

# Relationships and Sex Education Policy

St Matthew's C.E (Aided) Primary School



<b>Approved by:</b>	Susan Wyre	<b>Date:</b> Sept 21
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# St Matthew's C.E (Aided) Primary School and Nursery Centre

Rooted in our Christian values and **TEAM** spirit we will aspire to be an innovative and inspiring community where every individual is provided with the opportunity to flourish spiritually, morally, emotionally, physically and intellectually.

We are '**Individuals working to potential with God**'

***"I can do all things because Christ (Jesus) gives me strength" Philippians 4:13***



We respect and model the core values of the school with our staff and children:



St. Matthews C.E.(Aided) Primary School and Nursery Centre places relationship and sex education within the global context of personal social and health education. It is an inseparable part of the physical, intellectual, cultural, emotional and spiritual growth of our children. 'We undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.

## 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 anatomical vocabulary to describe themselves and their bodies
- › Teach pupils to become caring, supportive and understand how Christian values and teachings are the cornerstones by which we live and learn.
- › To recognise that we are all made in the image of God and that God made us all and loves us as we are.

## 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 Matthew's we teach RSE as set out in this policy.

# Reference to equality act 2010.

## 3. Policy development

This policy has been developed in consultation with 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
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, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

Relationship and sex education is taught:

- within the termly PSHEct planning from Nursery through to Year 6 and
- discreetly within the PSHEct curriculum in years 5 and 6.

It is also planned for through:

- The National Curriculum Programme of study for Science, our school Science long term plan.
- Knowledge and Understanding of the World and PSED within The Foundation Stage 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 so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born (yr5/6) Living and Growing resource and DVD

#### ➤ **MENTAL HEALTH AND WELL BEING**

The mental health and well being of all of our children, staff and parents is significantly important. Our mental health lead (Mrs Wilson) had led numerous training staff meetings to ensure all staff are aware of the systems that are in place to support everyone.

#### **JIGSAW**

Our PSHEct programme 'Jigsaw' is an excellent resource and ensures that the children have the time and space each week to share and talk about issues that may be concerning them, but the children are always encouraged to talk to an adult individually if they need to.

- Worry monster: The children have been involved in an assembly where they were all introduced to the school's worry monster. Here the children are aware that they can email the worry monster from home or school and that the mental health lead will respond in the appropriate way and put things in place if needed.
- Worry Monster Pack: The children that suffer with small worries and anxieties may be given a worry pack which they can sit and do as they come into school or when they feel they need timeout for well being.
- Where incidences happen involving a behaviour that may lend to recording this as social story, this is encouraged. Again, this helps the child to share and discuss their thought processes and will help the adult understand the reasons for the behaviour and put in place things to prevent this happening again.

Our science curriculum lends itself very well to discussions about life, growing up and the stresses and strains that come that. Each unit that explores the human body and human impact in particular is a perfect opportunity to explore feelings and emotions.

Our RSE curriculum map details exactly how mental health is included.

## National Curriculum Science

Our [Science Long Term Planning Matrix](#), determines the rolling programme for science learning and teaching. Planned aspects support the RSE curriculum alongside our PSHEct programme. Please refer to the grid "Integrating PSHEct into the Curriculum" and highlighted aspects. Science relates in the following key areas:

### Key Stage 1

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

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 religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by their teacher, these lessons will happen within years 5 and 6.

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
- Mutual respect for all

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

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).

## 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.

All teachers will be responsible for the teaching of RSE as this can be such a sensitive subject. Susan Wyre (Science co-ordinator) has responsibility for updating the RSE policy and delivering any CPD related to this.

### 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## Equal Opportunities

Through our work on sex and relationship education we ensure that all children have equal access, regardless of learning needs, disabilities, race, culture, gender and developing sexuality, whilst at the same time respecting the sensitivities of each of these. We are fortunate to be able to boast a support assistant in each class, so this provides another “critical friend” or person who can support learning within this aspect of the curriculum. The provision is differentiated to support all children as individuals at St. Matthew’s. We offer children opportunities to develop and clarify their attitudes and values relating to gender roles and stereotyping and to explore images and attitudes

## 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.

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 Susan Wyre (Science/RSE co-ordinator) through:

Varying monitoring monitoring arrangements, such as planning scrutinies, learning walks, book moderations etc.

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

This policy will be reviewed by (Susan Wyre: Science Co-ordinator annually) At every review, the policy will be approved by [the governing board/headteacher].

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 1	<ul style="list-style-type: none"> <li>Families and people who care about me</li> <li>Caring friendships</li> <li>Respectful Relationships</li> <li>Online Relationships</li> <li>Being Safe</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/">https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</a></li> <li><a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//</a></li> <li><a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></li> <li>Genesis</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Families and people who care about me</li> <li>Caring friendships</li> <li>Respectful Relationships</li> <li>Online Relationships</li> <li>Being Safe</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/">https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</a></li> <li><a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//</a></li> <li><a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></li> <li>Genesis</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Families and people who care about me</li> <li>Caring friendships</li> <li>Respectful Relationships</li> <li>Online Relationships</li> <li>Being Safe</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/">https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</a></li> <li><a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//</a></li> <li><a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></li> <li>Genesis</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 4	<ul style="list-style-type: none"> <li>• Families and people who care about me</li> <li>• Caring friendships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/">https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</a></li> <li>• <a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//</a></li> <li>• <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></li> <li>• Genesis</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 5	<p>To recognise the physical changes that occur during puberty.</p> <p>To recognise that there are some changes that we have control over and some that we do not.</p> <p>To realise that there are many physical changes that occur to the human body as we grow older.</p> <p>To recognise that there are other major organs inside the human body, not just sexual organs.</p> <p>To understand the physical and practical implications of a girl having her periods.</p> <p>To look forward to things that they would like to happen to them in the future.</p> <p>To recognise the importance of reproduction for every species and reflect on what happens when a life cycle ends or is broken.</p> <p>To understand the process of fertilisation in humans.</p> <p>To reflect on events that mark important changes in a person's life.</p> <p>To recognise the huge impact that a new baby has on a family.</p> <p>To recognise that the health of a mother and health of her unborn baby are closely linked.</p> <p>To explore in simple form how a baby is born. Resource <b><u>(Living and Growing DVD)</u></b></p>	<p>Living and Growing DVD</p> <ul style="list-style-type: none"> <li>• <a href="https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/">https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</a></li> <li>• <a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//</a></li> <li>• <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></li> <li>• Genesis</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 6	<ul style="list-style-type: none"> <li>• Families and people who care about me</li> <li>• Caring friendships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/">https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/</a></li> <li>• <a href="https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//">https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships//</a></li> <li>• <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a></li> <li>• Genesis</li> </ul>

## 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>• To recognise that we are made in the image of God.</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> <li>• To recognise that God made us all and loves us as we are.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



### 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	