

# UNITED SCHOOLS FEDERATION

St. Michael's C. of E. Nursery & Primary School St. Catherine's C. of E. VA Primary School  
St. Mary's C. of E. VA Primary School Marlton C. of E. VA Primary School  
Ipplepen Primary School and Stokeinteignhead School



## Relationships and Sex Education (RSE) Policy

St. Michael's School is a Church of England Primary School, St. Catherine's, St. Mary's and Marlton are Voluntary Aided Church of England Primary Schools, Ipplepen and Stokeinteignhead are Community Primary Schools for both girls and boys. The schools in the USF come from various family backgrounds. In each year there are a few children identified with special educational needs. There is a wide social mix. The schools are in residential areas and also have children who travel in from outlying villages.

RSE will be appropriate to the children's age and experience and will be presented within a moral, family-orientated, Christian framework.

Our schools seek to ensure that the RSE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSE within a moral (but not moralistic) framework. *(RHSE policy exemplar for Church schools April 2020 Bristol)*

### Definition

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.

### Statutory requirements

As maintained primary schools we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

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.

As schools of the United Schools Federation, we teach RSE as set out in this policy, including some non-statutory elements of sex education.

Policy reviewed: 9<sup>th</sup> July 2020

Next review: July 2022

## **Policy development**

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

1. Review - a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation - school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents were invited to comment on the policy
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

## **Aims**

The aims of relationships and sex education (RSE) in our schools:

- Is a partnership between home and school
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies
- Starts early and is relevant to pupils at each stage in their development and maturity.
- Includes the acquisition of knowledge, development of life skills and respectful attitudes and values.
- Has sufficient time to cover a wide range of topics with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- Helps pupils understand on and off-line safety, consent, violence and exploitation and how to keep themselves safe.
- Is both medically and factually correct and treats sex as a normal fact of life.
- Is inclusive of difference, gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experiences.
- Promotes equality in relationships, recognises the challenges, gender inequality and reflects girls' and boys' different experiences and needs.

## **Moral and values framework**

The RSE programme will reflect the schools' over-arching aims and demonstrate and encourage the following values:

- respect for self
- respect for others
- responsibility for our own actions

- responsibility for our family, friends, school and wider community

## **Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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 pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum (see PSHE policy). Biological aspects of RSE are taught within the science curriculum.

RSE will be overseen by the Head of School in close co-operation with the Personal, Social, Health and Economic (PSHE) Co-ordinator.

Members of teaching staff will deliver the programme.

Single sex groups will be used as appropriate.

Delivery may be through:

- topics
- aspects of science
- planned visits from parents e.g. where there is a new baby
- pastoral time
- small group work
- SEAL (Social and Emotional Aspects of Learning) activities
- PSHE lessons

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).

The curriculum overview used will be made available for parents annually. Individual parents can also view resources by contacting the school direct.

## **Equal Opportunities**

The United Schools Federation is committed to working towards equal opportunities in all aspects of school life. All resources used will support this commitment.

### **The needs of boys and girls**

The needs of boys and girls are equally met and we will use approaches to actively engage them. We shall also be proactive in combating sexism and sexist bullying.

### **Ethnic, cultural and religious diversity**

Different ethnic, cultural and religious groups may have different attitudes to RSE. The school will consult children and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural and religious groups.

### **Varying home backgrounds**

We recognise that our children may come from a variety of family situations and home backgrounds. We shall take care that all children are treated equally regardless of their home circumstances.

### **Sexuality**

Our approach to RSE will have a sensitive, honest and balanced consideration towards sexuality. We shall actively tackle intolerant language and behaviour.

### **Special Educational Needs**

We will ensure that all young people receive relationship and sex education, and we will offer provision appropriate to the particular needs of all our pupils taking specialist advice where necessary.

## **Roles and responsibilities**

### **The governing body**

The governing body will approve the RSE policy and hold the Executive Head to account for its implementation.

### **The Executive Head**

The Executive Head is responsible for ensuring that RSE is taught consistently across the USF, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 'Parents right to withdraw').

### **Staff**

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

### **Pupils**

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

### **Parents' right to withdraw**

The United Schools Federation is committed to working with parents. Parents do not have the right to withdraw their children from relationships and health education, but parents have the right to withdraw their children from the non-statutory components of sex education within RSE, those that fall outside of compulsory elements of RSE in the National Science Curriculum.

Parents wishing to exercise this right are invited to contact the Heads of School who will explore the concerns and the possibilities of adjusting the programme or approach. They will discuss the possible impact that withdrawal may have on the pupil and talk with the parents about the pupil's possible negative experiences or feelings that may result from exclusions and ways which these can be minimised. Once a pupil has been withdrawn, they cannot participate in RSE until the request of withdrawal has been removed.

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

### **Monitoring arrangements**

Each school has a link Governor.

The PSHE Coordinator is responsible for:

- monitoring the standards of children's work and the quality of teaching
- supporting colleagues in the teaching of RSE
- providing information about current developments in the subject
- providing a strategic lead and direction for the subject in the school

- giving the Heads of School an annual summary report, evaluating strengths and areas for development in the subject
- arranging visits from any relevant representative involved in supporting PSHE provision.

This policy will be reviewed by the *Governing Body* annually. At every review, the policy will be approved by the *Governing Body*.

## **Appendix 1: Curriculum map**

### **Relationships and sex education curriculum map**

The RSE programme we shall be following is: 'Teaching RSE with Confidence in Primary Schools' by CWP Resources. This is a comprehensive scheme of work which covers all aspects of RSE for primary age children. We use the programme 'The Christopher Winter Project' which combines aspects of 'Living and Growing' as a core part of our SRE teaching.

| <b>Year Group</b> | <b>Term</b> | <b>Topic/Theme details</b>  |
|-------------------|-------------|---|
| Year R            |             | <b>Family and Friendships</b><br><br>Lesson 1: Caring friendships |

|        |   |  |
|--------|---|--|
|        |   | <p>Lesson 2: Being kind</p> <p>Lesson 3: Families</p>  |
| Year 1 | <p>Autumn</p> <p>Spring</p> <p>Summer</p> | <p>Recap on learning from previous year</p> <p>Recap on learning from previous year</p> <p><b>Growing and Caring for Ourselves</b></p> <p>Lesson 1: Different friends</p> <p>Lesson 2: Growing and Changing</p> <p>Lesson 3: Families and Care</p> |
| Year 2 | <p>Autumn</p> <p>Spring</p> <p>Summer</p> | <p>Recap on learning from previous year</p> <p>Recap on learning from previous year</p> <p><b>Differences</b></p> <p>Lesson 1: Differences</p> <p>Lesson 2: Male and Female Animals</p> <p>Lesson 3: Naming Body Parts</p>                         |
| Year 3 | <p>Autumn</p> <p>Spring</p> <p>Summer</p> | <p>Recap on learning from previous year</p> <p>Recap on learning from previous year</p> <p><b>Valuing Difference and Keeping Safe</b></p> <p>Lesson 1: Body Differences</p> <p>Lesson 2: Personal Space</p> <p>Lesson 3: Help and Support</p>      |
| Year 4 | <p>Autumn</p> <p>Spring</p> <p>Summer</p> | <p>Recap on learning from previous year</p> <p>Recap on learning from previous year</p> <p><b>Growing Up</b></p> <p>Lesson 1: Changes</p> <p>Lesson 2: What is Puberty?</p> <p>Lesson 3: Healthy Relationships</p>                                 |

|        |        |   |
|--------|--------|---|
| Year 5 | Autumn | Recap on learning from previous year  |
|        | Spring | Recap on learning from previous year  |
|        | Summer | <p><b>Puberty</b></p> <p>Lesson 1: Talking about Puberty</p> <p>Lesson 2: The Reproductive System</p> <p>Lesson 3: Help and Support</p>   |
| Year 6 | Autumn | Recap on learning from previous year  |
|        | Spring | Recap on learning from previous year  |
|        | Summer | <p><b>Puberty, Relationships and Reproduction</b></p> <p>Lesson 1: Puberty and Reproduction</p> <p>Lesson 2: Communication in Relationships</p> <p>Lesson 3: Families, Conception and Pregnancy</p> <p>Lesson 4: Online Relationships</p> |

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

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| <b>Families and people who care for me</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>•that families are important for children growing up because they can give love, security and stability.</li> <li>•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.</li> <li>•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</li> </ul> |
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|  | <p>are also characterised by love and care.</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>•how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>   |
| <p><b>Caring friendships</b></p>       | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>•how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>•the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>•that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>•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.</li> <li>•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.</li> </ul> |
| <p><b>Respectful relationships</b></p> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>•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.</li> <li>•practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>•the conventions of courtesy and manners.</li> <li>•the importance of self-respect and how this links to their own happiness.</li> <li>•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.</li> <li>•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.</li> </ul>                               |

|                             |   |
|-----------------------------|---|
|                             | <ul style="list-style-type: none"> <li>•what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>•the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>   |
| <b>Online relationships</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>•that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>•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.</li> <li>•the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>•how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>•how information and data is shared and used online.</li> </ul>  |
| <b>Being safe</b>           | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>•what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>•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.</li> <li>•that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>•how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>•how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>•how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>•how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>•where to get advice e.g. family, school and/or other sources.</li> </ul> |