

RSE CURRICULUM POLICY

At St James CE Primary School, we aspire for every single child to succeed. Through our Christian vision we thoroughly believe that all children have the potential to thrive regardless of their starting points, personal context, and characteristics. Our children learn through a supportive and purposeful curriculum, linked tightly to national curriculum objectives, that demonstrates that "With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible." (Matthew 19:26) Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. St James C of E Primary School is a special place where we dream, believe, learn, and achieve.

Intent

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Church of England school.

At the heart of the Christian life is the Trinity- Father, Son, and Spirit in communion, united in loving relationship and embracing all people and all creation. Because of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops and that is why we specifically place 'Relationships' before 'Sex' in the title of this policy.

At St James CE School, we consider that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum and is linked to that for Science. The focus of the policy is around building healthy relationships in all aspects of life. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality, and family life within a safe, comfortable atmosphere built around our Christian values. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Guidance.

Adaptive Strategies

Leaders within school ensure the highest ambition for all pupils and create opportunities to experience success. This is done by adapting lessons whilst maintaining high expectations by using: scaffolding, explicit instruction, cognitive & metacognitive strategies, flexible groupings, and use of technology (Mould, K. 2020 EEF). Teachers ensure the balancing of input of new content so that pupils master important concepts, i.e., 5-part teaching model, and make effective use of teaching assistants.

Long Term Memory

Knowledge empowers and nourishes children, it belongs to the many, not the few. A knowledge rich curriculum has the power to address issues of social disadvantaged and leaders at St James CE Primary have high ambitions so that all pupils can take full advantage of opportunities, responsibilities, and experiences in later life.

Learning can be defined as alteration in long term memory, with this being the case leaders have implemented strategies taken from cognitive science to enhance and support pupils in the transfer of new knowledge into their long-term memory. Teaching staff have drawn on research focussing on Cognitive Load Theory, and teachers understand that pupils working memory is limited and that new content should be introduced to pupils in small and manageable steps to avoid overloading the working memory.

Research from Oliver Caviglioli has also been considered and leaders utilise strategies of dual coding to support pupils in integrating new knowledge into long term memory. By providing simple images to pupils when new content is introduced, they can use both visual and auditory strategies to process the information, forming a greater link with long term memory. Spaced retrieval is also a strategy employed by teachers to enhance pupils' retrieval and in turn secure knowledge into long term memory. Lessons typically begin with a daily retrieval opportunity and additional retrieval sessions are planned over the year.

Learning is a long-term process and teachers utilise four main strategies to support pupils in being successful and confident learners. The agreed strategies are:

- New content in small, manageable steps.
- Images to support new learning.
- Spaced retrieval practice.

Teaching & Learning

Each teaching session in history, follows the agreed school policy of teaching and learning, and is planned to support pupils long term memory development. There are 5 stages in each session:



Activate- teachers activate the appropriate schema and make long term links to learning that occurred in the past.



Vocabulary – teachers explicitly teach vocabulary that pupils need a deep understanding of to support their learning.



Retrieve – pupils complete a retrieval task relating to more recent learning such as self-testing key information from their knowledge organisers.



Teach – The teacher presents new information clearly and in manageable chunks.



Apply – pupils apply their learning by demonstrating their skills gained.

Implementation

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental, and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

The following aims compliment those of the Science curriculum in KS1 and KS2.

Sex and Relationship Education is part of the wider responsibility of the school to help individuals to develop. It is an integral part of the wider school policy to promote in pupils:-

- Positive and secure personal identity and sense of their own value, regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, religious or cultural background.
- To have the confidence and self-esteem to value themselves and others.
- Grasp the Christian values of acceptance and forgiveness and to aim to reconcile differences.
- Proper attention to moral considerations and the value of family life.
- To understand about the range of relationships, including the importance of family for the care and support of children.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to name parts of the body and describe how their bodies work.
- To provide information which is clear and appropriate to pupils' age and maturity; to offer an acceptable and accurate vocabulary for discussing their bodies.
- To prepare children for, and enable them to cope with, the changes to their bodies, instincts and feelings as they enter puberty, and to understand the changes to the bodies, instincts and feelings of the opposite sex.
- To encourage children to appreciate that sexual feelings and activity are an integral part of loving relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To provide an opportunity for children to become confident in talking and discussing honestly, openly, appropriately and responsibly about sexual matters.
- To teach about the development and needs of babies.
- To understand the role the media plays in forming attitudes.
- To understand how safe routines can reduce the spread of viruses.

Christian Expectations of Guidance on Sex and Relationship Education

- Pupils should be taught from a very early age to understand human sexuality and to respect themselves and others. They should be given accurate information. This will enable them to understand differences and help to remove prejudice.
- Human sexuality finds perfect expression within a loving long term relationship.
- Traditional Christian marriage should be encouraged as the building block of society and of family life.
- Pupils have the right to develop without being subject to any physical or verbal abuse about sexual orientation or to the encouragement of sexual activity.
- Life-long human friendships are an important gift and should be honoured and cherished.

Teaching and Learning including delivery of the Curriculum

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum. The scheme of work for RSE at St. James School maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

We also teach RSE through other subject areas (eg Science, PE and R.E.), where 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 R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at all times.

Science Curriculum

These areas of science link into RSE and are compulsory.

Early Years Foundation Stage children learn about growing and changing and similarities and differences between living things. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals, including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals include growth and reproduction
- About the main stages of the human life cycle

In **Year 5** there is an emphasis on puberty and how the body changes. This includes physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty including menstruation and wet dreams.

In **Year 6** we place a particular emphasis on Sex education, as many children begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to discuss this as a class because it is important that they understand each other. We offer opportunities for children to ask questions using a 'question box', so there is no need to ask aloud. There are opportunities for children to contribute and ask questions within their own gender groups. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

The Role of School

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice (See appendix B for our RSE Parent's Guide).
- Answer any questions that parents may have about the RSE.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

Withdrawal from Sex Education

Parents have the right to withdraw their children from sex education lessons, not included in the Science Curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. We hold a meeting about a month prior to lessons being taught so that parents can make an informed decision.

If parents/carers do request their child be removed from these lessons, after a consultation with the parents, the child will be provided with alternative work, linked with the PSHE and Citizenship programme. A register of any such pupils will be kept and distributed to all teachers involved.

The Role of the Principal

It is the responsibility of the Principal of the School to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any discussions with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered. If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion on CPOMS and must include who is present at the discussion, details of the discussion and any follow up/ outcomes.

Harassment and bullying

Pupils come from a variety of backgrounds and are entitled to learn in a supportive environment, free from fear. Some pupils may use terms such as 'poof', 'gay' and 'lesbian' as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and anti-bullying policies. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

Advising Parents/Carers

Parents/Carers will be advised (by letter) about forthcoming sex education lessons following a parental meeting (consultation). Further details of the lessons will be provided to parents upon request, and they will be invited to view any materials before the lesson.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection in line with our safeguarding policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the Designated Safeguarding Lead and follow safeguarding protocol.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, religious or cultural background.

Monitoring and Evaluation

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

Complaints Procedure

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance be directed to the headteacher of the school.

Resources

Resources will be provided to teachers by the RSE leader. Electronic resources are available on the school's internal electronic database. Any queries regarding resources should be directed to the PSHE and Citizenship Leader.

Dissemination

Copies of this policy will be provided for teachers and be made available on our school website.

Impact

Children at St James have a positive attitude and enthusiasm for RSE. By the time they leave school, they will have acquired a solid understanding of building healthy relationships, human development, sexuality and family life appropriate to their abilities and needs.

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Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.