, and the importance of stable, loving and caring relationships for the nurture of children
- Learning the importance and responsibilities of the family unit for all its members
- Learn to respect oneself and others
- Learn to be honest, loyal, trustworthy and faithful in relationships
- Learn to take responsibility for one's actions
- Learn to explore, consider, understand and reflect as part of decision making
- Learn to manage emotions and relationships confidently and sensitively
- Develop empathy for others
- Learn to manage conflict
- Learn to keep themselves safe, both in the real world and online.

6. Organization

The organization of RSE is no different from other curriculum areas. It is delivered through planned programmes within Science, RE and PSHE. Occasionally, issues about RSE may arise spontaneously in other lessons (e.g. while studying a text in English or after a dispute in the playground) where it is not the main focus of the lesson. This is not considered to be part of the planned RSE curriculum and parents or carers cannot withdraw their children in these circumstances.

Delivery of SRE is through the following curriculum topics:

Science:

- Animals including humans
- Living things and their habitats
- Healthy Living
- Evolution and Inheritance (Y5/6)

RE:

- God - Love for us and love for our families (F2)
- Community - What makes the Church a special community for Christians? (Y1/2)
- Salvation (Y1/2)
- God's Love - what difference does it make? (Y3/4)
- Jesus the Healer - how do you know when you feel better? (Y3/4)
- Incarnation - God keeping his promises (Y3/4)
- Resurrection - betrayal (Y3/4)
- Stewarding God's resources (Y5/6)
- God - if we don't forgive does He forgive us? (Y5/6)
- Salvation (Y5/6)
- Church - customs of different Christian denominations (Y5/6)
- Understanding the beliefs of other faiths: Judaism, Hinduism, Sikhism, Islam (All Year Groups)

PSHE:

- Anti-bullying & Self Esteem
- Internet Safety
- Getting on & Falling Out - understanding each other's differences
- Keeping Ourselves Healthy - drug & alcohol education
- Moving On (Transition to new year group / new school and how to deal with the change)

Parents will be given notice of any proposed sex education lessons that are not within the National Curriculum.

7. Equal Opportunities

RSE will be delivered in line with the Equal Opportunities Policy within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. RSE will be available to all pupils regardless of gender, culture or disability.

8. Other Issues

Child Protection

See Safeguarding Policy. Always discuss concerns with the designated member of staff.

Personal Beliefs

Beliefs and attitudes of teachers should not influence their teaching of RSE.

Language and Ground Rules in RSE lessons

- No one will feel forced to answer a personal question
- No one will be forced to take part in discussions
- Language used should be easily understood by all
- Correct names for body parts will be used
- Meanings of words will be explained in a simple, factual way.

Useful documents and resources

- Valuing All God's Children - Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying Second Edition Autumn 2017
- Stockport Spiral Curriculum for RSE - F2 to Y6
- Living Growing (All about Us) Channel 4 DVD Materials