



# St. Luke's Relationships Education Policy

Agreed by the Governing Board:

Next review:

## **CHANGE TO RSE**

At St Luke's we believe that PSHE and RSE are vital if the children are to grow up confident, happy and safe. We have carefully considered the scheme of work chosen to ensure that it links with and supports our ethos and vision at St. Luke's.

### **Relationships Education Policy (RSE)**

**St Luke's Primary School**

**Date of Policy:**

#### **The Consultation Process has involved:**

- Information meetings with parents / carers / governors
- Review of RSE curriculum content with staff
- Consultation with Tower Hamlets Healthy Lives Team

#### **What is Relationships and Sex Education?**

RSE is part of the personal, social and health education (PSHE) curriculum in our school.

'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.'

'The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.'

*Sex and Relationship Education Guidance DfE 2000*

#### **Principles and Values**

St. Luke's believes that RSE should:

- Recognise that the wider community has much to offer and we aim to work in partnership.
- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for **all** young people.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Equip children to have respect for themselves, both in the real world and online, enabling them to make appropriate choices.

- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

## **Aims**

We aim to deliver RSE in a way that provides balanced factual information, and is sensitive to the broader backgrounds, beliefs and experiences of our community. Our RSE programme aims to prepare children for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others.
- Acquire the skills to judge what kind of relationship they want.
- Understand the consequences of their actions, both in the real world and online, so they know how to behave responsibly within relationships.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Secure an understanding of how to look after their own emotional wellbeing and the links between respecting your body and your mind.

## **Organisation and Content of Relationships and Sex Education**

Relationships and Sex Education at St Luke's takes place within Science and PSHE lessons (for Statutory and non-statutory guidance see appendix 1.) Teachers deliver the PSHE Curriculum. Support from other male or female teachers in school or other professionals from the Tower Hamlets Healthy Lives team is available when and where appropriate. RSE is taught throughout the school during the summer term. In years 4, 5 and 6 the boys and girls can be split for sessions that specifically cover puberty although they will all cover the same topics. All classes follow the RSE sessions from the Jigsaw scheme of work:

### **Year 1**

Life cycles, Changing me, My changing body since I was a baby, Boys' and girls' bodies, Learning and growing, Coping with change.

### **Year 2**

Life cycles in nature, Growing from young to old, Changing me, Boys' and girls' bodies, Assertiveness (different types of touch), Looking ahead.

### **Year 3**

How babies grow, Babies, Boys' and girls' bodies (year 2) Outside body changes, Family stereotypes, Looking ahead.

### **Year 4**

Boys' and girls' bodies (year 2), How babies grow (year 3), Babies (year 3), Outside body changes (year 3) Inside body changes (year 3), Girls and puberty, Family stereotypes (Year 3), Looking ahead

## **Year 5**

Boys' and girls' bodies (Year 2), Unique me (Year 4), Inside body changes (Year 3), Having a baby (Year 4), Girls and puberty (Year 4), Puberty for boys (Year 5), Self-image and body image, Looking ahead

## **Year 6**

Self-image and body image (Year 5), Having a baby (Year 4), Puberty for girls (Year 5), Puberty for boys (Year 5), Conception (Year 5), Transition to secondary school

For the first year of teaching we are looking back to the curriculum from younger year groups to ensure children do not miss out on learning. If a lesson is from a different year group, this is indicated in brackets. This will be reviewed next year after discussion with pupils, parents and staff.

## **Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some children it is not culturally appropriate for them to be taught particular items in mixed groups. We will discuss parental requests and concerns and aim to resolve any issues so that all children can receive RSE.

### *Students with Special Needs*

We will ensure that all children receive Relationships and Sex education. We will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Children, whatever their developing sexuality, need to feel that Relationships and Sex education is relevant to them.

## **The Role of Parents and the Right of Withdrawal of Students from Relationships Education**

The school is well aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at St Luke's, through mutual understanding, trust and cooperation. To promote this objective we:

- Inform parents about the school's RSE policy and practice.
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issues that parents raise with teachers or governors about this policy, or about the arrangements for RSE in the school
- Make the RSE resources used in our lessons available for viewing.

Any parent or carer with any concerns or worries about the RSE are asked to meet with the head teacher to discuss any issues they may have at the earliest opportunity, with a view to minimising any withdrawal from the non-statutory content of the lessons. We will always aim to resolve any concerns so that all children can participate in RSE in school.

## Confidentiality, Controversial and Sensitive Issues

**Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, including inappropriate online activity, then the teacher will deal with it as a matter of safeguarding/child protection. They will not try to investigate but will immediately inform the named person for child protection (see child protection policy).**

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents of any disclosure unless the head teacher has specifically requested them to do so.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

A post box will be available in all classrooms for children to write any questions they feel they can't ask during the session.

## Monitoring and Evaluation of Relationships Education

**The delivery, content teaching and assessment of RSE adheres to the usual school monitoring procedures.**

It is the responsibility of the PSHE curriculum leader to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning.

The school governors are responsible for overseeing, reviewing and organising the revision of the Relationships Education Policy. They give serious consideration to any comments from parents about the RSE programme, and make a record of such comments.

Head teacher signature.....

Governor signature.....

Date .....

## Appendix 1

<b>Key Stage 1 (National Curriculum 2014)</b>	
<b>Science</b>	<b>PSHE</b>
<b>Statutory</b>	<b>Non-statutory guidance from the PSHE Association's programme of study</b> (which the Government provides grant funding to so they will advise schools).
<ul style="list-style-type: none"><li>identify, name, draw and label the basic parts of the human body and say which</li></ul>	<ul style="list-style-type: none"><li>The names for the main parts of the body (including external genitalia) the</li></ul>

<p>part of the body is associated with each sense</p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	<p>similarities and difference between boys and girls</p> <ul style="list-style-type: none"> <li>how to maintain physical, mental and emotional health and well-being</li> <li>how to manage risks to physical and emotional health and well-being</li> <li>ways of keeping physically and emotionally safe</li> <li>about managing change, such as puberty, transition and loss</li> <li>how to make informed choices about health and well-being and to recognise sources of help with this</li> </ul>
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<b>Key Stage 2 (National Curriculum 2014)</b>	
<b>Science</b>	<b>PSHE</b>
<b>Statutory</b>	<b>Non-statutory guidance from the PSHE Association's programme of study</b> (which the Government provides grant funding to so they will advise schools).
<ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> <li>describe the changes as humans develop to old age</li> <li>learn about the changes experienced in puberty</li> </ul>	<ul style="list-style-type: none"> <li>how their body will change as they approach and move through puberty</li> <li>about human reproduction</li> <li>how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>how to recognise and manage emotions within a range of relationships</li> <li>how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>how to respond to risky or negative relationships and ask for help</li> <li>how to respect equality and diversity in relationships</li> </ul>