



# St Mary's Relationships and sex education policy

(June 2021)

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## School Aims

- Provide an inspirational curriculum in a caring, family style environment with a Christian ethos.
- Create a safe, secure, and stimulating environment to promote the development of resilient, motivated, and independent learning.
- Help children understand the rights and responsibilities of individuals living in Britain today, guided by the Christian ethos of love, kindness, and compassion.
- Prepare children for their future lives in a complex and rapidly changing world.

### 1. RSE Aims.

The aims of RSE can be seen to dovetail into the overall school's ethos and values. These aims are dependent on the age of the children and the lessons in their particular year group. We want RSE to:

- *Develop the confidence to talk, listen and think about their feelings and relationships.*
- *Develop friendship/relationship skills.*
- *Develop positive attitudes, values and self-esteem & help pupils develop feelings of self-respect, confidence, and empathy.*
- *Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.*
- *Provide knowledge and understanding about reproduction and sexuality and create a positive culture around issues of sexuality and relationships.*
- *Address concerns and correct misunderstanding that children may have gained from the media and peers.*
- *Develop skills to help children protect themselves against unwanted sexual experience.*
- *Know where and how to seek help.*

### Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In the teaching RSE, we are required by our funding agreements to have regard to the guidance issued by the secretary of state that is outlined in section 403 of the Education Act 1996.

At St Mary's we teach RSE as set out in this policy and in accordance with our funding Agreement 22-28B (November 2012)

### **3. Policy development**

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

1. Review - a working group headed by Mrs. Eckley 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 were informed about the changes in policy and were able to make comments.
4. Ratification - once amendments were made, the policy was shared with governors and ratified at the April 2021 Governors Meeting.

### **4. Definition**

At the primary stage of education, we provide relationships education. However, age appropriate human anatomy and development means that some aspects of sex education are covered in the science curriculum at KS2.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, development, 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

Our Primary sex education will focus on:

- ❖ Preparing boys and girls for the changes that adolescence brings including the mention of secondary sexual characteristics.
- ❖ How a baby is conceived and born.
- ❖ How Human Development develops from Child to Old Age.

## 6. Delivery of RSE

Many aspects relating to attitudes, respect, self-esteem and values, are delivered throughout the child's normal day to day school experiences. Many aspects however are taught in.

- ❖ 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 in the Upper Juniors also receive a stand-alone sex education session delivered by a trained health professional (School Nurse).

St Mary's C of E Academy 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

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 have approved the RSE policy and hold the Principal to account for its implementation. They have also delegated the powers for its delivery to Lead Teachers in the school.

### **7.2 The Principal**

The principal is responsible for ensuring that RSE is taught consistently across the school, and for any requests by parents/carers to withdraw pupils from non-statutory components of RSE.

### **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 components of RSE.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw from RSE.**

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 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.

## **9. Training**

Staff are trained on the delivery of RSE as part of their INSET and it is included in our continuing professional development.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support when required.

## **10. Monitoring arrangements**

The delivery of RSE will be regularly monitored in staff meetings. A review will occur annually, and the necessary changes made will be referred to Mrs Clarke (Community Governor).

## Appendix 1: Curriculum mapping

### Curriculum map PHSE Upper Juniors

RSE forms a part of PSHE education. RSE stands for Relationships and sex education At St Mary's curriculum map is part of a 2 Year Cycle. Good relationships and a Christian ethos permeate in all that we do.

## Mapping with links to resources.

### EXAMPLE

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Assemblies	Spring 2 Term	Thomas Bernardo caring Christian. Importance of Mother's Day.	
Year 5 &6 Science Module 11	Spring 2	<p>Exercise</p> <ul style="list-style-type: none"><li>• Why exercise is important?</li><li>• Effect of exercise practical's on lungs &amp; heart. Wellbeing issues</li></ul> <p>Medicines &amp; Drugs:</p> <ul style="list-style-type: none"><li>• Nicotine harmful effects of smoking</li><li>• Alcohol &amp; caffeine.</li><li>• Difference between medicines and drugs.</li><li>• Performance enhancing drugs</li></ul>	<p><a href="http://www.bbc.co.uk/education/clips/zm29wmn">www.bbc.co.uk/education/clips/zm29wmn</a></p> <p>Video impact of drugs (6.33). Smoking True or False Quiz <a href="http://www.lookoutzone.co.uk">www.lookoutzone.co.uk</a></p>
PHSE	Spring 2		

## St Mary's C of E Primary Academy

### Appendix 2: By the end of primary school (KS2) 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></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></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>

TOPIC	PUPILS SHOULD KNOW
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 RSE within relationships and sex education			

## TO BE COMPLETED BY PARENTS

Any other information you would like the school to consider

Parent signature

This policy should be read in conjunction with the Safeguarding and Child Protection Policy.

Date Implemented: May 2021

Review Date: May 2022

Approved by:

(Chair of Governors)

Persons Responsible: Mr Peter Kyles & Simone Eckley