

Relationships and Sex Education Policy

Committee Name:	Standards and Achievement Committee
Date of Approval:	February 2020
Validity Date:	2020-2022
Person responsible:	Head Teacher

This policy was written in consultation with staff, pupils, parents and governors, alongside advice from the Bi-borough, DfE and Church of England. We undertake to follow the principles in the Church of England document, “*Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*”.

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report

This policy has been written as a statutory requirement and to:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents and carers about what is taught and when
- Give parents and carers information about their involvement with RSE
- Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- Clarify the content and manner in which RSE is delivered
- Reinforce the Christian ethos held by the school

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem
- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

At St Saviour's CE Primary school we teach RSE as set out in this policy.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Moral and Values framework

Relationships and Sex Education is part of the school's personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. While sex education in our school means that we give children information about sexual behaviour, we do this with awareness of the Christian moral code, and of the Christian values which underpin all our work in school. RSE supports and guides children and young people in lifelong learning about relationships, emotions, and the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own behaviour.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding and accepting diversity regarding other religions, cultures and sexual orientation

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory science and the new statutory Relationships and Health Education we will be delivering two lessons in Year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting for Year 6 we will make clear which lessons sit within sex education and outline your right to withdraw your child from these lessons.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

6.1 Timetable allocation

PSHE (including RSE) will be taught fortnightly in a whole group session. Session length may vary due to content of each lesson. Teachers are advised to use their professional judgment when planning lessons.

6.2 Groupings

Teachers will use their professional judgment in deciding how to group the pupils e.g. pairs, small groups, single sex groups, depending on the topic and the individual needs of the class.

6.3 Staff Involved

Lessons will be delivered by the class teacher. It is important to note that where outside visitors (e.g. the School Nurse) help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.

6.4 When taught

PSHE and RSE will be taught in dedicated lessons as well as within science lessons (where appropriate). PSHE will also be incorporated with assemblies and themed days/weeks e.g. Anti-Bullying Week.

6.5 Resources

All RSE lessons are taken from the Christopher Winter Project (CWP). We have reviewed these resources and deem them appropriate

'Ground rules' for PSHE lessons (including RSE) will be established within the first PSHE session of the year, this will ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships

Lesson plans and suggested activities are provided for each topic. These feature a circle talk question, teaching points and suggested activities

- Circle Talk should happen at the start of each PSHE lesson, a suggested question can be found on each lesson plan
- In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.

- Lessons should be recorded. A page containing the date, topic and a summary of the activity should be completed by the children for each lesson. Up to 4 pieces of evidence (written work, photos, reflections on post-its etc.) should be attached to this.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

7. Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. Questions will be approached in the following way:

- Question boxes will be used within RSE lessons
- Correct and appropriate terminology will be used. The use of correct terminology will be encouraged throughout school
- It is inappropriate for the teachers and children to answer personal questions
- Staff are encouraged to answer all questions but will use their professional judgment to decide whether an appropriate response should be given in a whole class situation or referred to home or head teacher.
- In support of our equal opportunities policy staff will challenge discrimination and stereotyping.
- Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer.
- Pupils may also ask their Listening Partner (the member of staff they have selected) if there is anything they wish to know. Listening Partners will check with the child's class teacher before answering, to ensure that their answer is in the context of the lesson content.

If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet.

8. Being an Inclusive School

It is intended that the school's RSE policy and programme will reflect the ethos of the school, by providing a secure, inclusive, non-judgmental environment in which to learn. Therefore no child or family will be discriminated on grounds of race, religion, gender, health, ability or sexuality. We acknowledge that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures and that some children may have a different support network around them. The policy and content will comply with LA and government guidance.

9. Meeting the Needs of Pupils with SEND

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate RSE

and PSHE is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

10. Confidentiality Statement

Teachers conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection, Drugs and Behaviour Policies).

All Staff have received annual training on Safeguarding and Child Protection. In addition, there have been several INSET sessions on PREVENT with particular reference to anti-radicalisation and Female Genital Mutilation (FGM). If a child discloses anything that alerts the Designated Teacher to a problem in this area, she will respond to it in line with our Child Protection and Safeguarding policy.

11. Roles and responsibilities

11.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Standards and Achievement Committee.

11.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 13).

11.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

11.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

12. Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils progress

- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

13. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

14. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-science components of sex education within RSE (as detailed in section 5).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

The guidance should be read in conjunction with:

- *Keeping Children Safe in Education (statutory guidance) (2019)*
- *Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) (2018)*
- *Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) (2016)*
- *Equality Act 2010 and schools (2010)*
- *SEND code of practice: 0 to 25 years (statutory guidance) (2015)*
- *Alternative Provision (statutory guidance) (2013 – updated 2016)*
- *Mental Health and Behaviour in Schools (advice for schools) (2018)*
- *Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) (2017)*
- *Sexual violence and sexual harassment between children in schools (advice for schools) (2018)*
- *The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)*

Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural education (SMSC) (2014)

Appendix 1: Curriculum map

PSHE curriculum map (RSE units are highlighted)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Self-Aware Autumn 1	Keeping Safe <ul style="list-style-type: none"> Ways the public are kept safe Ways to stay safe at home Ways to stay safe in school (Playground Rules, Fire Drills etc.) 	How Do You Feel? <ul style="list-style-type: none"> Exploring and appreciating different emotions Problem solving Managing different emotions 	What Makes Us Unique? <ul style="list-style-type: none"> Knowing that everyone has a different identity, strengths and skills Understanding success and failure Being ambitious 	What Makes a Good Friend? <ul style="list-style-type: none"> Falling Out Understanding peer pressure Bullying 	Personal Safety <ul style="list-style-type: none"> Ways we can be safe when we are out and about Tempting situations People who can help us in different situations 	Living in the UK <ul style="list-style-type: none"> The Welfare State Education Reforms Birth of Public Health England
Our Responsibilities Autumn 2	Valuing Ourselves <ul style="list-style-type: none"> Ways we are similar and different to others Things we are good at Having hobbies and interests 	Our Rights <ul style="list-style-type: none"> What is respect? Knowing that the rights of a child and ways these can be respected Exploring UNICEF Rights of the Child 	Caring for the Environment <ul style="list-style-type: none"> Knowing how our school helps the environment Understanding the process of recycling What are currently the biggest threats to our environment? 	Looking After Our Mental Health <ul style="list-style-type: none"> Being a mindful person Feeling nervous The importance of relaxing 	Being a Worldly Citizen <ul style="list-style-type: none"> Understanding the UN Charitable giving Exploring current affairs and recent important events 	Law <ul style="list-style-type: none"> Understanding the history of law What is the purpose of the law? How is it made? Consequences of not obeying the law
Anti-Bullying Week						

<p style="text-align: center;">Spring 1 Self-Care</p>	<p>Exercise and Diet</p> <ul style="list-style-type: none"> • Ways to stay active • What makes certain foods healthy? • What happens to our bodies when we exercise? 	<p>Being Independent</p> <ul style="list-style-type: none"> • Knowing what we can do for ourselves • How can we be independent learners? • Changes in responsibilities as we grow up • 	<p>People who Inspire Us</p> <ul style="list-style-type: none"> • Understanding and identifying role models • Researching and presenting a person who inspires us (x2 lessons) 	<p>Looking After Our Bodies</p> <ul style="list-style-type: none"> • Oral hygiene • The role of sleep in our lives • People who can advise us about our health 	<p>Diet and Exercise</p> <ul style="list-style-type: none"> • Understanding the relationship between diet and exercise • Making good choices regarding food and exercise • Body image and the media 	<p>Looking After Our Mental Health</p> <ul style="list-style-type: none"> • Knowing why it is important to care for your mental health • Practising mindfulness and relaxation • Building positive self esteem
	<p style="text-align: center;">Spring 2 Health and Relationships</p>	<p>Caring for Ourselves</p> <ul style="list-style-type: none"> • Keeping clean • Growing and changing • Families 	<p>Differences</p> <ul style="list-style-type: none"> • Boys and girls • Male and female • Naming body parts 	<p>Valuing Difference</p> <ul style="list-style-type: none"> • Male and female • Personal space • Family difference 	<p>Growing Up</p> <ul style="list-style-type: none"> • Growing and changing • What is puberty? • Puberty changes and reproduction 	<p>Puberty</p> <ul style="list-style-type: none"> • Talking about puberty • Male and female changes • Puberty and hygiene
<p>Diversity Week</p>						
<p style="text-align: center;">Summer 1 Drugs and Alcohol</p>	<p>Medicines</p> <ul style="list-style-type: none"> • Staying healthy • Medicines • Who gives us medicines? 	<p>Keeping Safe</p> <ul style="list-style-type: none"> • What is a risk? • Hazardous substances • Rules that keep us safe 	<p>Smoking</p> <ul style="list-style-type: none"> • Smoking in society • The effects of smoking on the body • Smoking and the Law 	<p>Alcohol</p> <ul style="list-style-type: none"> • The effects of alcohol • Alcohol and its associated risks • Alcohol and the Law 	<p>Legal and Illegal Drugs</p> <ul style="list-style-type: none"> • Distinguishing between legal and illegal substances • Exploring different attitudes to drugs • Peer pressure 	<p>Preventing Early Use</p> <ul style="list-style-type: none"> • The effects, risks and Law surrounding cannabis • To understand the risks of volatile substance abuse • Seeking help

<p style="text-align: center;">Summer 2 Living in the Wider World</p>	<p>Obeying Rules</p> <ul style="list-style-type: none"> • Understanding why we have rules • What rules do we have to follow in our daily lives? • Introduction to the Law 	<p>Living in the UK</p> <ul style="list-style-type: none"> • History of society/ The UK as we know it • Who lives in the UK? • What makes a community? 	<p>Money Matters</p> <ul style="list-style-type: none"> • Understanding the role that money plays in everyday life • Ways to pay • The role of banks and the economy 	<p>Understanding Democracy</p> <ul style="list-style-type: none"> • Knowing how a government is elected • Understanding different points of view • Knowing where Parliament is located and the roles of the different Houses 	<p>Money Matters</p> <ul style="list-style-type: none"> • The world of work • Knowing what a budget is and why it is useful • Understanding the process of saving, want vs. need 	<p>Moving On</p> <ul style="list-style-type: none"> • Changes in roles and responsibilities • The importance of team work • Seeking support
---	---	--	--	--	--	---

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 • 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

Statutory content is as follows:

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the life process of reproduction
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Relationships Education

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Appendix 3

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>