



**Bishop John Robinson**  
Church of England Primary School

## **Sex and Relationships Education Policy**

**B**e the best we can;

**J**oin in Learning, Play and Prayer;

**R**emember God's Word

*"Jesus is the Anchor of my Soul." Hebrews 9:16*



The Diocese of  
**Southwark**

  
**ROYAL** borough of  
**GREENWICH**

## Mission Statement

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this, we teach everyone *"Whatever you do, work at it with all your heart"* (Colossians 3:23) by;

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to: **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. The bible teaches us God will *"Instruct us in the way of knowledge and wisdom and lead us along straight paths"* (Proverbs 4:11). To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to: **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. Play is the foundation for learning compassion and the Golden Rule *"Do to others as you would have them do to you"* (Luke 6:31). To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Invest in the playground as a learning resource

We want the school community to: **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We should *"Always be joyful. Never stop praying. Whatever happens, give thanks, because it is God's will."* (Thessalonians 5:16-18). We encourage this though;

- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should: **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; *"Train up a child in the way they should go, And when they are old they will not depart from it"* (Proverbs 22:6) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

In all aspects of school life, our school vision is key to ensuring that Bishop John Robinson CofE Primary School offers the best education money can't buy. Our history and naval links, our entire spiritual and ethical ethos, and our approach to the school's curriculum is rooted in our individual and corporate identity: *"Jesus is the anchor of my soul."* (Hebrews 9:16).

## Context

This policy was written with reference to the following government initiative, guidance and legal duties:

- DfE statement on relationships education, relationships and sex education (RSE), and personal, social health and economic education (PSHE).
- Sex and Relationship Education Guidance, DfE (2000, updated 2004).
- Education Reform Act 1988

## Aims and Objectives

- Sex and relationships education is an integral part of a child's education and ensures that they are able to develop the knowledge and skills to confidently make safe decisions. Also, they will be able to understand changes in their physical and emotional development.
- Sex and relationships education at Bishop John Robinson CofE Primary follows the requirements of the **Education Reform Act 1988** that states that the school curriculum should be one which:
  - Promotes the spiritual, moral, cultural, mental and physical development of pupils.
  - Prepares pupils for the opportunities, responsibilities and experience of adult life.

The aim of the RSE policy is to clarify the content and the manner in which sex and relationships education is delivered at Bishop John Robinson CofE School. The school works towards these aims in partnership with parents.

## Aims

- To help and support young people in their physical, emotional, intellectual and moral development
- To help young people to learn to understand and respect themselves and others and move with confidence from childhood into adolescence.
- To provide information that respects and all cultures and viewpoints, information that are accurate, honest and easy to understand at the child's individual level.
- For teaching to be relevant and appropriate to the age and maturity of our children.

## Objectives for Learning and Teaching

- To have self-respect and respect for others.
- To be able to express feelings, worries and concerns.
- To learn how to promote his/her own physical and emotional well-being.
- To be well informed and understand his/her own physical and emotional development.

## Moral and Values Framework

The RSE programme at Bishop John Robinson CofE Primary reflects the school ethos and demonstrates and encourages the following values:

**Trust**

**Compassion**

**Forgiveness**

## Equal Opportunities Statement

Bishop John Robinson CofE Primary School is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

### **Organisation and Content**

All teachers are responsible for teaching about and modelling good relationship within the school. Much of the general work in school is based on good relationships and in this regards RSE is supported by the school's behaviour management policy. RSE is normally delivered by the class teacher in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups with support from the School Nursing Team. In the delivery of RSE Teachers will use a variety of teaching methods and resources including discussion, drama and role play.

RSE will be delivered as per the statutory guidance from the DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

### **Year 1**

#### **Caring friendships**

Pupils should know how important friendships are in making us feel happy and secure, and how people choose and make friends.

#### **Families and people who care for me**

Pupils should know that families are important for children growing up because they can give love, security and stability.

#### **Respectful relationships**

Pupils should know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

#### **Online relationships**

Pupils should know that people sometimes behave differently online, including by pretending to be someone they are not.

#### **Being safe**

Pupils should know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

### **Year 2**

#### **Caring friendships**

Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

#### **Families and people who care for me**

Pupils should know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

#### **Respectful relationships**

Pupils should know the conventions of courtesy and manners.

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

**Online relationships**

Pupils should know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

**Being safe**

Pupils should know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

**Year 3****Caring friendships**

Pupils should know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

**Families and people who care for me**

Pupils should know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

**Respectful relationships**

Pupils should know the importance of self-respect and how this links to their own happiness.

**Online relationships**

Pupils should know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

**Year 4****Caring friendships**

Pupils should know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

**Families and people who care for me**

Pupils should know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

**Respectful relationships**

Pupils should know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

**Online relationships**

Pupils should know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

**Being safe**

Pupils should know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

**Year 5****Caring friendships**

Pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**Families and people who care for me**

Pupils should know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

**Respectful relationships**

Pupils should know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

**Online relationships**

Pupils should know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

**Being safe**

Pupils should know:

how to recognise and report feelings of being unsafe or feeling bad about any adult.

how to ask for advice or help for themselves or others, and to keep trying until they are heard.

**Year 6****Caring friendships**

Pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**Families and people who care for me**

Pupils should know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Respectful relationships

Stereotypes, and how stereotypes can be unfair, negative or destructive.

The importance of permission-seeking and giving in relationships with friends, peers and adults.

**Online relationships**

Pupils should know how information and data is shared and used online.

**Being safe**

How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Where to get advice e.g. family, school and/or other sources.

**Sex Education****Year 5 and 6**

How their body will, and their emotions may, change as they approach and move through puberty about human reproduction.

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.

These lessons will typically be taught in the Summer term.

Materials will be discussed and made available to parents/careers before the lessons begin.

**Answering Sensitive Questions**

Staff members are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias, and staff training ensures consistency in practice across all school staff. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. Varying ways of gathering pupil questions are used e.g. Ask It Baskets.

The school believes that individual teachers must use their skill and discretion in this area and refer to the School Lead person for Safeguarding if they are concerned.

Bishop John Robinson CofE Primary believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. We believe that effective RSE helps to celebrate diversity in society and so our teaching and learning meets Equality Law requirements by recognising all people and families, including LGBT (Lesbian, Gay, Bisexual and Transgender).

For example:

- Curriculum plans and resources recognise diversity in families.
- Homophobic bullying is recognised and dealt with strongly and specifically, as outlined in the school's Anti-Bullying Policy, and in line with the Ofsted framework for inspection.
- Effective teaching and learning in RSE can be hampered by a lack of confidence in answering sensitive or difficult questions. Therefore, at Bishop John Robinson CofE Primary School, professional development is matched to this need.

### **Specific Issues within RSE**

#### **Withdrawal**

- RSE Materials will be discussed and made available to parents/careers before the lessons begin.
- Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science.
- Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or RSE Co-ordinator who will explore any concerns, establish which aspects of RSE are non-statutory and discuss any impact that withdrawal may have on the child.
- The aims, context and content of the school's RSE programme will be discussed with the parent/carer. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.
- Parents/carers wishing to withdraw their child should be able to explain to the Headteacher how they will provide alternative education provision so that their child does not miss out on the learning objectives involved.

#### **Outside visitors**

- Teachers will lead on teaching RSE in the classroom and outside visitors (for example the school nurse) are used for support as part of an integrated programme of work.
- Visitors will be advised on their integration into the RSE programme and the expectations of their input will be made clear from the beginning. A teacher will always be present in the classroom during any lesson carried out by an outside visitor.
- However, it is recommended that other staff members within the school are used to support the provision of RSE, such as school nurses.

When involving external contributors, the school will ensure that:

- they are clear about the desired learning outcomes before deciding who is best able to help achieve them;
- the external contribution is integrated into the school's programme, rather than being an isolated event;

- the external contributors are competent educators and facilitators and do not provide input outside their area of expertise;
- the content of lessons is negotiated to ensure that it meets the needs of pupils and is consistent with the overall aims of the RSE programme;
- the contribution is grounded in a pupil-centred approach to learning, which may involve assessing educational needs;
- The input of visitors is **monitored and evaluated** by staff and pupils. This evaluation informs future planning

### **Vetting external contributors and safeguarding**

Any visitor to the school who has unsupervised access to children or who works in the school on a regular basis will be subject to Disclosing and Barring Service (DBS) checks.

### **Assessment for Learning**

Elements of the sex education in the science curriculum are assessed formally.

Assessment and evaluation of the RSE programme outside the science order is conducted using a variety of informal activities which have been built into the programme. This could include peer assessment and self-assessment. Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

### **Monitoring and Evaluation of RSE**

It is the co-ordinator's responsibility to:

- Ensure that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHE.
- Monitor the use of teaching and learning styles.
- Monitor the use of teaching materials.
- Evaluate the effectiveness of the school's programme.
- Ensure the delivery of RSE information evening for parents.
- The co-ordinator will be given time to monitor and evaluate the school's RSE programme as it occurs in the school's schemes of work for each key stage. The school actively seeks feedback from children, parents and staff on the success of the provision and the policy is reviewed every two years.
- Monitoring includes identification of staff CPD needs linked to the school development plans and performance management targets.

### **Lead Governor for RSE**

Role and duties of the above person/Governing body:

1. To play a key role in the development of the school's policy on RSE.
2. To play a key role in the monitoring and development of RSE.
3. To ensure the policy is made known to the whole school community.

### **Confidentiality and Safeguarding**

- As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named safeguarding lead in school who takes action as laid down in the Safeguarding Policy.



All staff members are familiar with the policy and know the identity of the member of staff with responsibility for safeguarding issues.

- The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Consultation and Dissemination**

- All staff members and governors receive a copy of the RSE policy. Training is regularly delivered to staff on the policy content. Copies of the RSE policy are available from the school office on request from parents.
- A short summary of the policy, e.g. aims and objectives, is included in the school prospectus and sent out in newsletters/displayed for consultation.
- Bishop John Robinson CofE Primary School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The coordinator should access courses or INSET opportunities to assist staff involved in the delivery of RSE. Whole school training needs are identified through monitoring and evaluation processes and are built into regular CPD opportunities e.g. staff meetings/briefings.

### **Update and Review**

This policy was updated in November 2023

It is due for review in November 2024