



Lincoln Bishop King CE Primary School

Dream big. Love God. Live well.

Relationship and Sex Education Policy

Policy accepted by Governors: 17.9.2018

Date of Next Review (3 years): 17.9.2021

The School's Values and Policy

Bishop King School is a Church of England school with a Christian ethos.

In Christian understanding, all aspects of selfhood – physical, mental, emotional, spiritual – are seen as gifts of God. This means encouraging the children in respect of their own bodies, feelings and relationships, whilst helping them also to respect and give real attention to the needs and feelings of others, understanding that they may be different from their own. Personal relationships of all kinds are governed not only by physical and emotional, but also by moral considerations.

The teaching of Relationships and Sex Education at Bishop King, using an integrated and consistent approach, is an important aspect of children's education. Relationships and Sex Education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of Relationships and Sex Education should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people, who contribute to providing children with the care, love and support they need to grow and develop.

In this document, Relationships and Sex Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance.

We do not use Relationships and Sex Education as a means of promoting sexual orientations, however we explore healthy relationships and inclusion, in line with the Equality Act (2010). As a Church of England school we explore this through the support of 'Valuing All God's Children', The Church of England Education Office (2017).

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationships and Sex Education, and that the children receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements. From September 2019 it is statutory for all children to receive Relationships and Sex Education, therefore they cannot be withdrawn from this.

Every child is entitled to receive Relationships and Sex Education. It is our intention that all children have the opportunity to experience a programme of Relationships and Sex Education, at a level that is appropriate for their age and physical development, with differentiated provision if required. This developmental 'spiral curriculum' will reflect the continuous changes within modern Britain and will be regularly reviewed every three years.

The Moral and Values Framework

Relationships and Sex Education is to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, not just in Relationships and Sex Education. We aim to:

- Help children develop sensitivity and respect for themselves and other.
- Provide a friendly and caring environment in which children are able to ask questions and further their understanding.

- Support pupils in taking responsibility for their actions and the consequences of their actions.
- Provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

Taking account of the age, maturity and needs of the children, Relationships and Sex Education aims to:

- Provide the knowledge and information to which all children are entitled.
- Provide children with the ability to safeguard themselves.
- Recognise and understand how to build healthy relationships.
- Develop feelings of self-respect, self-esteem, self-confidence, respect for others, sympathy and empathy.
- Develop confidence in tolerance, boundaries, consent and the ability to say 'no'.
- How to recognise unhealthy relationships and how to manage conflict.
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- Provide the confidence to be participating members of society and to value themselves and others.
- Prepare for puberty and encourage them to take responsibility for their own actions.
- Give an understanding of reproduction and sexual development.
- Give an understanding of the importance of health and hygiene.
- Respect and care for their bodies.
- For staff to answer questions honestly, factually and sensitively.
- Provide children and families with information to seek additional support from outside agencies.

Context

We teach Relationships and Sex Education in the context of the school's aims and church school values framework.

Whilst Relationships and Sex Education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all work in our school. In particular, we teach Relationships and Sex Education with the belief that:

- Relationships and Sex Education be taught in the context of healthy relationships and family life.

- The importance of trusting healthy relationships, maintaining healthy relationships with others and understanding the right to consent.
- Relationships and Sex Education is part of a wider personal, social, spiritual and moral education process.
- Children should be taught to have respect for their own bodies, keeping themselves safe and others.
- Children should learn about their responsibilities to others, the importance of self-control and be aware of the consequences of sexual activity.

Teaching and Learning including Delivery of the Curriculum

Currently, some aspects of the curriculum are taught within the biological aspects of Science. The majority of the Relationships and Sex Education is taught during the second half of the year.

As Relationships and Sex Education will be statutory from September 2019, we as a Church of England School, will develop a 'spiral curriculum' to support all children throughout the various key stages. This will be implemented throughout the next academic year to allow Bishop King to develop and implement the new curriculum, with a whole school approach.

The curriculum for Relationships and Sex Education at Bishop King maps out a series of questions for each key stage to explore. As the child progresses throughout the school, they will have opportunity to explore more questions within the Relationships and Sex Education Curriculum.

We also teach Relationships and Sex Education through other subject areas, for example: Science and PE. We feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Linked with RE, children reflect on family relationships, different family groups and friendships. The children learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

As Relationships and Sex Education incorporates the development of self-esteem and relationships, learning can be explored through all aspects of school life, including playtimes, lunch and additional support through the Bamboo and Nurture provision. It is important that all staff understand that we all have a duty and responsibility to implement this policy, promoting the aims of the school and the church school values at all times.

The Role of the Parents

At Bishop King, we wish to build a working, positive and supporting relationship with the parents. Due to statutory status, parents will be unable to withdraw children from Relationship and Sex Education. However, as the statutory curriculum develops and is implemented, parents will be welcomed to develop this with staff within school.

We aim to inform parents about the school's Relationships and Sex Education policy and practice by:

- Answering any questions that parents may have about the Relationships and Sex Education of their child.
- Giving an opportunity to explore the Relationships and Sex Education learning plans, resources and links to outside agencies that may support learning.
- Making parents feel included and listening to their views by developing a learning curriculum that includes the statutory requirements and the needs of the children at Bishop King.

Confidentiality

Teachers conduct Relationships and Sex Education lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved, having explored, likely to be involved or indicating they have been a victim in sexual activity, **this will be dealt with in line with our Child Protection Policy.**

It is the upmost priority of the Relationships and Sex Education curriculum for children to be safeguarded, and equally to have the ability to safeguard themselves.

Children with Special Educational Needs

At Bishop King, we have a duty of care to all our children. Additionally, we must provide alternative provision to ensure that there are no barriers to learning for all children, including children with special educational needs.

This means, during the teaching, learning and delivering of the Relationships and Sex Education curriculum we, as a staff, must be mindful to ensure that delivery of the learning is inclusive. This could mean additional support within lesson time, small group or perhaps individual support. Including this, adaptation of resources and additional support from outside agencies may be accessed to provide the best learning environment which is inclusive for all.

Working well with staff and parents, Bishop King will ensure that learning is suitable for any child with any physical, social or emotional additional needs.

Monitoring

Due to the upcoming developments of the curriculum and statutory requirements of Relationships and Sex Education, Sophie Harris the PSHE Lead will continuously monitor this document within the normal framework of staff discussion.
