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## **St. Andrew's Church of England (V.C.) Primary School** **Relationship and Sex Education Policy**

### **Rationale:**

**Our School Vision** is led by the example of St Andrew; *“Come, follow me,” Jesus said, “and I will send you out to fish for people.” (Matthew 4: 19)*

**Learn to Love-** As Jesus showed Andrew how to be the very best of men, so we guide and support our children to become the best that they can be. We teach our children to care and have respect for themselves and others, physically, morally and culturally. Our curriculum is built around the fish symbol to show that the love of God and Jesus is at the very heart of all that we do.

**Love to learn-** Just as Jesus immediately saw the character and depth of Andrew at that first meeting on the shores of the Sea of Galilee calling him to be his disciple, so we see and encourage the strengths and interests of all our children. We help them become lifelong learners, encouraging and developing their sense of enquiry and aspiration.

**In God's love each one will shine-** Following Jesus' command; *“Come, follow me,” Jesus said, “and I will send you out to fish for people.” (Matthew 4: 19)* St Andrew brought people to meet, to love and to learn from Jesus. In a similar way we help our children to follow Christian values, to receive the love of God, and to shine that love to others in His grace.

### **Scope and Objectives**

Our vision is realised through this policy by our commitment that all of our pupils are entitled to Relationship and Sex education. We believe that a Church school should positively set standards of behaviour and morality which are informed by Christ's teaching and not merely accept or reflect existing social and moral standards. The pupils will be encouraged to have due regard to moral considerations and the value of 'family' life. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils and taking into account other faiths, abilities and backgrounds.

**Status:** Statutory

## **1. 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 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 – Policy shared with parents.
4. Pupil consultation – we investigated what exactly pupils want from their RSE in our house meetings.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **2. Requirements on schools in law**

**From 2020:** it became statutory for schools to deliver Relationships Education in primary schools.

Schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, also statutory from September 2020, covers the key facts about puberty and the changing adolescent body.

In teaching RSE, we must have regard to Statutory guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

At St Andrew's Church of England school, we teach RSE as set out in this policy.

### **3. What is Relationships (and Sex) Education?**

Relationships Education is developing our children's understanding of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

At St Andrew's we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding. Our Relationship education therefore includes elements of Health Education as well as non-statutory sex education. We refer to this as RSE: Relationships and Sex Education.

### **4. Our aims in RSE Education are;**

- To respect the role of parents/carers as the most significant influence in enabling their child to grow and mature to form healthy relationships
- For our children to understand characteristics of positive, healthy relationships, with particular reference to friendships, family relationships with other children and adults and online relationships
- To understand who the people are who can support them and how they can keep themselves healthy and safe.
- To teach RSE across the school, appropriate to the age-group of the children, in enough detail to ensure understanding and to help them make informed choices in their later life.
- teach RSE as an integral part of our curriculum (primarily in Science and PSHE) and as such fully underpinned by the Christian Values that we promote throughout school life.
- teach the nature of human reproduction, in the context of a stable, loving and consenting adult relationship
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **5. RSE Content**

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born?

RSE is an integral component within our Personal, Social, Health and Economic (PSHE) education curriculum (see Appendix 2 for PSHE overview)

Each teacher plans for RSE lessons according to the age of their pupils and relates this, where possible, to the topics being studied in class or wider learning opportunities across the school. There are often links and overlaps with many other areas of our taught curriculum, for example our values education and collective worship considers values such as trust, love and respect as part of a rolling program, our PE curriculum explores healthy lifestyles, online safety is frequently explored as part of our computing curriculum etc.

We use the Coram/SCARF life Education resources as the main structure of our PSHE education and our RSE education is integral within this. Each class covers six modules, one for each half term. It is a spiral curriculum with themes being built upon each time they are revisited.

<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Myself Safe</b>	<b>Rights and Responsibilities</b>	<b>Being My Best</b>	<b>Growing and Changing</b>
Includes feelings/emotions/ conflict resolution/ friendships	Includes British Values focus	Includes aspects of Relationships Education	Includes money/living in the wider world/environment	Includes keeping healthy/Growth Mindset/goal setting/achievement	Includes RSE-related issues

For more information, see our curriculum map in Appendix 1: Relationship and Sex education overview at St Andrew’s Church of England VC Primary School.

### **Teaching Strategies**

At St. Andrew’s we teach RSE in the context of a safe learning environment using a variety of information and different learning strategies to enable our pupils to feel confident in sharing their ideas and expressing their feelings.

Teacher may, for example, set up a working agreement with pupils, which might include aspects such as:

- Show respect for each other
- No question is a silly question
- Try to use correct language
- Questions can be asked using a question box
- Share the story but not the person
- Not asking personal questions of adults or other children etc.

We allow time for reflection in each session and encourage the children to use the confidential question box (e.g. ‘ask-it basket’) to write down questions for teachers to answer in future lessons (if appropriate) of things they want to know the answer to but are not yet confident in asking out loud. All sessions have clear aims and learning outcomes.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to make their own, informed opinions but also respect others that may differ to their own.

Similarly, sometimes a child will ask an explicit or difficult question. Questions do not have to be answered directly, and can be addressed individually later. They are answered according to the age and maturity of the pupils concerned.

Through RSE we aim to deal honestly and sensitively with personal concerns arising from pupils' self-awareness and experience of sexual behaviours in the world around them. These may include those encountered through on-line technology, social networking sites and web pages accessed on the internet – although we are consistently aware of and promote the legalities of internet use. We discuss with the children how to stay safe on-line and the dangers mobile technology presents our society with (see our E-safety and Anti-bullying policies for more information). We also answer questions that arise about different sexual orientations and relationships within the confines of the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020) and Education Act (1996). Questions that are beyond the brief of these acts are referred back to parents.

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).

## **6. How Relationships (and Sex) Education is monitored and evaluated**

### **Monitoring arrangements**

The delivery of RSE is monitored by Helen Gillingham (Headteacher) and Andrew Price (Deputy Headteacher) through:

- Planning scrutinies
- Book Scrutinies
- learning walks
- Lesson Observation
- Pupil voice exercises

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

This policy will be reviewed by the staff annually. At every review, the policy will be approved by the SIMCE committee and the headteacher.

### **Evaluation and Assessment**

Evaluation and assessment (including self-assessment) form an integral part of RSE to ensure that the coverage remains broad, balanced, relevant and pertinent to the needs of all our pupils. Elements of RSE in the Science Curriculum are formally assessed as part of summative assessments. Whereas, more informal evaluations, including those made by the children through pupil voice surveys and questionnaires, are also built into the programme of study to ensure that what we teach continues to reflect the needs of all our groups of learners. In addition to this, teachers make their own personal evaluation of each session by annotating their lesson plans.

## **7. How the delivery of the content will be made accessible to all pupils**

The Equality Act 2010 covers the way the curriculum is delivered, as schools 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.

Our school is committed to the provision of RSE to all of its pupils. Our programme enables us to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups of learners however there may be occasions where pupils with DSEN are given extra support from teachers and DSEN staff to help secure their understanding.

## 8. Parental concerns and withdrawal of students

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 and addressed to the Headteacher.

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

At St. Andrew's we work in close partnership with all our parents and carers. In light of this, we consult our parents (annually) on how we deliver RSE to their children and actively invite them to view the teaching materials used and to comment on the appropriateness of these. We adapt our approach to teaching this subject in light of comments made.

In Year 6 RSE teaching will focus upon the human reproductive system (including lessons about relationships and responsibilities) portrayed within the context of a secure and loving relationship. Boys and girls may be taught separately if felt appropriate by the teaching staff. Prior to the sequence of lessons, parents of the children in Year 6, are invited by letter to view the materials. For those who are not able to attend the meeting, they can arrange to meet the child's class teacher at a more suitable time in order to view the materials used to teach RSE either at school or, if they prefer, in the privacy of their own home. Teachers are always available to answer questions raised by parents and any concerns raised are discussed at a Senior Leadership level to ensure the teaching of this subject compliments parents' expectations but also continues to meet statutory guidelines.

## 9. Dissemination of the Policy

As a school we have agreed that

### The Governing Board

The governing board will approve the RSE policy, through its SIMCE committee, and will hold the headteacher to account for its implementation.

The **Governing Body** will:

- seek the advice of the Headteacher on this policy, keep it up to date, and make it available to parents;
- monitor the materials and approach used in the teaching of this subject and report any concerns to the Headteacher;
- ensure that sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of secure and stable relationships.

### 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.

The **Headteacher** will ensure that:

- the Governing Body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school;
- Relationship and Sex education is provided in a way that encourages pupils to consider morals, the value of family life and the importance of secure and stable relationships;
- pupils are protected from inappropriate teaching materials;
- a scheme of work is agreed and implemented;
- staff receive appropriate training;
- parents are informed about the programme for sex education during the year
- when a new policy is developed, parents are consulted so that it reflects the parents' wishes as well as the culture and community that the school serves.

## Staff

Staff who teach Sex and Relationships Education are expected to:

- provide RSE in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life;
- participate in training to provide Sex and Relationship Education in line with the school Curriculum Policy;
- implement the agreed scheme of work;
- draw to the attention of the Headteacher any materials which they consider to be inappropriate;
- respond appropriately to those pupils whose parents wish them to be withdrawn from Sex Education.

***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.***

Those responsible for teaching RSE in your school are -

<b>Helen Gillingham</b>	Headteacher
<b>Andrew Price</b>	Deputy Head Teacher/ EYFS Leader/ Nursery Teacher
<b>Carolina Davey</b>	Senco
<b>Emma O'Reilly</b>	Reception Teacher
<b>Natalie Thomas /Jess Bowie</b>	Year One Teacher
<b>Hannah Muncey</b>	Key Stage One Leader/ Year Two Teacher
<b>Emma King</b>	Year Three Teacher
<b>Joshua Chesterman</b>	Lower Key Stage Two Leader/ Year Four Teacher
<b>Jenny Sewell</b>	Year Five Teacher
<b>Alastair Cooper</b>	Upper Key Stage Two Leader/ Year Six Teacher

## Pupils

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

## Parents

It is a statutory expectation that the RSE Policy is available to parents.

A copy of our RSE policy is available for all parents and can be located on our school's website; [www.standrews323.herts.sch.uk](http://www.standrews323.herts.sch.uk).

Alternatively, a hard copy of this policy can be provided, free of charge, to parents/carers who request a copy. Parents/carers are also given an informative leaflet to support them in discussing this subject with their children. The RSE Curriculum is published on the school website as part of our curriculum planning

## 10. Policy Review and Training

The policy will be reviewed on a bi-annual basis, or if there are statutory changes.

### Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. We receive yearly training from Corum Life Education as part of our subscription.

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.

## 11. Useful resources and links

RSE forms an integral part of our curriculum policy and our schemes of work for Science and Personal, Social and Health Education (PSHE).

**This policy should be read in conjunction with the following policies and statutory links.**

- Safeguarding and Child Protection
- Online safety Policy
- Schools own Anti-bullying
- DfE Keeping children safe in education -  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

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**Appendix 1: Relationship and Sex education overview at St Andrew’s Church of England VC Primary School will focus on:**

Year Group	Learning Objective
<b>Nursery</b>	<p><b>3-4 year olds:</b> learn how they have changed physically since they were very small and how they will continue to grow and change all their lives. They will learn about the different parts of their bodies including their different functions.</p> <p>The children will examine what they currently do to look after themselves, including dressing and undressing.</p> <p>They will learn to recognise their personal needs and the adults who are responsible for looking after them. They will develop responsible and caring attitudes towards living things and the environment at home and at school.</p>
<b>Reception</b>	<p><b>4-5 year olds:</b> takes a look at how we change as we get older and gain more independence, who our family and special people and being able to identify the difference between boys and girls and the correct names for our private parts.</p>
<b>Year One</b>	<p><b>5-6 year-olds:</b> develops an understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep adult secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).</p>
<b>Year Two</b>	<p><b>6-7 year-olds:</b> looks at the process of growing from young to old and how people’s needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.</p>
<b>Year Three</b>	<p><b>7-8 year-olds:</b> introduces themes about change, including bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people’s thoughts and feelings; introducing the fact that some people are transgender and that same-sex couples can create families, the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.</p>
<b>Year Four</b>	<p><b>8-9 year-olds:</b> builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not so good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.</p>
<b>Year Five</b>	<p><b>9-10 year-olds:</b> builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic; how to keep their personal information private online (and why this is important), and how to use social media safely.</p>
<b>Year Six</b>	<p><b>10-11 year-olds:</b> builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage;; sexual intercourse and managing pressure online.</p>

## Appendix 2: PSHE Long term Overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media Understand the difference between sex, gender identity and sexual orientation	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change  How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

