



Policy:	Relationships and Sex Education
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Signed:	
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1. Introduction

"To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also 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. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support." (DfE 2021)

From September 2021, pupils receiving primary education must be taught Relationships Education, under the Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2021.

At St. Peter's, we want Relationships Education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy



Sex education is not compulsory in primary schools. However, at St. Peter's, we have made the decision to teach sex education in Year 6 to ensure children are suitably prepared for transition to secondary school. It is essential that any aspects of sex education taught are appropriately tailored to the age, physical and emotional maturity of the pupils.

2. Aims

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

- Learn about the characteristics of healthy family life
- Learn about relationship issues including friendships, bullying and self-esteem (including online relationships)
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Develop self-worth, self-esteem and confidence which foster respect for self and others
- Explore how to deal with a range of new emotions and discuss appropriate ways of expressing these feelings
- Explore and clarify attitudes and values of individuals and society
- Prepare children to take an active role as future citizens
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Enable children to protect themselves and ask for help and support.

3. Statutory requirements

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2021). This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included alongside RSE Education within PSHE education lessons.



Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..." (DfE 2021)

4. Policy Development

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

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. All staff were invited to complete a survey about the teaching of RSE
- Parent consultation – parents were invited to complete an online survey about the delivery of RSE.
- Pupil consultation – pupils were invited to complete an online survey and the teaching and learning of RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified.

5. 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.

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).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work



PSHE is taught each week in class and through our Christian values (Hope, Respect, Faith, Love, Forgiveness and Perseverance) and Collective Worship.

By the end of Primary School children should know;

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not.



	<ul style="list-style-type: none"> • that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

The PSHE Association programme of study covers Key Stages 1 & 2 and is based on three core themes within which there is broad overlap and flexibility:

- Core theme 1. Health and Wellbeing
- Core theme 2. Relationships
- Core theme 3. Living in the Wider World

Pupils in Year 6 also receive stand-alone sex education session delivered by members of the school staff. These are delivered separately to the boys and girls, by staff members of their own gender.

7. Roles and responsibilities

- **6.1 The Governing Body**

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation. The Governing Body has delegated the approval of this policy to the Strategy Group.

- **6.2 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 7).

- **6.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way



- Modelling positive attitudes to RSE
- 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.

• 6.4 Pupils

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

8. Managing difficult questions

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics. Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils. Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters.

We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

9. Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to



safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the headteacher and deputy head, the designated safeguarding lead and child protection officer within the school. The headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy).

10. Special Educational Needs and Learning Differences

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

11. Equality and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

12. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record.

Alternative work will be given to pupils who are withdrawn from RSE.

13. Training

When identified as a training need, the delivery of RSE will be covered as part of the school's CPD programme. This may include having visitors from outside the school, such



as school nurses or sexual health professionals, provide support and training to staff teaching RSE.

14. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher as part of the normal monitoring process and by the Governing Body, with the views of year 6 pupils garnered through exit interviews. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.