



# **Relationships and Sex Education Policy**

**All policies at St Luke's are in line with the school's Christian vision, values and aims.**

Our **vision** is founded on St Luke's parable of the Sower, where,  
*Through God's love, we are the rich soil where roots grow and seeds flourish*, based on Luke 8:4-15

Our **aims** as a school are that we will give children fulfilling learning opportunities, we will nurture social, emotional and moral well-being and we serve our Church, our village and our community.

To fulfil these aims, as a whole school community, we strive to show our **values** of:

**Kindness** – we will show consideration and try to do the right thing for others

**Thankfulness** – we will appreciate what God has given us and what others do for us

**Forgiveness** – we will not hurt back if we have been hurt

**Aspiration** – we will aim to be the best we can be

**Perseverance** – we will not give up when things are difficult

## **Relationships and Sex Education Policy**

### **Moral and Values Framework**

Relationships and Sex education (RSE) will reflect the values of the PSHE and Citizenship programme. RSE will be taught in the context of relationships.

In addition RSE will promote self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### **Relationships and Sex Education Guidance**

Relationships and Sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive Relationships and Sex education does not make young people more likely to become sexually active at a younger age.

### **Context**

The RSE policy must:

- Define Relationships and Sex education
- Describe how Relationships and Sex education is provided and who is responsible for providing it
- Say how Relationships and Sex education is monitored and evaluated
- Include information about parents' right to withdrawal
- Be reviewed regularly

## **Aims and Objectives for Relationships and Sex Education**

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Relationships and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

## **The teaching programme for Relationships and Sex Education Legal requirements**

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

### **National Curriculum Science Key Stage 1 (Years 1 and 2)**

Pupils should be taught in Year 1 to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Pupils should be taught in Year 2 to:

- notice that animals, including humans, have offspring which grow into adults

### **National Curriculum Science Key Stage 2 (Years 3 to 6)**

Pupils should be taught in Year 3 to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

Pupils should be taught in Year 4 to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

Pupils should be taught in Year 5 to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Pupils should be taught in Year 6 to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below;

### **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1**

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

## **Key Stage 2**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in year 5 and year 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationships and Sex education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors, parents and teaching staff.

### **The organisation of Relationships and Sex Education**

There is a designated teacher with responsibility for coordinating Relationships and Sex education.

Relationships and Sex education is delivered through science, RE, PSHE, Citizenship, literacy activities and circle time. Relationships and Sex education is taught by classroom teachers and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach Relationships and Sex education. These include use of DVD, discussion, drama and role play.

Relationships and Sex education is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant.

Relationships and Sex education is monitored and evaluated by SMT and Governors as part of the school's development plan. As a result of this process changes will be made to the Relationships and Sex education programmes as appropriate.

### **The provision of Sex education for Year 5 and Year 6 pupils**

Staff and School Governors have agreed the need for particular sensitivity when teaching the sex education programme of study. Children's questions will be explained according to the age and maturity of the child, factually and with regard to moral considerations.

The staff at St. Luke's C of E Primary School will:

1. Deal with questions raised by pupils in the following way:

Allow pupils the opportunity to write down their questions- which need not identify the child who raised the question.

Collect pupil's questions and allow time for the teacher(s) to consider, confer with the PSHE/ Citizenship co-ordinator and prepare answers, which will be given at a later date.

2. Teach aspects of relationships and sex education within the context of the need for loving relationships and family life, as reinforced by the Christian way of life. Staff will have regard and sensitivity for other cultures and the presence of pupils from one parent or other family units.
3. Consider the use of appropriate outside agencies to support the teaching of aspects of the sex education programme and plan any lesson with such personnel carefully to ensure that the material and information is delivered according to school policy.

### **Specific Issues**

- **Parental consultation**

The school includes information on Relationships and Sex education in the school prospectus and full details are available on request.

The school informs parents when aspects of the Relationships and Sex programme are taught and provides opportunities for parents to view the DVD's and resources being used.

Parents have the right to withdraw their children from those aspects of Relationships and Sex education, not included in the National Curriculum Science Orders, alternative work would be set.

However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective Relationships and Sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships and Sex education.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Relationships and Sex education.

The school will assess the effectiveness of the aims, content and methods in promoting children's learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Stakeholders involved in developing this policy were: parents/carers, teaching/ non-teaching staff and governors.

**Chair of Local Governing Body**

**Headteacher**

Signed:

Signed:

Date:

Date: Jan 2025

Review Date: September 2025