



St Peter's Primary School

Relationships and Sex

Education Policy

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**ST. PETER'S
PRIMARY
SCHOOL**
EVERYONE COUNTS

RELATIONSHIPS & HEALTH EDUCATION (RSE) POLICY

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1.

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Relationships and Health Education (RSE) Policy

Contents

Statement of Intent

1. [Legal Framework](#)
2. [Roles and Responsibilities](#)
3. [Organisation of the Curriculum](#)
4. [Consultation with Parents](#)
5. [Aims and Objectives](#)
6. [RSE Overview](#)
7. [Delivery of the Curriculum](#)
8. [Use of Visitors](#)
9. [Child Protection / Confidentiality](#)
10. [Monitoring and Evaluation](#)

Statement of Intent

'Relationships education (RSE) and PSHE are designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world.'
(DFE 2017)

Parents and carers are key people for their child's learning about relationships and schools should always work in partnership with home. Parents and carers need to know that the school's RSE programme will complement their role and support them in the education of their child regarding relationships and health. St Peter's will ensure that parents' and carers' views are heard and that taught RSE is culturally appropriate and inclusive of all of our children.

At St. Peter's, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. State-funded primary schools are also required to teach health education. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal Framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2020) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour and Anti-Bullying Policy
- SEND Policy
- Equal Opportunities Policy
- E-safety Policy
- Educational Visits Policy
- Values, Culture and Ethos Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Co-Heads are responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Co-heads.

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the Curriculum

Every primary school is required to deliver statutory relationships education and health education. For the purpose of this policy, **“Relationships and Sex Education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. For the purpose of this policy, **“Health Education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

There is also a statutory duty to teach the following (see below) as part of the National Curriculum Science Orders. **Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum.**

<u>Key Stage 1</u>	<u>Key Stage 2</u>
<ul style="list-style-type: none">• Notice that animals, including humans, have offspring which grow into adults.	<ul style="list-style-type: none">• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.• describe the life process of reproduction in some plants and animals.• describe the changes as humans develop to old age.• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' [guidance](#). The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

St Peters has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

'Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.'

St Peters understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication - all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. **Overviews of the RSE scheme of work are readily available on the school website and parents can request to view materials which will be used. This request can be made to the class teacher, who will liaise with the RSE subject lead, Mrs Barriball and Mrs Sandle, who take responsibility for coordinating RSE education.**

From September 2020, parents and carers will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). However, parents have the right to withdraw their child/children from any aspects of non-statutory sex education, other than those which are part of the science curriculum. Parents must contact Mrs Barriball or Mrs Sandle directly to make a request to withdraw. If the request is granted, the pupil will still receive appropriate, purposeful education during the period of withdrawal.

5. Aims and objectives

There are three main elements to our RSE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At St Peter's Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. This policy was previously reviewed to consider the impact of coronavirus (COVID-19) on the delivery

of the curriculum. Many topics within relationships and health education will support pupils with their experience of the pandemic and engage with their education as they return to school.

The objectives of Relationship and Health Education at St Peter's Primary School are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

6. RSE Overview

RSE Teaching and Content

We use the new edition of *Teaching RSE with Confidence in Primary Schools* (from CWP) which reflects the recent developments in RSE and the Science National Curriculum. We also use aspects of 'Living and Growing' to supplement this scheme.

CWP have devised new lessons, increased their focus on safeguarding/keeping children safe and added a whole extra year group. This resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends.

The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction. In Year 6, we have an extra lesson on internet safety and communication in relationships and an additional lesson on FGM (female genital mutilation)

Relationship education consists of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education consists of:

- Mental Wellbeing
- Internet Safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Year Content

Reception	Our Lives	Our Day Keeping Ourselves Clean Families
Year 1	Growing & caring for Ourselves	Keeping Clean Growing & Changing Families & Care
Year 2	Differences	Differences: boys & girls Differences: male & female (animals) Naming the body parts
Year 3	Valuing difference and keeping safe	Differences: male & female (body parts) Personal space Family differences
Year 4	Growing Up	Growing and changing What is puberty? Puberty, changes & reproduction
Year 5	Puberty	Talking about puberty Male & female changes (puberty- physical & emotional) Puberty and hygiene
Year 6	Puberty, relationships and reproduction	Puberty & reproduction Understanding relationships Conception & pregnancy Communication in relationships FGM (female genital mutilation)

7. Delivery of Curriculum

At St Peters, the relationships, sex and health curriculum will be delivered as part of our PSHE curriculum. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

Creating an inclusive classroom

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make. Learning is taught within the context of family life to ensure that there is no stigmatism 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). All types of relationships will be taught in a sensitive and age-appropriate way, recognizing that not all sectors of our community agree with all these types of relationships of family structures.

Teachers may acknowledge this using the following script:

The law in this country allows and respects the right of people to live in different types of family structures. For examples, you may come across families where two men or two women have chosen to live together, form a civil partnership or marry and bring up children together. You may also come across families where there is only one parent. These families are allowed under the law in this country and we respect rights of people to live in different families. If we meet children who live in different types of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.

Supporting pupils with additional needs

At St Peters, we will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs in order for them to have full access to the content of relationship and health education. In addition, pupils who are SEND may require additional support to make sense of RSE lessons, so where necessary, separate small group sessions or individual work may be implemented. This will allow for questions and discussion which may be challenging or increase the risk of bullying in a usual class format.

Ensuring content is appropriate

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

Dealing with sensitive issues and handling difficult questions

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Children will be taught in both single and mixed gender groups, as deemed appropriate. Children may also be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age. At the same time, teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues. Before commencing RSE, ground rules will be agreed to provide a structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the Key Stage 2 objectives, provision will be made to meet the individual child's needs.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress.

8. Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinators and teacher's responsibility to plan the curriculum and lessons."
Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

9. Child Protection / Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health (RSE) education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. However, teachers should be aware that effective relationship and health education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If a disclosure is made or the teacher feels concerned about anything shared by a pupil, then the staff member will report their concern to the DSL and it will be handled in accordance with the Child Protection and Safeguarding Policy. A member of staff cannot promise confidentiality if concerns exist.

10. Monitoring and Review

This policy will be reviewed on an annual basis by the Co-Heads, teaching and learning governor and teacher with responsibility for sex and relationship education. The next scheduled review date for this policy is June 2025. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing. The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required. This policy document will be available to Parents via our website or via requesting a paper copy from the school office.