

# ST. GEORGE'S CHURCH OF ENGLAND PRIMARY SCHOOL



## Relationships and Sex Education Policy

Approved by:	Governing Body	Date: January 2024
Last reviewed in:	January 2024	
Next review due by:	January 2026	

## Definition

Relationship and sex education (RSE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of respectful, stable, loving and caring relationships for family life and the promotion of marriage as a part of this.

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.

Appropriate and responsible relationship and sex education is an important element in the work of schools in preparing children for adult life.

## Rationale

Our RSE is taught within the clear moral framework of the Christian Faith. RSE is a shared responsibility between home and school and forms an integral part of our Personal, Social and Health Education (PSHE) curriculum; linking to our Science curriculum.

Pupils' personal, social, health and emotional development are all promoted through our supportive Christian ethos, where all are respected and valued. Forming healthy and positive relationships underpins our school value of 'Community'.

The Church of England's 'Vision for Education' document clearly articulates that good education must promote "life in all its fullness" (John 10:10). The focus on the education and development of the whole child is essential to this, enabling children to learn and grow to become the best that they can be. This vital task must include and go beyond the essential learning outcomes identified in the mandatory curriculum.

*"In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life." (Church of England Education Office Response to a Call for Evidence on RSE Curriculum p1)*

Church of England schools have at their heart a belief that all children are made in the image of God and loved by God unconditionally. As Christian educators, we acknowledge that our role is to help each unique individual to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally, culturally and spiritually. Our aim is that all may flourish and have an abundant life in all its aspects. For this to be achieved our teaching must be relevant and practical.

We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making

At primary level, particular care and sensitivity is needed in matching teaching to the maturity of the pupils involved, which may not always be indicated by chronological age. It is the responsibility of the Class Teacher to ensure that RSE is taught at a level that is appropriate to their particular class.

## Statutory Requirements

As a voluntary aided primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Although we are not required to provide sex education outside of science, the Department for Education *'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'*

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Other documents that inform the school's RSE policy include:

- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)

At St. George's CE Primary School we teach RSE as set out in this policy.

## 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 the leadership team, 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 and any interested parties were invited to contribute their opinions and feedback on a draft policy.
4. Pupil consultation – we investigated what exactly pupils wanted in RSE with the school council.
5. Ratification – once amendments were made, the policy was shared and approved by the full Governing Body.

## Aims

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

- Complement and support the work of parents and carers
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies
- Promote safety in forming and maintaining appropriate relationships
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- RSE relates to the school's values of Community and Respect.
- Consider the importance of family life

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

### Working with Parents

We appreciate the sensitivity and concerns which some parents may feel towards RSE and therefore, parents may meet with the class teacher(s) to view and discuss the materials we use for the curriculum.

We believe that, in order for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

We give our assurances that we will:

- Inform parents/carers about the school's RSE policy and practice
- Inform parents/carers before key topics are delivered
- Answer any questions that parents/carers may have about RSE of their child
- Give parents the chance to opt out of sex education above and beyond that covered in the science curriculum (applicable in KS2).

### Delivery

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum (appendix 2), and other aspects are included in religious education (RE).

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

For more information about our RSE curriculum, see Appendices 1 and 2. The lessons detailed here are specific to relationships and sex education. Relationships and Health education also form an integral part of our PSHE curriculum details of which can be found in our PSHE policy.

Most of the teaching of RSE will be done by the class teacher, as s/he will have established a working relationship with the class. A set of ground rules will be established to help teachers create a safe environment in which they do not feel embarrassed or anxious about unintended or unexpected questions or comments from pupils: no one (teacher or pupil) will have to answer a personal question; no one will be forced to take part in a discussion; only the correct names for body parts will be used; and meanings of words will be explained in a sensible and factual way.

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

### **Curriculum content**

RSE will be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness. RSE will be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it will also uphold the Christian values regarding relationships and marriage. Issues regarding human sexuality will be addressed sensitively.

Our curriculum is set out in Appendix 1, but we may need to adapt it as and when necessary in response to the needs of pupils within the school.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The school uses The Christopher Winter Project resources from 'Teaching RSE with Confidence in Primary Schools'. This is a PSHE Association Quality Assured Resource.

### **Pupils with SEND**

As far as is appropriate, pupils with special educational needs should follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from RSE to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

### **Confidentiality and Sensitive Issues**

Teachers will conduct RSE lessons in a sensitive manner and with consideration for the need for confidentiality. No teacher delivering the school's sex and relationships education programme will be expected to deal with sensitive issues beyond those outlined in the curriculum content. If any teacher feels unable to deliver all or part of the sex and relationship education programme, another appropriate member

of staff will teach it. If pupils ask questions or seek information about sensitive matters, teachers should use their professional judgement over the response in these matters, possibly after consultation with colleagues.

Adults should be especially aware of issues regarding safeguarding and confidentiality, including the relevant policies.

### **Parents/Carers' Right to Withdraw**

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science.

Parents do not have the right to withdraw their children from relationships education. We believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Parents/carers should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Those parents/carers wishing to exercise this right should put their request for withdrawal in writing and addressed to the Head of School. Parents/carers are then invited in to see the head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home. Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RSE in our continuing professional development calendar.

The Head of School 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.

### **Monitoring Arrangements**

The delivery of RSE is monitored by members of the Senior Leadership Team and the PSHE leader through:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Parental Feedback
- Planning scrutinies
- Learning walks

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

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance. At every review, the policy will be approved by the governing committee and the Head of School. The PSHE lead is responsible for coordinating RSE teaching.

## Appendix 1: RSE Curriculum map

### Relationships and Sex Education Curriculum Map

Year	RSE Topic/Theme Details	PSHE Statements
Reception	<p><b>Family and Friendship</b></p> <p><i>Learning Outcomes:</i></p> <p>Know that friendships can make us feel happy</p> <p>Know some ways that we can make new friends feel welcome</p> <p>Know that arguing with friends and then making up can make friendships stronger</p> <p>That resorting to violence is never right</p> <p>Identify different members of the family</p> <p>Understand how members of a family can help each other</p>	<p>Personal, Social and Emotional Development – Making Relationships</p>
Year 1	<p><b>Growing and Caring for Ourselves</b></p> <p><i>Learning Outcomes:</i></p> <p>Know that we can be friends with people who are different to us</p> <p>Understand that babies need care and support</p> <p>Know that older children can do more by themselves</p> <p>Know there are different types of families</p> <p>Know which people we can ask for help</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• about the process of growing from young to old and how people’s needs change</li> <li>• about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> </ul> <p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>• to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> </ul>
Year 2	<p><b>Differences</b></p> <p><i>Learning Outcomes:</i></p> <p>Understand that some people have fixed ideas about what boys and girls can do</p> <p>Describe the difference between male and female babies</p> <p>Describe some differences between male and female animals</p> <p>Understand that making a new life needs a male and a female</p> <p>Describe the physical differences between males and females</p> <p>Name the male and female body parts</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> </ul>
Year 3	<p><b>Value Difference and Keeping Safe</b></p> <p><i>Learning Outcomes:</i></p> <p>Know and respect the body differences between ourselves and others</p> <p>Name male and female body parts using agreed words</p> <p>Understand that each person’s body belongs to them</p> <p>Understand personal space and unwanted touch</p> <p>Understand that all families are different and have different family members</p> <p>Identify who to go to for help and support</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>• to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li> </ul> <p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>• to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> </ul>

Year	RSE Topic/Theme Details	PSHE Statements
Year 4	<p><b>Growing Up</b></p> <p><i>Learning Outcomes:</i></p> <p>Understand that puberty is an important stage in the human lifecycle</p> <p>Know some changes that happen during puberty</p> <p>Know about the physical and emotional changes that happen in puberty</p> <p>Understand that children change into adults to be able to reproduce if they choose to</p> <p>Know that respect is important in all relationships including online</p> <p>Explain how friendships can make people feel unhappy or uncomfortable</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> </ul>
Year 5	<p><b>Puberty</b></p> <p><i>Learning Outcomes:</i></p> <p>Explain the main physical and emotional changes that happen during puberty</p> <p>Ask questions about puberty with confidence</p> <p>Understand how puberty affects the reproductive organs</p> <p>Describe what happens during menstruation and sperm production</p> <p>Explain how to keep clean during puberty</p> <p>Explain how emotions/relationships change during puberty</p> <p>Know how to get help and support during puberty</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> </ul> <p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>• to feel confident to raise their own concerns, to recognise and care about other people's feelings</li> </ul>
Year 6	<p><b>Puberty, Relationships and Reproduction</b></p> <p><i>Learning Outcomes:</i></p> <p>Describe how and why the body changes during puberty in preparation for reproduction</p> <p>Talk about puberty and reproduction with confidence</p> <p>Explain differences between healthy and unhealthy relationships</p> <p>Know that communication and permission seeking are important</p> <p>Describe the decisions that have to be made before having children</p> <p>Know some basic facts about conception and pregnancy</p> <p>To have considered when it is appropriate to share personal/ private information in a relationship</p>	<p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• how their body will, and emotions may, change as they approach and move through puberty</li> <li>• about human reproduction</li> <li>• the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> </ul> <p><b>Core theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>• to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> <li>• to recognise what constitutes positive healthy relationships and develop the skills to form them</li> </ul>



## Appendix 2: Science Curriculum map

All schools are legally required to teach the following elements through the Science Curriculum (this is a statutory requirement and children cannot be withdrawn from this part of the curriculum):

Year Group	Science Attainment Targets	Details
Key Stage One (age 5-7years)	Year 1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (S1)	<i>Key Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</i> Children have plenty of opportunities to learn the names of the main body parts through games, actions, songs and rhymes.
	Year 2 <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults (including reference to baby, toddler, child, teenager and adult) (S2)</li> </ul> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene(S3)	<i>Key Vocabulary: baby, toddler, child, teenager, adult</i> Children are introduced to the process of reproduction and growth in animals. The focus is to help pupils to recognise growth, for example: egg, chick, chicken or egg, caterpillar, pupa, butterfly or spawn, tadpole, frog
Key stage Two (age 7-11years)	Year 3 <ul style="list-style-type: none"> <li>No targets relating to puberty or reproduction</li> </ul>	
	Year 4 <i>See Year 5 targets</i>	
	Year 5 <ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals (S4)</li> <li>Describe the changes as humans develop to old age (S5)</li> </ul>	<p><b><u>Living things and their habitats</u></b></p> <p><i>Key Vocabulary: sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period</i></p> <p>Children find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals</p> <p><b><u>Animals, including humans</u></b></p> <p><i>Key Vocabulary: gestation period, pregnancy, live birth</i></p> <p>Children draw a timeline to indicate changes in the growth and development of humans.</p> <p>Children learn about the changes experienced in puberty.</p>
	Year 6 <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (S6)</li> </ul>	<p><i>Key Vocabulary: offspring, inheritance, characteristics, variations</i></p> <p><b><u>Evolution and Inheritance</u></b></p> <p>Children learn about inherited traits and characteristics.</p>

## Appendix 3: By the end of primary school pupils should know:

### Statutory Relationship Education Outcomes:

Topic	Pupils should know...	R ec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Families and people who care about me	That families are important for children growing up because they can give love, security and stability	Less on 3	Less on 3		Less on 3			Less on 2
	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		Less on 3		Less on 3			Less on 2
	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		Less on 3		Less on 3			Less on 3
	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		Less on 3		Less on 3			Less on 2 & 3
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong							Less on 3
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		Less on 3		Less on 3			Less on 2

Topic	Pupils should know...	R ec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Respectful relationships	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	Less on 3	Less on 1	Less on 1 & 2	Less on 1	Less on 3		
	Practical steps they can take in a range of different contexts to improve or support respectful relationships				Less on 2	Less on 3		Less on 2
	The conventions of courtesy and manners	Embedded through use of ground rules and circle me						
	The importance of self-respect and how this links to their own happiness				Less on 2	Less on 3		Less on 2
	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		Less on 1			Less on 3		
	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				Less on 2	Less on 3		
	What a stereotype is, and how stereotypes can be unfair, negative or destructive			Less on 1				
	The importance of permission-seeking and giving in relationships with friends, peers and adults					Less on 3		Less on 2

Topic	Pupils should know...	R ec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not							Less on 4
	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					Less on 3		Less on 4
	Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them							Less on 4
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met					Less on 3		
	How information and data is shared and used online							Less on 4

Topic	Pupils should know...	Re- c	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				Les- son 2			Les- son 2 & 4
	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				Les- son 2			Les- son 2 & 4
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				Les- son 2			Les- son 2
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know		Les- son 3		Les- son 2 & 3			Les- son 2 & 4
	How to recognise and report feelings of being unsafe or feeling bad about any adult				Les- son 3			Les- son 2 & 4
	How to ask for advice or help for themselves or others, and to keep trying until they are heard				Les- son 2 & 3			
	How to report concerns or abuse, and the vocabulary and confidence needed to do so				Les- son 2 & 3			Les- son 4
	Where to get advice e.g. family, school and/or other sources				Les- son 3			Les- son 4

### 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 sex education within relationships and sex education

--

Any other information you would like the school to consider

--

Parent signature

#### TO BE COMPLETED BY THE SCHOOL

<i>Agreed actions from discussion with parents</i>	
--	--