

ST MARGARET'S PRIMARY SCHOOL



RELATIONSHIPS AND SEX EDUCATION

May 2024 - 2027

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Our Values

Love and Aspire

Our Vision for Personal and Social Development

Quite simply, for our children to be the best they can be; to reach their God-given potential, to live lives of integrity, growing in knowledge and wisdom and able to make good choices now and throughout their lives, our children respect themselves and others, are appropriately self-confident, have resilience and optimism for the future.

Introduction

It is imperative for children, as they grow up to come to an understanding of their own bodies, instincts and feelings. This will prepare them for the opportunities, joys and responsibilities of permanent relationships as adults. Sex education must be provided in such a way to encourage children to have regard for moral considerations and value of family life.

In the Dioceses of Chichester document SRE is defined as 'learning about physical, moral and emotional development.' The guidance states, 'it is about learning the value of respect, love and care and understanding physical development, human sexuality and reproduction, emotions and relationships.'

The RSE curriculum fulfils part of our mission at St Margaret's C of E Primary School which is to prepare and equip our children for an ever-changing world and to foster self-respect. It encourages the values of respect, love, kindness, friendship and resilience.

1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Respect for their own bodies and those of others
- The importance of family life, placing sexual development within the Christian context of love, faithfulness and forgiveness.

2. Statutory requirements

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

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

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

At St Margaret's C Of E Primary 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. Policy was shared with the governors and they were invited to make recommendations.
3. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. 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, diversity and personal identity.

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

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 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.

Primary sex education will focus on:

- 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.

6. Delivery of RSE

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

Pupils also receive stand-alone sex education sessions.

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

Provision

Sex and relationship teaching will be delivered through the Science and PSHE areas of the curriculum.

Science

Key stage 1

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise the similarities between themselves and others and treat others with sensitivity

Key stage 2

- That life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of human life cycle
- Sex education at the school will be developmental and age appropriate
- Pupils will be taught about the nature of the human body and how it grows and changes
- Sex education will be taught within the context of relationships and family life

PSHE

In PSHE we teach children about relationships and we encourage children to discuss issues.

We teach about:

- Parts of the body, how these work and how they change during puberty
- About how a baby is made, born and the responsibilities that go with that.
- That people are not all the same and that we need to respect each other.

The climate in which RSE is discussed is recognised as being a sensitive area. The children need to feel secure and safe to ask questions and the teachers answer them where possible. Whilst recognising each group's dynamics are different the atmosphere in the classroom needs to reflect mutual respect. Single and mixed gender groupings may be used to enable better discussions.

Children may be asked to write questions which they would like to be answered anonymously and put them in a question box. Pupil's questions will be answered sensitively and there may be occasions when she/he is referred back to the parent. Questions about homosexuality, sexually transmitted diseases and contraception will be answered if raised. Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.

The school believes that RSE:

- is an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life
- is an entitlement for all children irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition.
- should foster self esteem, self awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience, exploitation and abuse
- should be mindful of children's earlier experiences

The school will mainly be using resources from Kapow and The PSHE Association and The Church of England Education Office.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can 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).

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

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

The headteacher is responsible for ensuring that RSE is taught 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.

The class teachers will be responsible for teaching RSE in our school. The headteacher and PSHE coordinator will monitor this teaching.

7.4 Parents and carers

Our school is aware that the primary role of sex education lies with parents and carers. We therefore want to build a positive and supportive relationship with the parents and carers through mutual understanding, trust and cooperation.

To promote this we:

- Inform parents and carers about the school's SRE policy and practice
- Answer any questions that parents and carers have about the SRE of their child
- Take seriously any issue that parents and carers raise with teachers or governors about this policy or the teaching of RSE in the school.
- Inform parents and carers about the best practice for delivering RSE so the parents feel supported and that the teaching in school supports the key messages that parents and carers give at home.

7.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. We hope that they feel comfortable speaking to a member of staff about any issues in which they may need additional help, support or advice. The NSPCC number will be displayed around school to assist if this is not the case.

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.

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 as part of their induction and it is included in our continuing professional development calendar.

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

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher and PSHE Coordinator through:

- planning scrutinies

- learning walks
- Discussions with pupils

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher and PSHE Coordinator every three years. At every review, the policy will be approved by the governing board and the headteacher.

RSE is monitored through inspection of teachers' short term planning and classroom observations and it is evaluated through discussion with teachers, parents and pupils. This area of the curriculum is constantly under review as a result of feedback from pupils and staff involved in the teaching.

Confidentiality

Sex and Relationship Education is conducted in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency and go to the head teacher or another Child Protection Officer e.g. Assistant Head or Inclusion Officer, within the school. The Child Protection Officer will deal with the matter in consultation with health care professionals and in accordance with the school's Child Protection Policy. Older pupils are expected to act responsibly and respect the fact that younger children in the school may not have the same information they do. They are therefore encouraged not to share information they have received with younger children in the school.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
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1	Autumn	<u>Families and people who care about me:</u> ● 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.	Kapow PSHE Association
	Autumn	<u>Caring friendships:</u> ● 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.	
	Autumn	<u>Respectful relationships:</u> ● Practical steps they can take in a range of different contexts to improve or support respectful relationships. ● The importance of self-respect and how this links to their own happiness. ● What a stereotype is, and how stereotypes can be unfair, negative or destructive.	
	Spring	<u>Being safe:</u> ● 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) who they do not know. ● How to recognise and report feelings of being unsafe or feeling bad about any adult.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		• How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.	

2	Families and people who care about me: ● Families are important for children growing up because they can give love, security and stability. ● 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 for them. ● 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. ● Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Caring friendships: ● Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. Respectful relationships: ● Practical steps they can take in a range of different contexts to improve or support respectful relationships. ● The conventions of courtesy and manners. ● What a stereotype is, and how stereotypes can be unfair, negative or destructive. Online relationships: ● People sometimes behave differently online, including by pretending to be someone they are not. ● The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for	Kapow PSHE Association
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		others online including when we are anonymous. Being safe: ● 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. ● Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ● How to recognise and report feelings of being unsafe or feeling bad about any adult. ● How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. ● How to report concerns or abuse, and the vocabulary and confidence to do so. ● Where to get advice from e.g. family, school and/or other sources.	
2			Kapow PSHE Association
3			Kapow PSHE Association
3			Kapow PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
4		<u>Family and Friendships</u> • Respect and manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change	Kapow PSHE Association
4		<u>Safety and the changing body</u> • Online restrictions • Share aware – the danger of sharing personal images of themselves or others • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty)	Kapow NSPCC PSHE Association
5		<u>Family and Friendships</u> • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying	Kapow PSHE Association

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
5		<u>Safety and the changing body</u> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • Drug education	Kapow Childline website PSHE Association NSPCC
6		<u>Family and Friendships</u> • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change	Kapow PSHE Association
6		<u>Safety and the changing body</u> • Drugs alcohol and tobacco – how it can change your behaviour • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth)	Kapow Church of England Education Office Childline website NSPCC PSHE Association

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

Families and people who care for me

- 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 other people's 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

- 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

- The importance of respecting others, even when they're 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 cyber-bullying), 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

- That people sometimes behave differently online, including by pretending to be someone they're 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're 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've never met
- How information and data is shared and used online

Being safe

- 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

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	Include notes from discussions with parents and agreed actions taken.