



Mission Statement

A Caring Christian Community where we Grow Together.

RELATIONSHIPS EDUCATION POLICY

Effective Date: 24/02/2020

Review Date: March 2023 Biennial

Review Date	Signed EHT	Signed Director RCSAT
02/09/2018		
24/02/2020		
03/02/2021		

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	09/03/2020
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT

1. Policy Statements

- 1.1.1.** As Rights Respecting Schools, RCSAT upholds the articles from the United Nations Convention on the Rights of the Child. These articles underpin this Sex and Relationships Education Policy:
- 1.1.2.** Article 2 (non-discrimination): The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- 1.2.** The teaching of Sex and Relationships Education at RCSAT, using an integrated and consistent approach, is an important aspect of pupils' education. Christian values are key to every aspect of life within the Church school community. This includes all policy formation and practice. Christian understanding of sex is that it is a gift of God as part of creation. SRE lays the foundation for factual knowledge and the more sexually explicit information required by young people in later years.
- 1.3.** Sex and Relationships Education (SRE) includes supporting young people in developing self-confidence changes into adulthood and comprises learning about physical, moral and emotional development and understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. It is also about the teaching of sex, sexuality and sexual health.
- 1.4.** SRE is part of the personal, social and health education curriculum in RCSAT schools, using SRE to inform pupils about sexual issues with due regard to matters of morality and individual responsibility and in a way that allows pupils to ask and explore moral questions.
- 1.5.** The teaching of Sex and Relationship Education should be shared with parents and be mutually supportive and complementary, promoting an understanding of the range of family types and other people who contribute to providing pupils with the care, love and support they need to grow and develop.
- 1.6.** Sex and Relationships Education will not be used in RCSAT schools as a means of promoting any form of sexual orientation.
- 1.7.** The Department for Education's paper *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'.
- 1.8.** The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Sex and Relationships Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements as set out in DfE statutory guidance - **Relationships Education, Relationships and Sex Education (RSE) and Health Education - 2019** and guidance from DfE (sex and relationships-Ofsted 2020)
- 1.9.** Every pupil is entitled to receive Sex and Relationships Education and RCSAT schools will ensure that all children have the opportunity to experience a programme of Sex and Relationships Education at a level which is appropriate for their age and physical development with differentiated provision, if required.

2. Principles

- 2.1.** Sex and Relationships Education is required to be taught within a moral framework.
- 2.2.** Pupils will learn about moral values through all aspects of school life and in all curriculum areas, not just in Sex and Relationships Education.
- 2.3.** Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives, ensuring that:
- 2.3.1.** pupils are helped to develop sensitivity and respect for themselves and others;
- 2.3.2.a** friendly and caring environment is provided in which pupils are able to ask questions and further their understanding;
- 2.3.3.** pupils are supported in taking responsibility for their actions and the consequences of their actions;
- 2.3.4.** equality of opportunity is provided for all pupils in a caring community in which each individual is encouraged to make a valuable contribution.

3. Aims of Sex and Relationship Education

- 3.1.** Taking account of the age, maturity and needs of the pupils, Sex and Relationships Education aims to:
- 3.1.1.** provide the knowledge and information to which all pupils are entitled;

- 3.1.2.help pupils to develop feelings of self-respect, self-esteem, self -confidence, sympathy and empathy;
- 3.1.3.provide the confidence to be participating members of society and to value themselves and others;
- 3.1.4.prepare pupils for puberty and encourage them to take responsibility for their own actions;
- 3.1.5.give them an understanding of reproduction and sexual development, an understanding of the importance of health and hygiene and respect and care for their bodies;
- 3.1.6.develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- 3.1.7.answer pupils' questions honestly and sensitively – referring the pupils to parents where appropriate;
- 3.1.8.give them information on where individuals and families can get help and support.
- 3.1.9.give them information on how they can protect themselves and ask for help and support with regards to personal relationships.

4. Context

- 4.1. SRE is taught in the context of the school's aims and values framework, meaning that pupils are given information about sexual behaviour, with an awareness of the moral code and values which underpin all work in RCSAT.
- 4.2. In particular, SRE is taught with the beliefs that:
 - 4.2.1.it should be taught in the context of loving relationships and family life;
 - 4.2.2.It is part of a wider personal, social, spiritual and moral education process;
 - 4.2.3.pupils should be taught to have respect for their own bodies;
 - 4.2.4.Pupils will be encouraged to learn about their responsibilities to others and be aware of the consequences of sexual activity;
 - 4.2.5.Pupils will be encouraged to learn that it is important to build positive relationships with others, involving trust and respect and to learn the importance of self-control.

5. Attitudes and Values

- 5.1. Learning the importance of values and individual conscience and moral considerations;
- 5.2. Learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- 5.3. Learning the value of respect, love and care;
- 5.4. Exploring, considering and understand moral dilemmas; and
- 5.5. Developing critical thinking as part of decision making.

6. Personal and Social Skills

- 6.1. Learning to manage emotions and relationships confidently and sensitively also developing self-respect and empathy for others;
- 6.2. Learning to make choices based on an understanding of difference and with an absence of prejudice;
- 6.3. Developing an appreciation of the consequences of choice made;
- 6.4. Managing conflict; and
- 6.5. Learning how to recognise and avoid exploitation and abuse.

7. Knowledge and Understanding

- 7.1. Learning and understanding physical development at appropriate stages;
- 7.2. Understanding human sexuality, reproduction sexual health, emotions and relationships.

8. Teaching and Learning including Delivery of the Curriculum

- 8.1. SRE is taught discreetly through our planned PSHE curriculum, but some relationship aspects are covered throughout RCSAT's Connected Curriculum and some of the biological aspects are covered in Science.
- 8.2. SRE is also taught through other subject areas (for example Science and PE) where the school feels that they contribute significantly to a pupil's knowledge and understanding of his or her own body and how it is changing and developing.
- 8.3. Linked with R.E, pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions

involved.

- 8.4. Since SRE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground.
- 8.5. It is important then that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with pupils.

9. Classroom Practice

- 9.1. Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. When delivering SRE it should be common practice that:
 - 9.1.1 No-one (teacher, student or visiting speaker) will have to answer a personal question
 - 9.1.2 No-one will be forced to take part in discussion
 - 9.1.3 When learning about/discussing the body, correct names for body parts will be used.
 - 9.1.4 Sensitivity will be shown towards those of particular faith backgrounds or cultural beliefs.
 - 9.1.5 Nothing should be said that could be construed as embarrassing or offensive.
- 9.2. If a pupil asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child.
- 9.3. If the staff member is concerned, they can refer to the Principal who can discuss the matter with the parent or carer, or follow other appropriate procedures.
- 9.4. In cases of concern over sexual abuse, the child protection procedures will be followed.

10. The Role of Parents

- 10.1. RCSAT schools understand that the primary role in pupils' SRE lies with parents and carers and aim to build a positive and supporting relationship with the parents of pupils through mutual understanding, trust and co-operation.
- 10.2. In promoting this objective, staff will:
 - 10.2.1. inform parents about the school's Sex and Relationships Education policy and practice;
 - 10.2.2. answer any questions that parents may have about the Sex and Relationships Education of their child;
 - 10.2.3. take any issue seriously that parents raise with teachers or governors about this policy or the arrangements for Sex and Relationships Education in the school.
 - 10.2.4. Through this mutual exchange of knowledge and information, pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities.
 - 10.2.5. Parents have the right to withdraw their child from all or part of the sex and relationships education programme that are taught in school. If a parent wishes their child to be withdrawn from sex and relationship education lessons, they should discuss this with the Principal, and make it clear which aspects of the programme they do not wish their child to participate in.
 - 10.2.6. The school will always comply with the wishes of parents in this regard.

11. The Role of the Principal

- 11.1. It is the responsibility of the Principal to ensure that both staff and parents are informed about the SRE policy and that the policy is implemented effectively.
- 11.2. It is also the Principals responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- 11.3. The Executive Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

12. The Role of the School and Other Members of the Community

- 12.1. Other valued members of the community are encouraged to work with the schools to provide advice and support to the pupils with regard to health education.
- 12.2. Health professionals are expected to work within the school's SRE policy and on the instructions of the Principal.

13. Confidentiality

- 13.1. Teachers conduct Sex and Relationships Education lessons in a sensitive manner and in confidence.
- 13.2. If a pupil makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with the Child Protection and Safeguarding policy and procedure.

14. Pupils with SEND

- 14.1. The schools are responsible for ensuring that the needs of all pupils are met.
- 14.2. This may mean more explicit teaching to ensure that pupils with additional education needs are properly included in SRE and may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access.
- 14.3. Parents may need to be consulted individually with regard to pupils with SEND, especially if the pupil has a very low mental and or emotional age.

15. Equal Opportunities

- 15.1. Teachers have a duty to ensure that pupils with special needs and learning difficulties are properly included and their developmental needs met. There will be equality of opportunity for boys and girls.
- 15.2. Teachers will ensure that there is no stigmatisation of pupils based on home circumstances.

16. Monitoring and Evaluation

- 16.1. Teacher assessment will inform discussion about the successful implementation of the policy.
- 16.2. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how SRE provision is meeting their needs.
- 16.3. This policy will be reviewed annually in the light of this monitoring and evaluation.