

**Sex and Relationship Education Policy**

**October 2022 -2024**

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# 1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

* Provide a framework in which sensitive discussions can take place
* Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
* Help pupils develop feelings of self-respect, confidence and empathy
* Create a positive culture around issues of sexuality and relationships
* Teach pupils the correct vocabulary to describe themselves and their bodies

This policy should be read in line with our schools’ vision statement, ‘**Living and Learning Together with God’s Help**’, as it encompasses everything that we do. It stems from the Christian belief that all children are to believe in themselves, *being a unique human being, made by God and Loved by him,*and so develop a love of lifelong learning and a sense of community, as we grow together as part of God’s family; being with God and having his help as we live and learn together in all that we are and seek to be.

# 2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

The National Curriculum includes requirements to teach science, which would include the elements of sex education contained in the science curriculum.

At St Leonard’s CE Primary Academy, we teach RSHE as set out in this policy.

**3.** **Policy development**

This policy has been developed with engagement from staff, pupils and parents. The engagement process and policy development involved the following steps:

Review – a working group pulled together all relevant information including relevant national and local guidance

Staff engagement– all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder engagement – information was shared with parents regarding the content of our RSHE curriculum and the way in which this informs policy.This was also sent with the a government information sheet that explaining in more detail the statutory aspect of this curriculum and a link to the Church of England’s charter to faith sensitive Relationships and Sex Education (RSE) and Health Education.

<https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf>

Pupil engagement – we investigated what exactly pupils want from their RSHE

Ratification – once amendments were made, the policy was shared with governors and ratified

# 4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

**RSHE is not about the promotion of sexual activity.**

# 5. Curriculum

Our Sex and Relationships Education curriculum has been developed in accordance with the science National curriculum and the statutory requirements regarding providing relationships education to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted) This will be taught through RE and PSHE, through the JIGSAW programme.

# 6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). We use the jigsaw scheme (approved by the church of England) as our resource to deliver the PSHE and RSHE curriculum

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

* Families and people who care for me
* Caring friendships
* Respectful relationships
* Online relationships
* Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

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# 7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

7.2 The Head teacher

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

7.3 Staff

Staff are responsible for:

* Delivering RSHE in a sensitive way
* Modelling positive attitudes to RSHE
* 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 RSHE

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

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

# 8. Parents’ right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

# 9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

# 10. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE lead through: planning scrutinies, learning walks, book looks and pupil voice.

Pupils’ development in RSHE is monitored by class teachers as part of our internal assessment systems.

**Policy Status and Review**

This policy was created by the Head teacher; in consultation with the teaching team, and its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Head Teacher and Governors.

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