



St. Andrew's CEVA Primary School Relationships and Sex Education Policy

St. Andrew's Church of England Primary School is committed to providing a thriving Christian environment through the I ASPIRE values. These reflect the Christian ethos of our school and ensure that everyone feels safe, valued and supported so that all individuals can reach their highest goals and are encouraged to engage in lifelong learning. Our vision statement "*With God all things are possible*" (Matthew 19:26) is at the core of our values and is used to inspire everyone to be open to all possibilities and have a positive attitude and outlook to life. Spiritual, moral and emotional development are central to the life of our school and this will be reinforced in the School's Relationships and Sex Education Policy (RSE) where appropriate.

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1. Policy Development

It is now a statutory requirement for RSE to be delivered within Primary Schools.

The DFE document states that:

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.'

(Secretary of State Foreword, 2019)

This policy was drafted by the PSHE and Citizenship Co-ordinator, following guidance from the DfE and the FPA (the sexual health charity).

We have taken account of key national and local guidance including:

- Sex and Relationships Education Guidance DfEE 2020
- National Curriculum 2013 para 2.5
- PSHE Association Programme of Study – RSE Policy Guidance

Links to other policies:

Safeguarding

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Government safeguarding guidance (Keeping Children Safe in Education, 2022) includes a section alerting to signs that young girls may be at risk of female genital mutilation (FGM).

Equalities

The Equality Act 2010 states that education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect (The Equality Act 2010 and schools - DfE 2014b).

2. Aims

At St. Andrew's CEVA Primary School, we strive to create an atmosphere where every member of the school community feels respected and valued, where self-esteem is nurtured and where equal opportunities are seen in action, so the teaching of how to build good relationships is a natural part of everyday school life.

Relationships and Sex Education (RSE) is essential if children are to understand what makes and sustains a stable, loving relationship. We want children to be able

to make responsible and informed decisions about their lives. We want children to have the knowledge, skills and understanding to manage conflict and keep themselves and others safe.

Why is relationships and sex education (RSE) in schools important?

- High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviours for life, and learn about safeguarding both on and offline.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 'Not Yet Good Enough' report into PSHE.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.
- Research shows that a comprehensive RSE programme delays sexual activity for young people and increases the likelihood of using contraception. A link has been shown between effective school based RSE and reductions in teenage pregnancy (National Survey of Sexual Attitudes and Lifestyles 2013).

3. Roles and Responsibilities

The PSHE Co-ordinator is responsible for the development, monitoring and review of the relationships and sex education curriculum, supporting and training staff, liaising with external agencies to support the curriculum and developing, monitoring and reviewing the policy.

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our sex and relationships policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Visiting health professionals and voluntary organisations may assist in providing RSE but they would only compliment planned provision and never substitute or replace it, in line with guidance from the DfE.

RSE is usually delivered by the Class Teacher in mixed gender groups, however, some aspects are taught in single gender groups when this is deemed more appropriate or relevant.

Name of PSHE/ RSE Lead: Selena Hodson
Name of Head Teacher: Val Griffiths
Name of DSL: Michelle Davidson

4. Curriculum Organisation

The Relationships and Sex Education curriculum content is taken from the Kapow Primary programme for RSE and PSHE, which is used by staff throughout the school for planning, teaching and assessment. It provides full curriculum coverage, including all the statutory content, for each year group.

Kapow Primary categorise their lessons into five key areas; the main elements that relate to RSE are the 'Families and Relationships' strand and 'Safety and the Changing Body' strand, which are taught from Y1 to Y6. Some aspects of the RSE programme of study are also taught in other subjects as appropriate, e.g. science.

Lessons will be delivered across KS1 and KS2 weekly

- KS1 – lessons should be 40 - 45 minutes long;
- KS2 – lessons should be 50 - 60 minutes long.

5. Teaching and Learning

The focus of Relationships lessons is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Children are taught about what a relationship is, what friendship is, what family means and who the people are that can support them.

From the early years, children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact – these are the forerunners of teaching about consent, which takes place at secondary. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables our children to form a strong, early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less than positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing

pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families is sensitive and well-judged based on knowledge of pupils and their circumstances. Families of many forms, provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers, amongst other structures). Care is taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

Relationships Education creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education (and RSE), we teach children the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At Western, this is delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Children are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge supports the safeguarding of our children.

Attitudes and values

- Learning the importance of individual conscience and moral considerations
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse Knowledge and understanding

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships

6. Content of RSE programme

The teaching of RSE starts in EYFS and follows the Early Years objectives for PSE.

To teach the objectives for Relationships and Sex Education from Y1 to Y6, teachers follow the spiral curriculum set out by Kapow Primary with the following key principles in mind:

- Cyclical: Pupils revisit the five key areas throughout KS1 and KS2
- Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Teachers set clear expectations about being respectful to others and there is a code of conduct for each lesson based on respect for all viewpoints and individual circumstances.

| Key Area | Sub-Strand |
|------------------------------|---|
| Families and Relationships | <ul style="list-style-type: none">• Family• Friendships• Respectful relationships• Change and loss |
| Safety and the Changing Body | <ul style="list-style-type: none">• Being safe (including online)• Drugs, alcohol and tobacco• The changing adolescent body• Basic first aid |

By the end of primary school, children should know the following, as set out by the Relationships and Sex Education guidance by the Department for Education:

Families and people who care for me

Pupils should know:

- 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

Pupils should 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, 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

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should 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; 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.

| Unit Summaries | Y1 | Y2 |
|----------------------------|---|---|
| Families and Relationships | <p style="text-align: center;">Families and relationships</p> <p style="text-align: center;">Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.</p> | <p style="text-align: center;">Families and relationships</p> <p style="text-align: center;">Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.</p> |

Safety and the Changing Body

Safety and the changing body

Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.

Safety and the changing body

Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.

Unit Summaries

Y3/4

Y5/6

Families and Relationships

Families and relationships

Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.

Y3

Families and relationships

Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.

Y5

Families and relationships

Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.

Y4

Families and relationships

Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.

Y6

| | | | | |
|------------------------------|--|----|---|----|
| Safety and the Changing Body | <p>Safety and the changing body</p> <p>Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.</p> | Y3 | <p>Safety and the changing body</p> <p>Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p> | Y5 |
| | <p>Safety and the changing body</p> <p>Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.</p> | Y4 | <p>Safety and the changing body</p> <p>Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p> | Y6 |

Year group teaching in understanding the human body and human reproduction:

Year 1

Children are taught about how emotions may present differently in different people. They also learn about appropriate and inappropriate physical contact.

Year 2

Children are taught the names of external genitalia.

Years 1 and 2

The learning of appropriate and inappropriate physical contact continues in Year 2 and is vital to support the work we do in keeping all pupils safe. Children need to have the language to describe the private parts of their body and learn that their body belongs to them, they have a right to say no, and that they should tell an adult if they're upset or worried. To support us in delivering this message to the pupils through Kapow Primary, we also use information from the NSPCC Underwear Rule campaign: <http://www.nspcc.org.uk/>

Years 3 and 4

Pupils start to learn that their body and emotions will change as they get older. The Y4 children will begin to think about the changes linked to puberty.

Years 5 and 6

Children learn about all the external and internal genitalia and the ways in which children grow and develop in puberty both physically and emotionally in mixed gender classes. The children are taught about the changes they can expect associated with puberty, about the importance of maintaining good personal hygiene and about relationships; this includes an understanding of:

- what constitutes a healthy relationship
- civil partnerships and marriage, and the LGBTQ community.

This builds on learning earlier in school around relationships with family and friends and the difference between an actual and an online relationship.

Year 6

Children further develop their understanding of the physical and emotional changes they go through at puberty. Teaching about puberty is a statutory requirement for all schools. Lessons also include a unit on human reproduction – more commonly called sex education. This sits alongside work in science where children learn about reproduction in a more general sense in the natural world and also serves to present children with the facts and an opportunity to ask questions and dispel some common myths in an age where children are increasingly exposed to information on this topic via social media and general chat with their peers.

Following consultation, parents can choose whether or not they wish their child to participate in the ‘human reproduction’ element, which includes the following lessons within the Kapow Primary curriculum:

- Conception
- Pregnancy and birth

This content is delivered sensitively with additional commentary where necessary by the teacher and children will have the opportunity to ask questions or post a question anonymously which will be followed up in a subsequent lesson. This is taught in the Spring term and is always taught by the child’s class teacher who they have built up a trusting relationship.

6. Managing difficult questions

There are times when children will ask their teachers or other adults’ questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered, may turn to inappropriate sources of information. We are aware that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups

is considered lesson by lesson. Teachers consider what is appropriate and inappropriate in a whole-class setting.

7. Parental Involvement

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

Parents have a statutory right to withdraw their child from all or part of the sex education programme that we teach in our school; **however those elements covered by the Science curriculum are compulsory**. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school will always try to comply with the wishes of parents in this regard. Reassurance should be given to parents that the personal beliefs and attitudes of teachers will not influence the teaching of relationships and sex education within the PHSE framework.

Parents have access to the Kapow Primary curriculum via our website.

A letter is sent out to parents prior to teaching, explaining the right to withdraw their child from the 'human reproduction' elements of the RSE lessons. The following paragraph is sent out to parents ahead of the sex education programme that is taught in Year 6:

'If you feel that this subject matter is not appropriate for your child at this stage and you wish to exercise your right to withdraw him/her from this learning, please contact the school or your child's teacher directly either by letter, phone call, message or in person.'

8. Confidentiality and Child Protection Issues

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they will inform the Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding issues. It will be explained to the child concerned that the information your child has given needs to be shared with people who can help. The child will be supported by the teacher throughout the process. Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. All staff are up to date with current safeguarding training.

9. Resources

Resources for teaching RSE are varied. Whilst following the Kapow Primary scheme, which provides an assortment of relevant and quality resources, teachers also make use of the abundance of resources available online, adapting them to the needs of the individuals, groups and classes that they are teaching. There is also a range of books.

10. Assessment

Teachers assess the pupils' work through questioning, observation and end-of-unit quizzes. The PSHE lead monitors the teaching of RSE including observing lessons, work scrutinies and speaking with children to ensure understanding of objectives.

Date of policy: January 2024

Next review date: January 2025

Appendix 1

Websites to support teaching and learning:

PSHE

- <https://www.kapowprimary.com/subjects/rse-pshe/> Includes introductory video to RSE and PSHE teaching through Kapow Primary.

Relationships

- Safeguarding: [NSPCC PANTS Rule](#)

Relationships and Sex Education

- [Sexwise](#) – up-to-date information on all aspects of sexual and reproductive health
- [Public Health England](#) - resources covering relationships and bullying, alcohol, smoking, stress, body image, with videos made by young people and resources tested with teachers.

Online Safety

- [Education for a Connected World](#)

Appendix 2

What is high quality Relationships and Sex (RSE) Education?

The following 12 principles for delivery of high quality RSE in all schools have been set out by the Sex Education Forum and developed from evidence-based practice. St. Andrew's endeavours to deliver its RSE education based upon these principles:

RSE is...

1. An identifiable part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages.
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors e.g. NSPCC invited in to enhance and supplement the programme where appropriate, not be the sole providers).
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
9. Includes learning about how to get help and treatment from sources such as the healthy child team and other health and advice services, including reliable information online.

10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life.

11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities. Teachers are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.