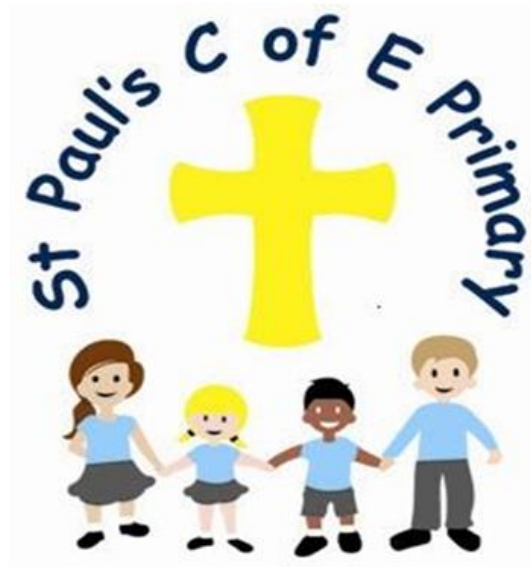


St. Paul's CE Primary School
Relationships and Sex Education Policy



Written by: Miss J Harrington (Headteacher)

Approved by the Governing Body: Spring 2023

Review Date: Spring 2025

STATEMENT OF INTENT

At St Paul's Primary School we embrace the opportunity to prepare our pupils to make the right choices in a challenging world. Our Relationships and Sex Education Curriculum aims to equip all pupils to be able to make the right decisions to enjoy a happy and successful adult life.

A key part of this learning relates to relationships and health education, which must be delivered to every primary-aged pupil.

Relationships education focuses upon giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.

Health education focuses upon equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. At St Paul's we intend to support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

At St Paul's, we understand our responsibility to deliver a high quality, age appropriate and evidence-based relationships, sex and health curriculum for all of our pupils. We are committed to ensuring that the education provided in RSE is appropriate to the age of pupils and their religious background.

This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

LEGAL FRAMEWORK

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Education Act (1996)
- Learning and Skills Act (2000)
- Equality Act (2010)
- 'Science programmes of study: Key Stages 1 and 2', DfE (2013)
- Supplementary Guidance SRE for 21st Century (2014)
- Keeping Children Safe in Education - Statutory Safeguarding Guidance (2016)
- Children and Social Work Act (2017)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education', DfE (2019)

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- E-safety and Internet Policy
- PSHE Policy

ROLES AND RESPONSIBILITIES

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents/carers on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents/carers are fully informed of this policy.
- Reviewing requests from parents/carers to withdraw their children from sex education lessons.
- Discussing requests for withdrawal with parents/carers.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Governing Board on the effectiveness of this policy.
- Reviewing this policy on a bi-annual basis.

The PSHE Leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for **all pupils**.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

Teaching Staff are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE Lead to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

ORGANISATION OF THE CURRICULUM

Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, "health education" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. The relationships and health curriculum takes into account the views of teachers, pupils and parents/carers. We are dedicated to ensuring our curriculum meets the needs of the whole school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs; for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to respond and address such an issue.

When appropriate, we consult with parents/ carers, pupils and staff in the following ways:

- Parent/Carer Questionnaires
- Parent/Carer Meetings
- Pupil Voice
- Letters/Parent App

Any parent/carer, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Headteacher
- Emailing headteacher@st-pauls.stockport.sch.uk
- Organising a meeting with the PSHE Leader
- Contacting the Governing Body of the school that have overall accountability for the implementation of the statutory curriculum.

St Paul's has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents/carers and pupils.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

CONSULTATION WITH PARENTS/CARERS

The school understands the important role parents/carers play in enhancing their childrens' understanding of relationships, sex and health. Similarly, we also understand how important parents/carers' views are in shaping the curriculum.

The school works closely with parents/carers by establishing open communication and fostering a good home/school partnership. Parents/carers are consulted in the development and delivery of the curriculum and when this will take place.

The school aims to build positive relationships with parents/carers by informing them through letters home what will be taught and when. Teachers and the PSHE Lead are readily available to discuss any concerns and to help parents/carers in managing conversations with their children on the issues covered by the curriculum.

RELATIONSHIPS EDUCATION OVERVIEW

As set out by the DfE, it is a statutory requirement that all children in primary school access a relationships based curriculum. At St Paul's, this is delivered through our PSHE curriculum, which is progressive and builds on from childrens' prior knowledge year after year. By the end of primary school, pupils will have been taught:

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

FAMILIES AND PEOPLE WHO CARE FOR ME

By the end of primary school, children should know:

- That families are important for them 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 regardless of sexual orientation or gender identity it is important to develop positive attitudes towards all types of family relationships for example, same sex, relationships which include lesbian, gay, bisexual, transgender and transsexual. Single parent families, foster and adoptive families.
- To be inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith, belief or other life experience.
- 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

By the end of primary school, pupils will know:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

RESPECTFUL RELATIONSHIPS

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

ONLINE RELATIONSHIPS (LINK TO COMPUTING)

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

BEING SAFE

By the end of primary school, pupils will know:

- 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

SEX EDUCATION

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

- All pupils must be taught the aspects of sex education outlined in the primary science curriculum - this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

WORKING WITH EXTERNAL EXPERTS

- External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy (e.g. The NSPCC to deliver the Pants Rule/Speak Out, Speak Safe).
- St Paul's will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.
- We will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- St Paul's will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- St Paul's will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding Policy.
- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

EQUALITY AND ACCESSIBILITY

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment

St Paul's is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

We understand that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

All teachers understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural Policy, as well as a Safeguarding Policy, which set out expectations of pupils and staff.

CURRICULUM LINKS

We seek opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** - pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing** - pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** - pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **PSHE** - pupils learn about respect and difference, values and characteristics of individuals.

WITHDRAWING FROM THE SUBJECTS

Relationships and health education are statutory at primary and parents/carers do not have the right to withdraw their child from these subjects. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents/carers have the right to request to withdraw their child from all or part of the sex education curriculum.

If a parent/carer wishes to withdraw their child from all or a part of a sex education lesson:

- The Headteacher will automatically grant withdrawal requests however, the Headteacher will discuss the request with the parent/carer and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The Headteacher will discuss with the parent/carer, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- The Headteacher will keep a record of the discussion between themselves, the pupil and the parent/carer.
- The Headteacher will grant a parent/carer's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- The parent/carer will be informed in writing of the Headteacher's decision.
- Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education.

BEHAVIOUR

At St Paul's we have a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school in line with the Behaviour Policy. The Headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

CONFIDENTIALITY

- Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- Teachers will, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding Policy.
- Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

- Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Safeguarding Policy.

MONITORING AND REVIEW

- This policy will be reviewed every two years by the Headteacher and PSHE Leader.
- The next scheduled review date for this policy is Spring 2025.
- This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents/carers, staff or pupils, and issues in the school or local area that may need addressing.
- The Governing Board is responsible for approving this policy.
- Any changes made to this policy will be communicated to all staff, parents/carers and, where necessary, pupils.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of Governors

Date: _____

What do we teach in RSE?

Rec	<p>Making friends</p> <p>Working in a group</p> <p>How I am different/ the same as other people</p>
Y1	<p>Feelings: Naming feelings; Recognizing own qualities;</p> <p>Friends: Making new friends; Losing friends/ making up; What makes a good friend?</p> <p>Growing up: Belonging to different groups; Young and old; Naming body parts; Needs of a baby; Being unique;</p> <p>Safety: When to keep or tell a secret; Stranger Danger; Saying no; Asking for help</p>
Y2	<p>Feelings: Managing feelings; Knowing things that cause different emotions; Who is special to me?</p> <p>Friends and Family: Making choices; Special people; Different types of family; Similarities and differences in people</p> <p>Growing up: Naming body parts inc. penis and vagina; know that animals reproduce and young animals grow to be adults; Boys and Girls can do the same things;</p> <p>Safety: Safe/unsafe touches; Stranger Danger</p>
Y3	<p>Feelings: Recognising different feelings in themselves and others; Dealing with worries; How feelings affect friendships</p> <p>Growing up: Birth Fact file; How young children develop; Human life cycle stages; Naming body parts for male and female; Different types of families; Positive things about myself;</p> <p>Safety: Identifying dangers; Respect for others; Touching; Private parts</p>

Y4	<p>Feelings: Expressing positive and negative feelings;</p> <p>Friendship: Actions affect friendships; Qualities of friendship; Conflict in friendship; Making decisions; Friendship problems;</p> <p>Growing up: What is a grown up; Similarities and differences; How a baby is made – making love, conception and birth; Correct use of vocabulary</p> <p>Safety: Unwanted influence and pressure; Saying no; Getting help</p>
Y5	<p>Feelings: Recognising feelings; Controlling own behaviour; Seeing other's points of view; Asking for help</p> <p>Friendship/Relationships: Qualities important to friendship and skills needed for successful relationships; Resisting peer pressure</p> <p>Families: What families provide for us; Responsibilities and expectations in families; Understanding different people's points of view;</p> <p>Growing up: Body changes at puberty for boys and girls; Menstruation and periods; Personal Hygiene; Names and functions of parts of male and female sex organs; Opportunity to ask questions in a single sex group (if necessary)</p> <p>Safety: Recognising risk in different situations and making judgments</p>
Y6	<p>Feelings: Strong feelings; To know our feelings and reactions affect people; Body language; Attraction and love;</p> <p>Friendship/Relationships: Qualities of friends; Diverse nature of families; Family values; Different views and responsibilities within a family; Why people choose to get married;</p> <p>Growing up: Review body changes as you grow; Personal Hygiene; The emotions, fears and worries of growing up; Seeking help; Increased understanding of sexual intercourse; Review understanding of conception; Responsibilities of having a baby; Contraception; Laws that protect us; Transmission of disease; Gender roles and stereotypes; How sex and relationships are portrayed in the media</p> <p>Safety: Learning to recognise risk; resisting pressures</p>