



Relationships and Sex Education Policy

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Approved By Governors: DRAFT CONSULTATION

Signed by Chair:

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1. Vision

'Love one another as Jesus loved us' (John 13 v 34-35)

Jesus said, 'Love one another as I have loved you'.

Through God's love and our Christian Values, we encourage each individual to love, respect and value themselves and others.

We encourage and nurture the growth of every individual and their uniqueness so that all flourish and become all that they can be and all that God made them to be.

1. To value all God's children by providing a safe, caring and inclusive environment, prioritising our efforts to keep them safe from harm.
2. To meet the academic and spiritual needs of pupils through, high expectations, a rich and relevant curriculum which enables every individual regardless of ability to achieve their full potential.
3. To equip learners with transferable skills developing creative and enthusiastic thinkers. Pupils will use their initiative, build confidence, resilience and independence, promoting a 'can do' attitude and a desire to learn.
4. To ensure children respect themselves and others, treating everyone fairly with an understanding of their individuality regardless of race, religion, gender, disability, sexuality or social background.
5. To promote responsibility for our actions and behaviour choices; seeking forgiveness and understanding through social and moral development and achieving a culture of excellence.
6. To develop an understanding of deprivation and disadvantage locally, national and globally enabling them to become responsible, valued and contributing citizens.
7. To inspire personal and spiritual growth through high quality worship and reflection.

Our vision is brought to life in school through our core Christian values: Wisdom, Hope, Respect (dignity) Community (koinonia)

Underpinned by other Christian Values: Peace, Justice, Thankfulness, Joy, Faith, Trust, Love, Compassion, Responsibility, Service, Courage, Creation, Humility, Generosity, Friendship Forgiveness, Truthfulness and Perseverance

Our RSE teaching and learning is delivered within the aims of our vision statement and our equal opportunities policies. Therefore, RSE will be delivered within an ethos of honesty, trust, respect and care. We aim to equip pupils with the skills necessary to consider other people's values. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.



Teachers will be sensitive to these issues and to different types of families, promoting inclusion and reducing discrimination. Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued.

2. Aims

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

- 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

3. Statutory requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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](#).

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

4. Policy development

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

1. Review - a member of staff and collaboration across schools pulled together all relevant information including relevant national and local guidance
2. Staff consultation - 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 attend a meeting about the policy
4. 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, similarities and differences between ourselves and other people's families, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and allowing discussion.



6. Curriculum

Our curriculum is set out as per Appendix 1 and includes our PSHE (Personal, Social, Health and Economic) curriculum as well as RSE (Relationships and Sex Education). We have developed the curriculum in consultation with parents, staff and Governors. 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.

7. 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).

Pupils in Year 5 and 6 also receive stand-alone puberty sessions delivered by a trained health professional, parents are notified of these talks in advance. These sessions are taught in single sex groupings.

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.

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).

8. Roles and responsibilities

8.1 The governing body

The governing body is responsible for ensuring that the headteacher implements this policy.

The governing body has delegated the approval of this policy to the Policy and Curriculum Sub Committee

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

The school does not teach anything outside what is a statutory requirement in the Physical Health and Mental Wellbeing guidance. Therefore managing requests to withdraw pupils is not applicable.



8.3 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

All Teaching and Teaching Assistants at this school are responsible for teaching or supporting the teaching 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.

8.4 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education as the school does not teach anything outside that which is statutory.

10. Training

Staff are trained on the delivery of RSE as part of our continuing professional development.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs Joelle Hardman RSE lead and deputy headteacher.

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

This policy will be reviewed every three years. At every review, the policy will be approved by the Policy and Curriculum Governor Sub Committee.

12. Data Protection - Managing and Storing Information

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All documents stored are in accordance with legal requirements where appropriate, and guidance from the Records Management Toolkit for Schools.

a) Any disclosures are kept confidentially on CPOMS. Such records are retained for the length of time that the child remains at the school (plus one year) and then removed.

This policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	



Appendix 1: Curriculum Map

PSHE Curriculum Map including RSE, Health Education and the Wider World

Core themes:

1. **Health and Wellbeing**
2. **Relationships**
3. **Wider World includes: British Values, Global Citizenship, Economic Awareness**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Getting to know each other/School Values	Bonfire night safety Preparing for Christmas/Eid and other celebrations. Selecting and initiating activities independently. Conflict resolution	Looking after nature	Looking after animals Thinking of others (mothers) and different types of families.	Team Work - sharing ideas. Organising group activities.	Exploring feelings and working as a class as we prepare to move up to year one.
British Values	Tolerance of Different Faiths and beliefs: Diwali and Hannukah Rule Of Law: Following rules and routines Mutual Respect: Sharing and turn taking		Tolerance of Different Faiths and beliefs: Chinese New Year Individual Liberty: Develop self-confidence and self-esteem in their own ability through taking risks on an obstacle course, mixing colours and discuss why different people have different opinions.		Tolerance of Different Faiths and beliefs: Mosque - looking at different places of worship Democracy: Vote for a person or group that has been the most supportive during sports day. Vote for monitors / helpers etc.... Pupil Survey - understanding their voice and opinion counts.	



<p>Year 1</p>	<p>Getting on with each other <i>Kind/Unkind and that our behaviour can affect others R2.3 and 2.4</i> <i>Courtesy and manners R3.3</i> <i>Respecting each other even when they are different e.g. physically, character, personality, background R3.1</i> Feelings/ Mental Wellbeing <i>Managing feelings, communicating feelings, hurt feelings R3.4 H6.2 H6.3 H6.7</i></p>	<p>Relationships <i>Respecting similarities and differences between ourselves and other people's families</i> <i>R1.3</i> <i>Special people in our lives i.e. families and friends and how we should care for one another R1.1 R2.1</i> <i>The importance of spending time together and commitment to each other R1.2</i></p>	<p>Healthy Lifestyle <i>Diet / exercise /healthy lifestyle/ dental health / sun safe H6.1 H6.5 H8.1 H8.2 H8.3 H9.1 H9.2 H11.2 H11.3 H11.4</i> <i>Self-care H6.6 H11.5</i></p>
<p>British Values</p>	<p>Rule Of Law: Following Rules Fair/Unfair, Right/Wrong Tolerance of Different Faiths and beliefs: The Jewish Harvest Sukkot Democracy: Agree class rules</p>	<p>Mutual Respect: <i>Respecting similarities and differences between ourselves and other people's families.</i> <i>Respecting each other even when they are different e.g. physically, character, personality and background</i></p>	<p>Individual Liberty: Making healthy choices Tolerance of Different Faiths and beliefs: How people of other faiths welcome new babies</p>
<p>Economic Awareness</p>		<p>Money Matters: Save or spend? Twinkl</p>	
<p>Year 2</p>	<p>Respecting One Another <i>Co-operation /</i> <i>Treat each other with respect, including those in authority no matter what their faith or belief or background is R3.5 R3.4</i> <i>Negotiation with our friends R2.3 R2.4</i> Bullying/Mental Wellbeing <i>Different types of teasing / bullying, strategies to resist, where/how to get help R3.6 H6.8</i> <i>Who you would go to if you were worried or unhappy and how you would make yourself heard R1.6 R4.3 R5.4 R5.6 H6.9 H8.4</i></p>	<p>Staying Safe <i>Responsible ICT use / online safety, including online relationships R3.6 R4.1 R4.2 R4.3 R5.4 H7.7</i> <i>Rationing time spent online and the risks of excessive time spent on electronic devices and how it affects our mental health and well-being H7.2</i> <i>Road/cycle safety</i> <i>Environmental / rail / water and fire safety</i> <i>First Aid H12.1</i></p>	<p>Our Healthy Bodies <i>Harmful household products H10.1</i> <i>Privacy - rights/ responsibilities and respecting others' privacy R5.2 R5.3</i> <i>Secrets / Surprises R5.2</i></p>
<p>British Values</p>	<p>Democracy: Election of School Council</p>	<p>Individual Liberty: Making the correct, healthy choices, making good choices about</p>	<p>Mutual respect: Respect other people's privacy</p>



	<p>Tolerance of Different Beliefs and Faiths: <i>Different faiths have different holy books</i></p> <p>Rule of Law: Bullying is wrong</p>	<p>to stay safe on line, how to raise money for MacMillan Coffee morning</p> <p>Mutual Respect: <i>Co-operation / Treat each other with respect, including those in authority</i></p>	<p>Tolerance of Different Faiths and beliefs: Where do people of other faiths worship ?</p>
Global Citizenship			One World: Families, The Environment and Caring for our Planet
Year 3	<p>Healthy Body and Healthy Mind <i>Physical, mental and emotional health are all part normal daily life H6.1 H6.5 H8.1 H8.2 H8.3</i></p> <p><i>Choices and consequences</i></p> <p><i>Balanced lifestyle including diet, safe sun, dental health H6.1 H9.1 H9.2 H9.3 H11.2 H11.3 H11.4</i></p>	<p>Staying Safe <i>Online benefits H7.1</i></p> <p><i>Physical, mental and emotional health are all part normal daily life H6.1 H8.3</i></p> <p><i>Choices and consequences of online actions H7.3</i></p> <p><i>Reporting concerns H7.7</i></p> <p><i>Balanced lifestyle including time spent online H7.2 H6.1 H11.3</i></p>	<p>Friendships/ Relationships <i>Acceptable / unacceptable physical contact</i></p> <p><i>Personal boundaries R5.3</i></p> <p><i>Secrets / When it is right to break a confidence and seeking permission R3.8 R5.2</i></p> <p><i>Recognise peoples' feelings and realising that most friendships have ups and downs R2.4</i></p> <p><i>Show, respect, constructively challenge different points of view R3.5</i></p>
British Values	<p>Rule of Law: How/why rules and laws are made and enforced, including school rules</p> <p>Democracy: Election of School Council</p> <p>Individual Liberty: Making the correct, healthy choices</p> <p>Tolerance of Different Faiths and beliefs: Jewish Faith - Sukkhot</p>	<p>Tolerance of Different Faiths and beliefs: Jewish Faith - Passover</p>	<p>Mutual Respect: <i>Recognise peoples' feelings and realising that most friendships have ups and downs R2.4</i></p> <p><i>Show, respect, constructively challenge different points of view R3.5</i></p> <p><i>Personal boundaries R5.3</i></p> <p>Tolerance of Different Faiths and beliefs: Jewish Faith - sacred books, sacred places, visit to Jewish Synagogue</p>
Economic Awareness		<p>Money Matters: Where does money come from?</p> <p>Lending and Borrowing</p> <p>Budgeting.</p>	
Year 4	<p>Respecting One Another/Bullying and Stereotypes <i>Discrimination, teasing, bullying and aggressive behaviours (inc. cyber-bullying,</i></p>	<p>Staying Safe <i>School health and safety rules</i></p> <p><i>Basic emergency aid H12.2</i></p>	<p>Keeping Mentally Healthy <i>Personal feelings R3.4 H6.2 H6.3</i></p> <p><i>Conflicting emotions H6.2 H6.3 H6.4</i></p>



	<p><i>prejudice-based language and 'trolling') R3.6 R4.2 H6.8</i></p> <p><i>Stereotypes R3.7</i></p> <p><i>How to recognise bullying/abuse R3.6 R7.5</i></p> <p><i>Consequences of bullying and harmful behaviours including discrimination R3.6 H6.8</i></p> <p><i>Strategies for getting support H6.9</i></p>	<p><i>Road / Cycle Safety (Bikeability) and safety in the environment (inc. rail, water and fire safety)</i></p> <p><i>Online safety, including how to keep personal information safe and how to report concerns R4.4 H7.3 H7.7</i></p>	<p><i>Strategies to resolve disputes / differences within friendships R2.4</i></p>
British Values	<p>Democracy: Election of School Council</p> <p>Respect: 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</p> <p>Tolerance of Different Faiths and beliefs: Hindu festival of light</p>	<p>Rule of Law: How/why rules and laws are made and enforced, including health and Safety rules</p>	<p>Tolerance of Different Faiths and beliefs: Hinduism - sacred books, sacred places, the pilgrimage. Visit to Hindu Mandir</p> <p>Individual Liberty: Keeping yourself safe, Debates around topical issues which allow children to reflect on their differences and understand everyone is free to have different opinions</p>
Global Citizenship		<p>One World:</p> <p>Climate change</p> <p>Urban and Rural Inequality</p> <p>Organisations</p>	
Year 5	<p>Relationships</p> <p><i>Different types of stable caring relationships R1.4</i></p> <p><i>Civil Partnerships / Marriage R1.5</i></p> <p><i>Forced marriage</i></p> <p><i>Cultural practices that are against British law and universal human rights</i></p> <p><i>Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability) R3.1 BV</i></p>	<p>Assessing Risk / Staying Safe</p> <p><i>Difference between a risk, danger and hazard</i></p> <p><i>How to manage risks / dares</i></p> <p><i>Independence - Responsibility</i></p> <p><i>Safe mobile phone use and internet use to have strategies for keeping themselves safe e.g. not sharing images, passwords, personal information R4.5 H7.2</i></p> <p><i>Effect of actions on others including online H7.3</i></p>	<p>Healthy Body and Healthy Mind</p> <p><i>How bodies change during puberty including personal hygiene H11.5 H13.1 H13.2</i></p>



<p>British Values</p>	<p>Democracy: Election of School Council, Visit to Oldham Chambers Respect <i>Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability)</i></p>	<p>Individual Liberty: choices we make to stay safe, taking risks and challenge themselves to be the best that they can be. Rule of Law: (History Link - Crime and punishment from Anglo Saxon - present day)</p>	<p>Tolerance of Different Faiths and beliefs: <i>Sikhism</i> - rules, sacred books. How important are holy books in other faiths? sacred places Sikh Gurdwara Visit & Festivals. pilgrimage – The Golden Temple in Amritsar.</p>
<p>Economic Awareness</p>			<p>Money Matters: Borrowing and Saving Value for money Money and the wider world</p>
<p>Year 6</p>	<p>Mental Wellbeing/Pressure of Media <i>Media images - effect on young people R4.1</i> <i>Sources of peer pressure R4.4 H7.5</i> <i>Resisting pressure / asking for help and having the vocab. to do so R5.1 R5.6 R5.7 R5.8</i> <i>Managing requests for images of ourselves/others R5.1</i> <i>Research/discuss/debate topical issues, problems and events</i> <i>How the media presents information</i> <i>Social Media and false information online and why age restrictions are applied R4.4 and why H7.6 H7.4 H7.7</i> <i>Where to find help if experiencing mental health issues H6.10</i></p>	<p>Physical Wellbeing How to achieve a healthy lifestyle and who to speak to if they need support H8.3 H8.4 How to spot early signs of physical illness and know the facts relating to allergies, immunisation and vaccination H11.1 H11.6 <i>Effect of drugs, alcohol, tobacco and 'energy drinks' on our health H9.3 H10.1</i> <i>Legal / illegal drugs</i></p>	<p>Healthy Relationships <i>Taking care of our bodies R5.3</i> <i>Recognise unhealthy relationships, including within a family and a friendship and online, which makes us feel unhappy or unsafe and where to seek help R1.6 R2.5 R4.2 H7.3</i></p>



<p>British Values</p>	<p>Democracy: Election of School Council, Links to parliament Individual Liberty: <i>Resisting pressure / asking for help and having the vocab. to do so</i> Respect <i>Media images - effect on young people R4 Respecting ourselves and each other and our uniqueness</i> <i>Viewpoints - debate topical issues, problems and events</i></p>	<p>Respect: for self and keeping a healthy lifestyle Rule of Law: Age limits and restrictions.</p>	<p>Tolerance of Different Faiths and beliefs: <i>Islam</i> Rules, sacred books, sacred places, pilgrimage - <i>Hajj</i> Mosque visit Individual Liberty: taking risks and choices how far to challenge themselves (residential Visit)</p>
<p>Global Citizenship</p>			<p>Our World: Global warming Use of water and energy Biodiversity</p>



Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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
Caring friendships	<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
Respectful relationships	<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



	<ul style="list-style-type: none">• 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
Online relationships	<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not• 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