

# St Paul's CE Primary School's Relationship and Sex Education (RSE) Policy



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**'Life in all its fullness'**  
**John 10:10**

## Introduction

The Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. This school will ensure that RSE is approached in a faith-sensitive and inclusive way, seeking to understand and appreciate differences and afford dignity and worth to all pupils, their families and the wider community. In doing so, this complies with the requirements of the Equalities Act 2010 in addition to complying with the statutory guidance on Relationships Education and Sex Education (RSE).

## Vision and Values

St Paul's is a Church of England school built on Christian values and vision with love at its centre. We aspire for our pupils to be happy, considerate, respectful and caring to all as well as flourish in body, mind and spirit. With this in mind, we believe that RSE) is about respect, love and care and focuses on the importance of relationships and the qualities and character needed to make and sustain stable and healthy bonds within a friendship, family or romantic relationship.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationship and sex education, which both respects the human body and seeks to ensure health and well-being.

## Definitions

Relationship and Sex Education has three main elements:

- Attitudes and Values
  - learning the importance of values and individual conscience and moral considerations;
  - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
  - learning the value of respect, love and care: and
  - developing critical thinking as part of decision-making and consideration of moral dilemmas.
- Personal and Social Skills
  - learning to manage emotions and relationships confidently and sensitively;
  - developing self-respect and empathy for others;
  - learning to make choices based on an understanding of difference and with an absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - managing conflict and
  - learning how to recognise and avoid exploitation and abuse.
- Knowledge and Understanding
  - learning and understanding physical development at appropriate stages;
  - understanding human sexuality and reproduction.

In Relationships Education, the focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family, and those with other children and with adults.

While Sex Education is not compulsory in primary schools, DfE guidance highlights its importance as part of older pupils' transition from primary to secondary school, and their readiness for the different challenges that they will face in secondary school. It is in this context that CDAT (Chester Diocese Academies Trust) believes that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

## Aims and Objectives

The aims of relationship and sex education at St Paul's CE Primary School are:

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge

- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier and safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

## RSE curriculum overview

### Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, parents do not have the right to withdraw their child/children.

### National Curriculum Science

#### Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans and reproduce.  
f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and
4. treat others with sensitivity.

#### Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of RSE at a level, which is appropriate for their age and physical development with differentiated provision if required.

The RSE programme follows the outline given below:

The following is a curriculum map showing the main topics covered by each year group using The Tameside's Sex and Relationships Curriculum as well as the Early Learning Goals (ELGs) for EYFS.

The teaching of RSE will follow a two-year rolling programme.

	Cycle 1	Cycle 2
Reception	<p><u>RSE in the Foundation Stage.</u> In the EYFS children most of our RSE curriculum is cross curricular and will be taught mainly through the following Areas of Learning:</p> <ul style="list-style-type: none"> <li>• Physical development: Health and Self-care</li> <li>• Personal, Social and Emotional Development</li> <li>• Understanding the World</li> </ul> <p><u>The children will work towards the following Early Learning Goals:</u> <u>PD: Health and self-care:</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <u>PSED: Managing feelings and behaviour:</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. <u>PSED: Making relationships:</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <u>UW: People and Communities:</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <u>UW: The World:</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. We also teach RSE through our Heartsmart units and through some of our R.E. units. The ELGs above are taken from the Statutory Framework for the Early Years Foundation Stage 3<sup>rd</sup> March 2017.</p> <p><u>Our Early Learning Goals provide a foundation to build on for the following outcomes in Tameside's RSE Primary Curriculum for Year 1:</u> <u>Health and Well-being</u> H10: The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls H13: About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p>	

	<p><u>Relationships:</u>  R3: The difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.  R9: To identify their special people (families, friends, and carers), what makes them special and how special people should care for one another.  <u>Living in the Wider World:</u>  L3: That people and other living things how rights and that everybody has responsibilities to protect those right (including protecting others' bodies and feelings; being able to take turn, share and understand the need to return things that have been borrowed).  L10: About the 'special people' that work in their community and who are responsible for looking after them and protecting them; how people contact those 'special people' when they need their help, including dialling 999 in an emergency.</p>	
<p><b>Key Stage 1</b>  (Years 1&amp;2)</p>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</li> <li>• About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</li> <li>• To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</li> <li>• About people who work in their community and who are responsible for looking after</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</li> <li>• About the ways that pupils can help the people who look after them to more easily protect them.</li> <li>• To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</li> <li>• To identify and respect the differences and similarities between people.</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> <li>• That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• That they belong to different groups and communities such as family and school</li> <li>• Ways in which they are all unique; understand that there has never been and will never be another 'them'</li> <li>• Ways in which we are the same as all other people; what we have in common with everyone else</li> </ul>

	<p>them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	
<p><b>Lower Key Stage 2</b> (year 3&amp;4)</p>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</li> <li>About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</li> <li>The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</li> <li>How their body will, and their emotions may, change as they approach and move through puberty.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>To judge what kind of physical contact is acceptable or unacceptable, and how to respond.</li> <li>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</li> <li>To recognise and challenge stereotypes.</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>That these universal rights are there to protect everyone and have privacy over both national law and family and community practices.</li> </ul>
<p><b>Upper Key Stage 2</b> (Year 5&amp;6)</p>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>How their body will, and their emotions may, change as they approach and move through puberty.</li> <li>Human reproduction.</li> <li>The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</li> </ul>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>How their body will, and their emotions may, change as they approach and move through puberty</li> <li>About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM), constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</li> <li>How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel</li> </ul>

	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>• To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>• To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</li> <li>• To recognise and challenge stereotypes.</li> <li>• About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</li> <li>• How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</li> <li>• To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</li> </ul>	<p>uncomfortable or are concerned by such a request.</p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>• To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> <li>• That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</li> <li>• That marriage is a commitment freely entered into by both people, that no-one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</li> <li>• About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</li> <li>• That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</li> </ul> <p><b>Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>• To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).</li> <li>• To explore and critique how the media present information.</li> <li>• To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to other.</li> </ul>
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## SEND

We believe that children with SEND should be properly included in RSE. Activities and questioning should be differentiated where appropriate so that all the children can be helped to understand their physical and emotional development and enable them to make positive decisions in their lives.

## Subject monitoring/Evaluation of provision

Provision for relationship and sex education, including the personal development of pupils, will be monitored, evaluated and reviewed by Senior Management and the

PSHE and RSE co-ordinator. This will be done by checking that whole school Relationship and Sex education objectives are met, standards of teaching and learning expected are achieved, there are adequate resources, Schemes of Work are being taught appropriately and through consultation with staff, pupils, parents and governors.

## Confidentiality

Some activities and discussions can give rise to disclosures, which constitute child protection issues. The children will be made aware that confidentiality cannot always be maintained. If this should occur, the member of staff will refer the matter to the school's Designated Safeguarding Lead.

## Managing difficult questions

Sometimes a child will ask an explicit or difficult question in the classroom. Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. Questions do not have to be answered directly, and can be addressed individually later. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

## Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE except where the teaching forms part of the science curriculum. Any parent wishing to withdraw their child from sex education should put this request in writing to the head teacher in good time before the programme of sex education begins for their child's class.

This policy is made available to all staff, new staff at induction and parents on request. The policy can be found in the policy section of the school website.

## Linked policies

This policy is linked with the school's Safeguarding and Child protection policy and Emotional Wellbeing policy.