

St Stephen's C.E Primary School



Relationships and Sex Education policy RSE

Approved by:	Governors	Date: 25.3. 22
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This policy provides the framework through which Relationship and Sex Education is taught at St Stephen's. It relates to the aims and values of the school, which are embedded in the strong Christian ethos of St. Stephen's.

“In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.”

(Church of England Education Office Response to a Call for Evidence on Curriculum p1)

Relationship and Sex Education (RSE) at St. Stephen's is based upon the premise that all life is from God and we are created in the image of God. We are called to love, as God is love. The Christian values of trust, honesty, forgiveness and loving and caring for one another are lived out in a church school's everyday life. Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of a Church school, where all are respected, valued and encouraged.

It is in this context that RSE is taught at St. Stephen's.

Authority and responsibility for decisions regarding SRE lie with the Governing Body of the School who acknowledge:

- God has made each of us as a unique human being and we are all equally valued. As a school we recognise and celebrate this.
- the importance of RSE in the school's curriculum as well as in the home.
- the curriculum entitlement of all children to sex and relationship education.
- RSE materials produced are personalised to reflect our Church school status.
- that dialogue with parents and carers on matters pertaining to SRE is encouraged and expected
- that RSE would feature as part of the wider Spiritual, Moral, Social & Cultural development, the Science curriculum and Personal, Social Health Education Policy (PSHE) of a school.

1. Aims

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

- Provide a framework in which age appropriate 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 that is age appropriate

- Teach pupils the correct vocabulary to describe themselves and their bodies and changes to their bodies.
(Vocabulary used in each year group is specified on the RSE curriculum progression map – appendix 1)

2. Statutory requirements

As Church of England 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 which are puberty and sexual reproduction in mammals.

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.

At St Stephen's we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with governors, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and the teaching material for RSE.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, respecting diversity and personal identity. RSE is not about the promotion of sexual activity.

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 that is age appropriate 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:

- What is a healthy, safe relationship?

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

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

RSE and Science lesson plans and resources relating to puberty and sexual reproduction are available for perusal on the school website.

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.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life. The school takes care to ensure that there is no stigmatisation of children based on their home circumstances. This will include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Any teacher's response to a pupil's question about RSE will be factual and age appropriate. Training staff fully for their role in delivering this curriculum includes asking them to identify any issues that remain a concern for them. Due to the nature of the subject, questions may sometimes take discussion beyond the lesson's focus. Teachers will respond in line with the school policy by being factual and age appropriate. This may require a small group or a 1:1 response, seeking advice from the RSE leader and Headteacher and informing parents where appropriate.

All PSHE/RSE education is age appropriate and based on information that is realistic, relevant, and that identifies and reinforces positive social norms.

Information presented in lessons should clearly distinguish between fact and opinion. Differing perspectives can be presented to stimulate discussion but the overall material should be balanced. PSHE education should equip young people with the skills to critically evaluate information they encounter: checking a range of sources; identifying 'fake news'; and understanding how social media sites filter and tailor information to match individuals' pre-existing beliefs and attitudes (the 'filter bubble').

Teachers will avoid giving their personal views. Teaching should always comply with school policy and promote the law.

Sometimes an anonymous question box may be used in school when teaching about issues like puberty and SRE to encourage pupils to ask questions or to indicate their need for support. The questions pupils have

asked could also be shared in summary at parent workshops to illustrate the concerns and interests of pupils.

RSE and SEND

Lessons will be adapted where necessary in order to meet the needs of children with SEND and in accordance with their IEP. Teachers may receive support from the SEND and PHSE leads to make these adaptations and where appropriate, teachers may use outside agencies for additional materials.

This Policy has an active process of review by the Headteacher and RSE leader and governor.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher and PHSE Lead

The headteacher and PHSE lead are responsible for ensuring that RSE is taught and monitored consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 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-statutory/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.

Staff responsible for teaching RSE will change dependent on the year group they teach. The PHSE lead for 2020 is the Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils will have opportunities to ask questions to support them at their point of need. A question box will be available in some lessons for pupils to ask pertinent questions they have, but do not want to ask in front of their peers.

8. 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-statutory/non-science] components of sex education within RSE but will be invited to have a discussion with the Headteacher so reassurances can be offered.

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.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by the PHSE lead through:

- Lesson observations
- Book looks
- Learning walks
- Pupil feedback

This policy will be reviewed every three years or as necessary.

Next review March 2023

This policy takes into account:

- Valuing All God's Children, Church of England 2017
- The Equality Act 2010
- 3D PHSE
- Snap Science

Appendix 1: Curriculum map

Relationships and sex education curriculum map

<p style="text-align: center;"><u>EYFS</u> <u>Early Years Foundation Stage</u></p> <p style="text-align: center;">FS1 - Nursery</p> <p style="text-align: center;">FS2 - Reception</p>	<p><u>Making Relationships:</u></p> <p>FS1: Plays in small group, makes relationships, initiates play, and offers cues to peers. Responds to what others say. Demonstrates friendly behaviour, initiates conversations and forms good relations with peers and familiar adults.</p> <p>FS2: Initiates conversations, listens to others. Explains own knowledge and understanding. Ask appropriate questions. Takes steps to resolve conflicts and makes compromises. Plays cooperatively with others and takes turns. Takes account of others ideas. Shows sensitivity to others. Forms positive relationships with adults and peers.</p> <p><u>Self-confidence / Awareness:</u></p> <p>FS1: Selects and uses activities and resources with help. Enjoys responsibility of carrying out small tasks. Confidently talks to peers when playing. Communicates freely about home and community. Asks for help.</p> <p>FS2: Confident to speak to others about own needs, wants interests and opinions. Can describe self in positive terms and talk about abilities. Confident to try new activities. Say why they like something. Confident to talk in a familiar group. Talks about their ideas. Chooses resources they need for an activity. Say when they need or do not need help.</p> <p><u>Managing Feelings/Behaviour:</u></p> <p>FS1: Begins to accept the needs of others. Takes turns and shares resources. Adapts behaviour to different events, social situations and changes in routine. Is aware of own feelings and how you can hurt others. Can tolerate delay when needs are not immediately met and understands this.</p> <p>FS2: Begin to be able to negotiate and solve problems without aggression. Talks about how they and others show feelings. Talks about their own, others behaviour, and its consequences. Works as part of a group or class, understands, and follows rules.</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships and Sex Education	<p>Communication</p> <p>To recognise and communicate feelings</p> <p>Respond to others appropriately – listen and reflect and work cooperatively</p> <p>Good manners – to know and show respect and manners</p> <p>Bullying</p> <p>To learn about bullying behaviours</p> <p>To understand differences in compulsive and considered behaviour</p> <p>To recognise how our behaviour affects others</p> <p>Fairness</p> <p>To recognise, reflect and respect differences between people</p> <p>Family and Friends</p> <p>To develop positive relations with peers</p> <p>To know why relationships are important</p> <p>To develop positive relationships</p> <p>Respect similarities and differences</p> <p>Recognise importance of family and how care and</p>	<p>Communication</p> <p>Opinions – to share and explain, listen and cooperate</p> <p>To work cooperatively</p> <p>Negotiation</p> <p>To play and work taking turns</p> <p>To debate and share</p> <p>To reflect on similarities and differences</p> <p>Bullying</p> <p>To consider types of teasing and bullying and effect on others.</p> <p>To understand who can help if someone is being bullied</p> <p>To understand why it is wrong</p> <p>Fairness To recognise what is fair and unfair</p> <p>To take part in discussions with whole class</p> <p>To recognise how our behaviour affects others</p> <p>To understand between right and wrong</p> <p>To learn strategies to cope with teasing and bullying</p> <p>To know about different types of bullying and how to get help</p> <p>Family and Friends</p>	<p>Communication</p> <p>Recognise many ways to communicate</p> <p>Clear communication</p> <p>Collaboration</p> <p>Work co-operatively, show consideration</p> <p>Importance of collaboration</p> <p>Take lead, prioritise actions. Work independently and collaboratively</p> <p>Show ways to improve the environment</p> <p>Shared goals – spot problems and find ways to deal with them.</p> <p>Healthy Relationships</p> <p>Know features of a good friend</p> <p>Understand importance of being positive in relationships.</p> <p>Know how to communicate opinions</p> <p>Showing fairness and consideration</p> <p>Know need to work at friendships – never resort to violence (bullying)</p> <p>To know boundaries (digital context)</p> <p>Understand characteristics of friendships – mutual respect,</p>	<p>Communication</p> <p>Talk about views on issues that affect them</p> <p>Know how to communicate opinions</p> <p>Listen and show consideration for others</p> <p>Bullying</p> <p>Know and recognise difference between isolated hostile incidents and bullying</p> <p>Understand why self-esteem important</p> <p>Understand resilience and persistence</p> <p>Face challenges</p> <p>Know how to recognise buying behaviour</p> <p>Recognise right and wrong – fair and unfair</p> <p>Recognise consequences of negative behaviour</p> <p>Similarities and differences</p> <p>Understand how we are all connected by our similarities</p> <p>Recognise and respect similarities and differences.</p> <p>Understand how family make up can differ</p> <p>Empathise with different viewpoint</p> <p>Understand and appreciate the range of different cultures and religions represented in</p>	<p>Communication</p> <p>Know there are different ways to communicate, understand need for confidentiality in certain situations.</p> <p>Understand importance of listening and the role of the listener and speaker</p> <p>Collaboration</p> <p>Understand that collaboration is important in many situations</p> <p>Development of team skills</p> <p>There are many roles in a community.</p> <p>Shared goals</p> <p>Healthy relationships</p> <p>To know and understand importance of touch in a range of contexts</p> <p>To know difference between appropriate and inappropriate touches.</p> <p>To know the same principles apply to online relationships as to face to face relationships, including respect for others online when we are anonymous.</p> <p>To know how to critically consider their online relationships and sources of information, awareness of risks associated with people they have not met.</p> <p>To know that internet can be</p>	<p>Similarities and differences</p> <p>To learn about racial discrimination and impact on society past and present.</p> <p>Gender discrimination and impact</p> <p>Challenge stereotyping and discrimination</p> <p>Importance of family in different cultures</p> <p>Respect similarities and differences between people</p> <p>Healthy relationships</p> <p>Know that relationships can change as a result of growing up</p> <p>To know that marriage and civil partnership represents a formal and legally recognised commitment of two people and is intended to be lifelong.</p> <p>To know that bullying including cyber bullying has a negative and often lasting impact on mental wellbeing</p> <p>Sex education (Science Curriculum)</p> <p>Understand body changes during puberty (single sex lessons)</p> <p>Making a baby</p> <p>Understand how a baby is made. Sex within strong relationships. Unhealthy relationships. Contraception. Homophobia. Misconceptions.</p>

<p>looking after is important in a family</p> <p>Identify special people and what makes them special</p> <p>Identify relationships they have and why they are important.</p>	<p>To learn about similarities and differences between people from different countries and cultures and importance of cross-cultural friendships</p> <p>To recognise importance of sharing as part of friendship</p> <p>Recognise the difference between right and wrong and what is fair and unfair</p>	<p>truthfulness, trustworthy etc.</p>	<p>school.</p> <p>Understand term diversity and appreciate in school</p> <p>Recognise and challenge stereotyping and discrimination</p>	<p>a negative place and have a negative impact on mental well being</p> <p>Puberty (Science Curriculum)</p> <p>Understand body changes during puberty (single sex lessons)</p>	
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Science	Identify, name and draw basic body parts including private parts.	Notice that animals (inc. humans) have offspring that grow into adults	Explore reproduction through flowering plants, including pollination, seed formation and seed dispersal	<p>Healthy living</p> <p>Girl's only: Menstruation</p>	<p>Describe differences in life cycle of mammal, an amphibian, insect bird, Describe process of reproduction in animals and compare with humans</p> <p>Describe changes as humans develop from birth to old age</p> <p>Puberty</p>	<p>Recognise impact of drugs and lifestyle on body functions</p> <p>Review of sexual reproduction from year 5</p>
RSE Vocabulary	Breasts Vagina Penis Testicles	Breasts Vagina Penis Testicles	Puberty Breasts Vagina Penis Testicles	Puberty Hormones Breasts Vagina Penis Testicles Girls only: Periods / menstruation Sanitary products eggs	Positive / negative / appropriate / inappropriate touching Puberty Pubic hair Sexual reproduction Genitals Periods / menstruation Breasts Vagina Penis Testicles Sperm Larynx (Adam's apple) Testosterone Wet dreams	Positive / negative / appropriate / inappropriate touching Puberty Pubic hair Sexual reproduction Genitals Oestrogen / Progesterone Periods / menstruation Breasts / vagina / ovaries Fallopian tube / Uterus Sanitary products Penis / Testicles Sperm / semen Larynx (Adam's apple) testosterone Erection / ejaculation contraception / condom / STI

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

TOPIC	PUPILS SHOULD KNOW
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
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

TOPIC	PUPILS SHOULD KNOW
Sex and Relationships	<ul style="list-style-type: none">• What is a healthy safe relationship• What changes happen in puberty• How a baby is made.

Appendix 3: Parent form: withdrawal from sex education within RSE

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	