



**ST JAMES'**  
CE ACADEMY

# Relationships, Sex and Health Education Policy



Head of School: Miss J Strickland

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**I have come that they may have life, and have it to the full – John 10:10**

At St James' CE Academy, we provide a high-quality education within a learning environment that fosters Christian values and beliefs, and is safe, caring, purposeful and stimulating for all pupils. Each member of our school community is equally valued and respected.

We aim for all to have the confidence to succeed and realise their full potential in all aspects of their lives by developing: -

- an understanding of faith and diversity (Be welcoming and inclusive to all – Romans 15:7)
- aspirations and motivation for future success (Be the best they can be – Matthew 17:20)
- the ability to make informed choices, manage risks and to cope with change and adversity (Be strong and courageous to do the right thing – Deuteronomy 31)
- the ability to form worthwhile relationships based on respect for themselves and others at home, school and in the community (Love one another as I have loved you all – John 13)

**Together we live and learn in the light of God**

At St. James' CE Academy, our approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

“God created humankind in his image, in the image of God he created them” (Genesis 2:7)

“I have come in order that you might have life - life in all its fullness” (John 10:10)

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education and sex education (RSE) as well as;

- The Equality Act 2010;
- Keeping Children Safe in Education September 2019;
- Valuing all God's Children
- The trust's safeguarding policies
- Relationships, Sex and Health Education is part of the personal, social and health education curriculum in our school.

The importance of regarding the full unique sanctity of ourselves and others will underpin our Relationships, Health and Sex Education (RHSE), as will the Christian understanding that sex is a gift of God as part of creation.

Whilst we use sex education to inform young people about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children and young people to ask and explore moral questions. Sensitivity and respect should be shown to all children and young people when teaching about personal relationships and sex education and RSHE should be taught in a way that ensures that there is inclusion for all, whatever their personal circumstances or ability.

### **Definition of Relationships and Sex Education**

The Church of England Education response to the call for evidence regarding changes to the teaching of Sex and Relationships education, sets out the following definitions:

‘We understand relationships education to be that pertaining to the development of pupils’ understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. We understand sex education to be that pertaining to the development of pupils’ understanding of sex, sexual health and human sexuality.’

In primary schools, sex education is not mandatory, but a decision has been made to include some age appropriate aspects of sex education in order to protect and prepare the children in our community.

Much of what might be regarded as sex education: learning about human body parts, growth, puberty and reproduction will be taught through the science and PSHE curriculum. Parents do not have the right to withdraw their children from this aspect of the curriculum, however, they do have the right to withdraw their children from anything not covered by the national curriculum. Parents can do this by applying in writing to the Headteacher. We will invite parents to talk through their concerns, we will explain our rationale for RSHE and invite parents to review the materials we will use. Withdrawing their child from sex education remains a statutory right as a parent or legal guardian.

### **Definition of Health Education (see PSHE policy)**

The physical and mental health and wellbeing of pupils must be a key topic in PSHE and be taught in an age appropriate way. Pupils should be taught about the importance of healthy lifestyles, including education on the importance of fitness and nutrition as well as drugs, alcohol and tobacco education. Mental health must be addressed, and pupils taught how to look after their mental wellbeing and how to access support should they need it.

## Context and Principles

At St. James' CE Academy, our Christian vision shapes all we do, demonstrating that all are made in the image of God and are loved by God. It should be taught in an age appropriate way in line with each academy's curriculum guidelines. As such RSHE should:

- Be based on inclusive Christian principles and values, emphasising dignity and respect, compassion, loving care and forgiveness.
- Be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- Reflect that sex is a gift from God as part of creation: a human longing for an intimate union.
- Never seek to regard another as an object or an "it" but rather as a full person.
- Be sensitive to the circumstances of all children and young people and be mindful of the variety of expressions of family life in our culture, yet also uphold Christian values regarding relationships and marriage.
- Address issues of human sexuality openly and sensitively in an age appropriate manner.
- Encourage children and young people to develop self-esteem to be able to protect themselves from harm and possible sexual exploitation.
- Reflect that the sanctity of marriage is an important belief in Christian teaching and practice.
- Teach the significance of marriage, long-term committed relationships and stable family groupings as key building blocks of community and society.
- Include learning about physical and emotional development.
- Teach cultural and religious differences about matters of sexuality.
- Make children and young people aware of the spiritual dimensions and joys of intimacy.
- Children and young people should be taught to have respect for their own and other people's bodies.
- Teach children and young people about their responsibilities to others, and be aware of the consequences of sexual activity.
- Teach that some people choose not to engage in sexual activity and that this choice should be respected and valued as a response to the gift of faith.
- Enable children and young people to learn the importance of protecting themselves and of self-control.
- Teach that people make mistakes in relationships but there is a way back through forgiveness and reconciliation.

## Protected Characteristics

RSHE will support our aspiration to enable children to develop age-appropriate knowledge and understanding of the world they are growing up in, having learned how to live alongside, and show respect for, a diverse range of people.

### How will RSHE be taught in our academies?

RSHE will be taught in an age appropriate way across our academies, using materials which reflect the context and principles set out above. Where necessary, it will be adapted to make it accessible to children with SEND.

RSHE will use materials primarily from Jigsaw PSHE, however, we may also use supplementary resources from 'Love and Sex Matters' (Published by the Church of England, Salisbury Diocese), Goodness and Mercy website for RSHE for Church of England Schools and materials produced by the school nursing team.

## Content to be covered in Relationships and Sex Education

(Sex Education indicated in **bold** and the resources used in addition to Jigsaw in brackets)

### Key Stage 1

#### Year 1:

- Encouraging healthy self-esteem
- Friendships
- Appreciating how amazing our bodies are

- **How our bodies are different - how male and female bodies are different and showing respect for one another. Children will learn how to label and care for their bodies using anatomically correct language.**

#### Year 2:

- Those who care for me, what the role of family is, why it is important and different types of families
- Looking after our bodies - healthy eating, hygiene and exercise
- Relationships - saying sorry and starting again, learning about saying sorry and times when this might be difficult
- **How our bodies are different - how male and female bodies are different and showing respect for one another. Children will learn how to label and care for their bodies using anatomically correct language.**

#### Lower Key Stage 2 (Year 3 & 4)

- **Development of babies in the womb**
- **How boys' and girls' bodies change over time, including correct names for body parts and menstruation**
- Factors which contribute to identity and what makes someone valuable
- How their lives interact with other people's lives and how this affects decision making

#### Upper Key Stage 2

##### Year 5

- **Changing bodies - physical and emotional changes that take place during puberty**
- Foundations for building relationships and how this might affect who they date
- Marriage - the significance and meaning of the wedding service and marriage and how these benefit the individual and the community
- **Correct names of female and male reproductive organs, periods (menstruation) and products to use, wet dreams and erections and how to manage both, hygiene and keeping healthy, feelings and emotions, changing relationships. (Growing up talks from the school nursing team)**

##### Year 6

- Recap the lesson on marriage - the significance and meaning of the wedding service and marriage and how these benefit the individual and the community
- **The meaning of sex and why it is best kept for marriage or long term, committed relationships**
- The role of forgiveness in sustaining and deepening relationships
- Moving to secondary school; **Changing and developing friendships (including online), Sexual relationships, Reproduction; Birth and babies, Roles and responsibilities (Growing up Talks from the school nursing team).**

#### SEND Children

RSHE will be taught in a sensitive manner, according to children's age, maturity and cognitive ability so it is therefore inclusive to all children regardless of need.

At all stages, children will be given the opportunity to ask questions which will be answered openly and honestly, in an age appropriate way. Staff should be aware that some matters which may be regarded as Sex Education, come into other elements of Jigsaw and should not be included.

#### Monitoring and review

The PSHE lead is responsible for monitoring the delivery and quality of teaching and learning, and identifying any training or resource needs.

The PSHE lead will conduct monitoring over the year, which may include self-evaluations, learning walks, planning scrutiny, and pupil discussions.

The PSHE leader will create action planning and regular reviews of this for the Headteacher and governing body through the LGC Teaching & Learning group.

This policy will be reviewed on an annual basis by the PSHE lead and Headteacher. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The LGC is responsible for approving this policy. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

### **Withdrawal from Relationships Education**

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from these subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The Headteacher will automatically grant withdrawal requests; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded. The Headteacher will keep a record of the discussion between themselves, the pupil and the parent.

The Headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum. The parent will be informed in writing of the Headteacher's decision.

Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education.

This period of consultation for this policy was March 2021.

## **Appendix 1 - Why include teaching about LGBTQ issues in Jigsaw?**

**Ensuring all children feel included** - School (and wider society) is a place where all children should feel safe and respected. Some children will have parents who are separated, live with a mum and a dad, step-parents or fostered/adopted. Some may have other family arrangements; and some will have LGBTQ parents or other LGBTQ family members. Any child who lives in a family that is different from the stereotypical household of mum, dad, and children should not be made to feel less accepted, or that their family is any less loving and caring.

**Children may already be aware that some people are LGBTQ, or could be using vocabulary such as 'gay' to insult others** - Children will have heard, or will come to hear, some words such as 'gay' and seen them portrayed in movies, television programmes, TV adverts and on social media. As a result, children may have questions or have misunderstandings about these. Jigsaw also teaches children that **any word** used as an insult is hurtful and unkind.

**Teaching children to accept difference and to foster good relationships with others** - Jigsaw does not 'promote' LGBTQ lifestyles. However, it does raise children's awareness that some people in society are LGBTQ. This is not done in isolation. When discussing similarity and difference in Jigsaw lessons, children learn about a whole range of differences, such as difference in physical appearance or personality, likes and dislikes, and that people can have differences of opinion. This supports school with our obligation to align with the Equality Act 2010.

**Schools have a duty to uphold the Public Sector Equality Duty (PSED)** - The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others.

**English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values** - The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002). In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it.

**Schools have a legal obligation to safeguard their pupils** - In England, new legally-binding safeguarding guidance was released to schools in September 2018. This establishes that schools must protect all children from physical and emotional abuse including bullying on and offline and abuse that could happen from an adult or from other children. Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.

**Statutory Relationships and Health Education in England** - The Department for Education has already passed legislation to include mandatory Relationships and Health Education in the National Curriculum for primary schools from September 2020. New school guidance was ratified in March 2019 and sets out to schools what they are expected to teach. It also reaffirms the duty for schools to comply with the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics. The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. Schools using Jigsaw will be compliant with these new regulations.