



St Mary's Church of England Primary School



RSE ~ Relationships & Sex Education Policy

Vision statement

Our Vision

"Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

Matthew 5:14-16.

We believe that everyone is precious and loved by God.

We aspire to let our light shine in all that we do.

We nurture and empower one another to flourish.

Together we shine in our world by showing compassion and by serving others.

Let God's light shine through us.

Our Mission

St Mary's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is precious and loved by God. We aspire to be a high achieving school that provides an excellent education:

- promoting the high standards of teaching and learning
- being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
- providing a rich and stimulating curriculum that will inspire and challenge
- being a happy, healthy and safe school
- providing excellent care, guidance and support with a strong partnership between school, parents and the community.

We seek to promote six Christian values of wisdom, hope, peace, compassion, love and thankfulness, each linked by our school vision and bible verse. We believe these help to prepare our children to show the "St Mary' Way" and to live a successful and fulfilling life being:

- considerate and respectful with excellent manners
- confident, happy, independent and self-motivated
- co-operative and collaborative
- honest and trustworthy
- resilient, hardworking and determined
- highly principled with moral, spiritual, cultural and social awareness, including shared British Values

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Rationale of the School's RSE Policy at St Mary's

The school's RSE policy sets out the school's approach to Relationships and Sex Education (RSE) and provides information to inform school staff, parents and carers, health professionals and visiting speakers of the school's approach to RSE at school and within personal, social, health and economic (PSHE) education.

The RSE policy is available on our school website; copies are available from the school office.

Roles Supporting the Development, Monitoring and Evaluation of RSE:

PSHE and Healthy Lifestyle Leader: Olivia Nero

Science Leader: Lauren Graham

Designated Safeguarding Lead (DSL): Laura Mayende

Deputy DSL: Genevieve Prayag

Safeguarding Link Governor: Eric Sorensen

Statutory Requirements of Relationships and Sex Education (RSE)

The government's new compulsory subjects of health education, relationships education and relationships and sex education (RSE), came into effect in September 2020. This makes the majority of personal, social, health and economic (PSHE) education compulsory and will help ensure that pupils are equipped with the knowledge and skills to keep safe and healthy and respectfully discuss and develop their attitudes and values. It will help to ensure that children are taught, in an age-appropriate way, about families, friendships and respectful relationships, the law, basic first aid, mental and physical wellbeing including changes to their bodies as they grow up, internet safety and harms.

Relationships Education will be compulsory for all children in primary school. Although sex education is not compulsory in primary schools, the government guidance recommends that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. The local authority also encourages schools to teach age appropriate sex education as part of PSHE.

There are biological aspects of sex education covered in the national curriculum for science, which is compulsory for all pupils. This includes the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. From September 2020 all primary schools will have to teach about puberty as part of statutory health education.

Definition and Aims of RSE at St Mary's

We define relationships and sex education as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Through RSE within PSHE education we aim to give children and young people essential information and skills for building positive, enjoyable and respectful relationships and staying safe both off and online. It enables pupils to explore their own and others' attitudes and values, and aims to help build their self-esteem and confidence.

In addition to teaching relationships and sex education discretely, some aspects are taught in the national curriculum for science.

We aim to ensure a partnership between home and school in delivering and supporting children's understanding of RSE.

Relationships and Sex Education Curriculum Coverage

The government guidance on relationship and health education, and the science National Curriculum details what must be taught in primary schools. This includes teaching about changes to the human body as it grows from birth to old age (science). Health education includes teaching feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries as well as the emotional and physical changes that take place during puberty.

At **St Mary's Church of England Primary School**, we teach RSE as part of our planned PSHE education programme, using Islington's You, Me PSHE resource. Our RSE curriculum is set out in Appendix 1. Sex education is tailored to the age of children and taught in **Years Two and Six**. Some elements are also included within the science national curriculum; Appendix 2 shows the relevant National Curriculum Science coverage.

The RSE curriculum links to, and has been planned to complement, learning in science, citizenship, RE and computing. On occasions, it may be supplemented by drop-down days, assemblies, theatre productions, visiting speakers and/or discussions in class time/circle time.

The following sex education (in addition to relationship and health education) will be taught within our PSHE programme.

In Year 2

Pupils learn the biological differences between male and female children. They will:

- identify and name biological terms for male and female sex parts
- label the male and female sex parts with confidence
- understand that the male and female sex parts are related to reproduction

In Year 6

Pupils learn about human reproduction in the context of the human lifecycle. They will:

- understand that sex or making love maybe one part of an intimate relationship between adults
- can describe how babies are made and explain how sexual intercourse is related to conception

Pupils learn how a baby is made and grows (conception and pregnancy):

- know the male and female body parts associated with conception and pregnancy
- can define conception and understand the importance of implantation in the womb
- know what pregnancy is, where it occurs and how long it takes

and additionally:

Pupils learn about myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted

- know that HIV can affect anyone, not a specific group or type of person
- can identify how HIV can and cannot be passed on
- know that the risk of HIV being passed on through sexual intercourse can be reduced if a condom is used

Pupils learn that contraception can be used to stop a baby from being conceived:

- know that a condom stops sperm from meeting an egg and therefore stops fertilisation
- know that women can take a pill to stop an egg being released, preventing conception
- understand contraception is both partners' responsibility

In line with the Islington You, Me PSHE programme used at St Mary's, children in Year 4 learn about puberty, the way we grow and change in Relationships and Health Education. In addition, they will learn about physical and emotional aspects relating to and as a consequence of changes in puberty.

In Relationships and Health Education, Year 4 children will learn about:

- the way we grow and change throughout the human lifecycle
- the impact of puberty in physical hygiene and strategies for managing this
- the physical changes associated with puberty
- menstruation and wet dreams
- how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty
- Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it

Teaching and learning in RSE as part of PSHE

RSE within our PSHE education is developmental and appropriate to the age and needs of every pupil. It is part of a well-planned programme, delivered in a safe and supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

Establishing a safe and supportive environment

Teachers will use a number of strategies and techniques to ensure that a safe and supportive environment is maintained at all times during PSHE (and RSE). These may include:

- Establishing boundaries for discussion and ensuring that issues of confidentiality are discussed before RSE lessons begin. These may be identified as class 'ground rules'.
- Each class/group works together to establish its own ground rules about how they would like everyone to behave in order to learn.
- Ensuring ground rules include not asking (or answering) personal questions.
- Distancing techniques such as role-play, third person case studies and an anonymous question box are used when teaching sensitive issues.

Good practice in teaching and learning

Teachers will ensure that lessons are inclusive, varied and suitably reflective of the society children live in:

- Using the correct terminology makes clear that everybody understands and avoids prejudiced or offensive language.
- Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising activities; quizzes; research; case studies; games; circle time; visiting speakers.

- Resources are chosen to reflect a suitable range of cultures, identities and genders.
- Inclusive and non-heteronormative language e.g. referring to someone's 'partner' rather than 'boyfriend' or 'girlfriend' helps all children and young people to feel included and reduces assumptions about sexual orientation.
- Assessment supports effective teaching and learning, ensuring lessons meet the needs of pupils and enables pupil progress.

Answering pupils' questions

Teachers should have regard to the age and stage of the pupil(s) in answering their questions, both within PSHE lessons and the broader context of the curriculum plan for PSHE across the school. As far as possible, the principle is to answer appropriate questions openly and factually to address any misconceptions.

If unsure how to answer, or whether a question is appropriate or relevant to the whole class, a teacher can:

- speak to a pupil individually
- suggest that the pupil asks their parent/carer
- offer to find out the best way to answer the question and use the opportunity to discuss with a colleague and respond to the pupil at a later point.

Visiting speakers

RSE is best taught by confident teachers as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and particular knowledge or expertise and reinforce the teaching within the classroom.

Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum which they are expected to follow.

Inclusion

All children and young people, whatever their experience, background or identity, are entitled to good quality RSE that help them build a positive sense of self. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience. RSE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships.

Teachers agree to work within the school's framework for RSE as described in this policy.

Their personal beliefs, values and attitudes should not affect their teaching of RSE.

Staff approach RSE sensitively, knowing that their pupils are all different and have different families.

RSE and safeguarding children

At the heart of teaching RSE there is a focus on keeping children safe. At **St Mary's Church of England Primary School**, we believe that alongside our safeguarding procedures, educating every pupil about how to care for their bodies and protect

themselves from physical and emotional harm is an important element of our work to keep pupils safe from harm.

RSE within PSHE education enables pupils to:

- know their rights to be protected and kept safe
- understand potential dangers they could face
- be encouraged to adopt safe and responsible practices and deal sensibly with risk
- develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- know when and who to ask for help when needed.

Effective RSE, in bringing an understanding of what is and is not appropriate in a relationship, and providing a safe space, can occasionally lead to disclosure of a child protection issue. All staff have a duty to report concerns about pupils who we feel are at risk of harm or have suffered harm (including when we suspect that FGM has already been performed), to the school's Designated Safeguarding Lead (Laura Mayende) or a deputy DSLs (Genevieve Prayag and Holly Britton), as described in our safeguarding policy.

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information they feel needs responding to via the member of staff present or directly to the school's DSL.

In addition, teachers have a mandatory duty to report known cases of FGM **to the police**. They should make a note of their actions and record the police reference number as evidence that they have complied with the duty.

Working with parents and carers

Parents are the primary educators of their children about relationships and sex, particularly with regard to their views and values. We intend that our school's RSE should complement parents' and carers' role in RSE and we view this as a very important partnership. School will consult with parents and carers on the school's RSE policy and coverage. It is hoped that by this consultation there will be clear agreement regarding RSE provision and partnership.

The school informs and works with parents in the following ways:

- Before RSE lessons a letter or post is sent to parents and carers describing the RSE their children will cover. In this way, parents and carers can be prepared to have conversations at home
- Virtual parents' workshops or class teacher posts where the RSE programme is discussed and resources shown
- Information in class posts and on the school website.
- Virtual Workshops and guidance for parents on how to confidently talk to their children about sex and relationships

Parents' right to withdraw

Parents have the right to withdraw their child from some or all of sex education, which does not fall within relationships education, health education or other National Curriculum subjects (e.g. science).

If parents would like to request that their child do not attend sex education lessons, they should notify the school in writing.

Parents will be asked to discuss the decision with the Headteacher. They will be informed what the National Curriculum content is and what curriculum content

their child can be withdrawn from. Parents will be made aware that there may be impromptu or incidental discussion of relationships and sex education topics in the classroom / in other subjects at times, from which it is not possible to withdraw pupils.

“Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher.” Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.

If the parents still decide to withdraw their child then other arrangements will be agreed and made for them during this time. School will document the request made and outcome for a record. Parents will be encouraged to deliver sex education with their child at home instead.

Appendix 1: RSE curriculum in the primary school

The relationship and health education (RHE) strand from Islington's You, Me PSHE resource is shown below, **the purple highlighted text is sex education**.

Relationships and health education (RHE)					
Y1 <i>No specific unit of work for this year group, although aspects of RHE are covered through other PSHE topics in this year group.</i>	Y2 Boys and girls, families	Y3 <i>Schools can decide to teach the entire or aspects of the Year 2 or Year 4 RHE lessons in Year 3 if preferred.</i>	Y4 Growing up and changing	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 RHE unit of work in Year 5 if preferred.</i>	Y6 Healthy relationships
	1. Pupils learn to understand and respect the differences and similarities between people Pupils <ul style="list-style-type: none"> are able to define difference and similarity understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that 		1. Pupils learn about the way we grow and change throughout the human life cycle Pupils <ul style="list-style-type: none"> can identify changes throughout the human life cycle understand change is ongoing understand change is individual 		1. Pupils learn about the changes that occur during puberty Pupils <ul style="list-style-type: none"> can identify the physical, emotional and behavioural changes that occur during puberty for both males and females understand that puberty is individual and can occur any time between 8-17 understand that body changes at puberty are a preparation for sexual maturity
	2. Pupils learn about the biological differences between male and female animals and their role in the life cycle Pupils <ul style="list-style-type: none"> know that female mammals give birth and nurse their young can describe the biological differences between male and female understand that the creation of life requires a male and female 		2. Pupils learn the physical changes associated with puberty Pupils <ul style="list-style-type: none"> are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults identify physical changes associated with puberty understand that everyone's experience of puberty is different and that it begins and ends at different times 		2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact Pupils <ul style="list-style-type: none"> understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture can recognise and challenge gender stereotypes understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

Relationships and health education (RHE)					
Y1 <i>No specific unit of work for this year group, although aspects of RHE are covered through other PSHE topics in this year group.</i>	Y2 Boys and girls, families	Y3 <i>Schools can decide to teach the entire or aspects of the Year 2 or Year 4 RHE lessons in Year 3 if preferred.</i>	Y4 Growing up and changing	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 RHE unit of work in Year 5 if preferred.</i>	Y6 Healthy relationships
	3. Pupils learn the biological differences between male and female children Pupils <ul style="list-style-type: none"> identify and name biological terms for male and female sex parts can label the male and female sex parts with confidence understand that the male and female sex parts are related to reproduction 		3. Pupils learn about menstruation and wet dreams Pupils <ul style="list-style-type: none"> can describe menstruation and wet dreams can explain effective methods for managing menstruation and wet dreams understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams 		3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Pupils <ul style="list-style-type: none"> can identify positive qualities and expectations from a variety of relationships can explain the similarities and differences between friendships and intimate relationships can describe that there are different types of intimate relationships, including marriage understand that sex or making love may be one part of an intimate relationship between adults
	4. Pupils learn about growing from young to old and that they are growing and changing Pupils <ul style="list-style-type: none"> can identify key stages in the human life cycle understand some ways they have changed since they were babies understand that all living things including humans start life as babies 		4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this Pupils <ul style="list-style-type: none"> can explain how changes at puberty affect body hygiene can describe how to care for their bodies during puberty can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming 		4. Pupils learn about human reproduction in the context of the human life cycle Pupils <ul style="list-style-type: none"> understand that closeness in a relationship can be expressed in a variety of ways between consenting adults know that sexual intercourse may be one part of a sexual relationship can describe how babies are made and explain how sexual intercourse is related to conception can name the male and female sex cells and reproductive organs

Relationships and health education (RHE)					
Y1 <i>No specific unit of work for this year group, although aspects of RHE are covered through other PSHE topics in this year group.</i>	Y2 Boys and girls, families	Y3 <i>Schools can decide to teach the entire or aspects of the Year 2 or Year 4 RHE lessons in Year 3 if preferred.</i>	Y4 Growing up and changing	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 RHE unit of work in Year 5 if preferred.</i>	Y6 Healthy relationships
	5. Pupils learn that everybody needs to be cared for and ways in which they care for others Pupils <ul style="list-style-type: none"> understand that we all have different needs and require different types of care identify ways we show care towards each other understand the links between needs, caring and changes throughout the life cycle 		5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with this Pupils <ul style="list-style-type: none"> are able to describe how feelings and behaviour change during puberty can devise strategies for managing these changes understand how changes during puberty can affect relationships with other people 		5. Pupils learn how a baby is made and grows (conception and pregnancy) Pupils <ul style="list-style-type: none"> know the male and female body parts associated with conception and pregnancy can define conception and understand the importance of implantation in the womb know what pregnancy is, where it occurs and how long it takes
	6. Pupils learn about different types of family and how their home-life is special Pupils <ul style="list-style-type: none"> can describe different types of family identify what is special and different about their home life understand families care for each other in a variety of ways 		6. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it Pupils <ul style="list-style-type: none"> can identify sources of information, support and advice for children and young people can use appropriate language to discuss puberty and growing up with confidence can answer their own questions about puberty and growing up 		6. Pupils learn about roles and responsibilities of parents and carers Pupils <ul style="list-style-type: none"> can identify some of the skills and qualities needed to be a parent and carer understand the variety of ways in which parents and carers (men and women) meet the needs of babies and children know some of the difficulties that can be faced by parents and carers and where they can get help
			Re Year 6 Lesson 7 N.B. Where parents or carers have requested their child is withdrawn from sex education teachers will need to choose questions accordingly. Questions related to sex education should still be answered but not with children whose parents have requested their withdrawal.		7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it Pupils <ul style="list-style-type: none"> can answer each other's questions about sex and relationships can use appropriate language to discuss sex and relationships and growing up with confidence can identify sources of information, support and advice for children and young people

Relationships and health education (RHE)

Y1 <i>No specific unit of work for this year group, although aspects of RHE are covered through other PSHE topics in this year group.</i>	Y2 Boys and girls, families	Y3 <i>Schools can decide to teach the entire or aspects of the Year 2 or Year 4 RHE lessons in Year 3 if preferred.</i>	Y4 Growing up and changing	Y5 <i>Schools can decide to teach the entire or aspects of the Year 4 or Year 6 RHE unit of work in Year 5 if preferred.</i>	Y6 Healthy relationships
					Additional lessons: schools will want to consider including these lessons, as part of RHE policy development
					ADDITIONAL LESSON 1 Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted Pupils <ul style="list-style-type: none"> • know that HIV can affect anyone, not a specific group or type of person • can identify how HIV can and cannot be passed on • know that the risk of HIV being passed on through sexual intercourse can be reduced if a condom is used
					ADDITIONAL LESSON 2 Pupils learn that contraception can be used to stop a baby being conceived Pupils <ul style="list-style-type: none"> • know that a condom stops sperm from meeting an egg and therefore stops fertilisation • know that women can take a pill to stop an egg being released, preventing conception • understand contraception is both partners' responsibility

Appendix 2 – Relevant Science Curriculum, Assessment and Monitoring

Primary curriculum - Science

Key Stage 1

Animals, including humans

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

Living things and their habitats

- Describe the life process of reproduction in some plants and animals
(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)

Animals, including humans

- Describe the changes as humans develop to old age
(Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.)

Appendix 2 – Relevant Science Curriculum, Assessment and Monitoring

Assessment

Assessment is the process where an individual pupil's learning and achievement are measured against the lesson objectives.

Lessons should be planned starting with establishing what pupils already know - in this way, teachers can address any misconceptions that pupils may have, strategies include:

- brainstorm and discussions
- draw and write activities to find out what pupils already know
- continuums/diamond nine and other activities to find out what pupils feel is important to them

Pre and post-topic assessment may also provide some indication of progress made by pupils in their understanding/articulation of RSE issues, this could be carried out through:

- pupil reflective assessment sheets at the end of each topic
- written or oral assignments
- quizzes
- pupil self-evaluation
- reflective logbooks
- one to one discussion

Monitoring and evaluation

Monitoring ensures that teaching is in line with school policy and that pupils are taught what is intended. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.

A range of methods can be used for monitoring and evaluation, which should be led by the PSHE subject lead or a senior leader. Methods include:

- lesson observations
- teachers' additions/amendments to the planned lesson content
- pupils completing end of topic evaluations
- teachers completing end of topic evaluations
- annual PSHE review
- reports to parents
- data collected from initial need assessment is compared to same assessment at end of topic

Date adopted by the Full Governing Body after approval from the standards and curriculum committee, and the children and families committee	<i>(Summer full governing body meeting) May 2021</i>
Dates of review/s	Autumn 2022 Autumn 2023