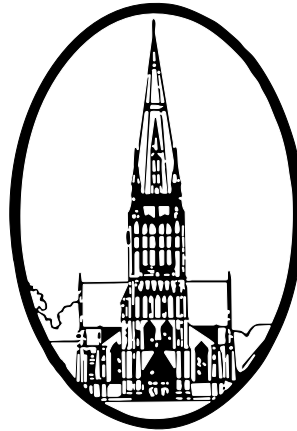


St. Mary's C. of E. Primary School

St Mary's... feeding the mind, body and spirit so we can be the best we can be."



Relationships and Sex Education Policy

Revised: June 2021

Review date: June 2024

Mission Statement and Values

“St Mary’s Feeding the mind, body and spirit so we can be the best we can be.”

We foster everyone’s potential and hunger for learning by serving up a wonderful diet of generosity, sharing and a sense of belonging. We are here to serve our community and we welcome children from all faiths and none.

Sit around the table at St Mary’s and you will discover a warm welcome and a great community!

The spiritual Values to which we aspire are:

Kindness: in treating others as we would want to be treated ourselves.

Truth: in the choices we make and in our dealings with family, friends, school and community.

Courage: to stand up for what is right, overcome our fears and aspire to make a positive change.

Hope: about the future and know that tomorrow can be even better than today

Love: for ourselves and others, knowing that God loves us.

Introduction

As a faith school, St Mary's holds love at the centre of all teaching and learning. Our aim is to provide children with a high-quality and well-rounded education, to help them become the best that they can be. The right to a good education is a fundamental human-right set out in the United Nations Convention on the Rights of the Child.

Relationships and Health Education are now compulsory in all primary schools (RSE and Health Education 2019 DfE) and this complements the existing provision in place at St Mary's School. The programme feeds children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. It aims to develop resilience, the capacity to know how and when to ask for help and where to access support. The syllabus will be taught as part of the personal, social, health and economic education (PSHE) curriculum. It also will help children prepare for the physical and emotional changes they undergo at puberty.

An essential part of children's development is the cultivation of character traits and positive personal attributes (sometimes referred to as virtues) in the individual. These link with St Mary's school values (see above) and the wider PSHE curriculum and provide children with the building blocks towards happy and successful lives.

At St Mary's we teach a comprehensive Relationships and Sex Education (RSE) Programme from year 1 to Year 6. Each year knowledge and understanding are built on, to support pupils in their learning about this important topic. RSE is taught through the PSHE spiral curriculum, where Health and Well-being, Relationships and Living in the Wider World are taught using a question-based model structured, around an overarching question for each term or half term. Teaching builds according to the age and needs of the pupils throughout the primary phase. Suggested developmentally appropriate learning objectives are given for each key question to feed personal development. Please see Appendix I for an overview.

*"In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make."
Relationship Education, Relationships and Sex Education and Health Education, DfE 2019)*

Purpose of the RSE Policy

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about the content, organisation and approach to teaching RSE
- Enable parents and carers to support their children in learning about RSE
- Give a clear statement on what the school aims to achieve from RSE, the values underpinning it and why it is important for primary school pupils
- Set out how the school meets legal requirements in respect of RSE A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. At St Mary's we teach a comprehensive RSE Programme from year 1 to Year 6 where each year knowledge and understanding are built on to support pupils in their learning about this important topic.
- Teach the statutory requirements as laid out in Relationships Education, Relationships and Sex Education (RSE) and Health Education (DFEE 2019)
 - (i) Duty to promote wellbeing (Children Act 2004)
 - (ii) Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
 - (iii) Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006)
 - (iv) Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006)
 - (v) Teach statutory RSE elements in the Science National Curriculum
 - (vi) Have an up-to-date policy developed in consultation with pupils and parents (Education Act 1996)
 - (vii) Meet the school's safeguarding obligations

- (viii) Make the policy available to pupils and parents (Education Act 1996)
- (ix) Right of parental withdrawal from all or part of RSE except those parts included in the national curriculum (Education Act 1996)
- (x) DfE expects that all state schools “should make provision for personal, social, health and economic education (PSHE) and that “RSE is an important part of PSHE” (DfE guidance on RSE 2019)
- (xi) Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010)

This policy links to the PSHE and citizenship policy, the Safeguarding and Safeguarding policy, anti-bullying/behaviour policy, Equality policy and e-safety policy.

1. Definition of RSE

Relationship and Sex Education is not just about learning about *growing up, changes and reproduction*. It is also about enabling children to *make and maintain relationships* with others, to understand about human sexuality and to *feel good about themselves* and the *choices* they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes along with the cultivation of character traits and positive personal attributes. In order to have healthy, adult relationships children at St Mary’s are taught the fundamental building blocks and characteristics of positive relationships, with particular reference to families and people who care for me, caring friendships, respectful relationships, online relationships and being safe. This is part of St. Mary’s commitment to a holistic education, which nurtures the growth of the whole child (mind, body and spirit) and maximises individual potential.

2. Why teach RSE at primary school?

- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices.
- It helps make sense of misinformation in the media and from peers
- It provides an opportunity to talk about feelings and relationships

- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships.
- It protects children from sexual exploitation and inappropriate on-line content
- It is a statutory part of the science curriculum covering the biological aspects of RSE and a statutory part of relationships and health education.

3. Values promoted through RSE

As a faith school we hold Love at the centre of all we do. Our values are underpinned by our School Ethos of – Kindness, Courage, Truth and Hope and our RSE programme promotes the aims and values of our school which include:

- Respect for self and others
- Commitment, trust and love within relationships
- Developing positive character traits to include resilience, perseverance, self-belief, honesty, integrity, courage and humility.
- Respect for rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promotes equality in relationships
- Valuing family life and stable, loving and committed relationships, including marriage (both heterosexual and gay) and civil partnerships, for bringing up children

RSE will support the importance of strong and stable relationships, including marriage for heterosexual and gay couples for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

4. Aims for RSE and what is taught each year.

Children are taught a comprehensive programme of RSE as part of their PSHE programme. Each year group is taught a spiral curriculum which links to the following years learning. Children will be taught in an age-appropriate way, please see attached over view. We have a

statutory duty to teach the RSE elements of the science national curriculum and it is compulsory for a primary school pupil to receive Relationship and Health Education (Relationship Education, Relationships and Sex Education and Health Education, DfE 2019)

- The content is based on the RSE aspects in PSHE and Citizenship and the statutory elements of the science national curriculum and the statutory Relationship and Health Education.
- The content for each year group covers knowledge, skills and attitudes and is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.

Please see appendix I for the overview.

5. Content and Organisation of the Programme

Where is RSE taught?

RSE will be taught through a planned programme in PSHE and Citizenship as well as in science and Health and Relationship Education. The programme is taught through a spiral curriculum where specific teaching covers the afore mentioned areas. This will ensure that it covers the statutory aspects.

Who teaches RSE?

RSE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSE, such as the school nurse or a visit from a pregnant mum or a mum with their baby. If visitors are involved in RSE we will

- plan and evaluate their contribution as part of the school's RSE teaching programme.
- provide the visitor with an up-to-date copy of the school's RSE Policy and ensure they adhere to it
- ensure that a teacher is present throughout the lesson, taking responsibility for class management
- follow up in later lessons

How is RSE taught?

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single-sex groups can discuss issues with a teacher of the same gender. This may take place for specific lessons.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher.
- We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Head teacher and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.
- Resources, such as DVDs and leaflets are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- The RSE policy reflects and is in line with our equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.
- Where needed, RSE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases, pupils have individual support or work in small groups with a TA or learning mentor.

- Teachers do not discuss details of their personal relationships with pupils.
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.
- Racist, misandrist or misogynistic references and actions are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion and preventing inequalities.
- Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued, such as: single parent families; recently divorced parents; parents who are married, parents who are not married, parents who have non-monogamous relationships; lesbian, gay, transgender or bisexual parents; children living between two homes; in foster homes; in residential homes and living with relations other than biological parents. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children.

“The key is that teaching must all be balanced: learning about the sanctity of marriage and the ideal of life long monogamy, for example, should not lead children to a lack of respect for those for whom this is not an ideal nor to towards those for whom it is an ideal which it has not been possible to live out. “(Relationships Education, Relationships and Sex Education and Health Education 2020, Clergy Briefing. London Diocesan Board for Schools

6. Confidentiality, safeguarding and child protection

Although RSE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's safeguarding procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a safeguarding issue.

7. Assessing RSE

Pupils' progress in learning in RSE is assessed as part of the assessment of science and PSHE and citizenship.

8. Monitoring and evaluating RSE

The PSHE Coordinator monitors teachers' planning to ensure RSE is being taught. Pupils and staff are involved in evaluating the RSE teaching programme as part of the annual review of PSHE and Citizenship.

9. Working with Parents/Carers and Child Withdrawal Procedures

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We do our best to find out about any religious or cultural views which may affect the RSE curriculum and will try to balance parental views with our commitment to comprehensive RSE and equality

We will take every opportunity to inform and involve parents and carers by

- Making the policy available on the school's website
- Including a summary of the content and organisation of RSE in the school brochure
- Giving parents the content of the RSE teaching programme as part of the termly information on the curriculum
- Inviting parents and carers to a general meeting or workshop to discuss RSE in the school and help them talk to their children about growing up
- Discussing individual concerns and helping parents and carers support the needs of their children

Parents/carers have the right to withdraw their children from RSE, apart from the statutory national curriculum. This means that parents and carers cannot withdraw their children from RSE aspects of the Science National Curriculum or in the PSHE Health and Relationships Education component.

“There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. (Relationship Education, Relationships and Sex Education and Health Education,” DfE 2019)

If a parent wishes to withdraw their child from the RSE curriculum they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of school RSE. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

Even when a child has been withdrawn from RSE lessons, if the child should ask questions at other times, these questions *would* be answered honestly by staff.

St Mary’s Equalities and Vulnerability Statement

Our school vision and spiritual values promote inclusion and equality and tackle discrimination. We have high expectations for all our pupils irrespective of their age, disability, gender including gender reassignment, race, religion or belief, sex or sexual orientation. This is in line with the Equality Act 2010.

Our school spiritual values of Kindness, Truth, Courage, Hope and Love underpin all that we do. As a school we understand that the community we serve is a diverse one. Our community can be vulnerable for different reasons and these are not always visible. We as a staff team are aware of the different factors that can impact on our community, families and a child’s well-being. These could include living with or having any of the following factors:

- Special educational needs (SEND) or an Educational and Healthcare Plan (EHCP)
- Social worker involvement
- Being a looked after child (LAC)
- Family members with chronic or serious illness
- Living in temporary accommodation

- Being a young carer

However, this is not an exhaustive list and we recognise that everyone needs to be treated as an individual and their personal situations taken into account to ensure that all get equal access to education and opportunities.

Appendix 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency? What changes will our bodies go through as we get older?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?

Year 6	How can we keep healthy as we grow?	How can the media influence people?	What will change as we become more independent? How do friendships change as we grow?
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Key: **Pink** – Relationships

Green - Health and Wellbeing

Blue – Living in the Wider World