



St. Stephen's C.E. Primary School
Relationships and Sex Education (RSE) Policy

DATE APPROVED BY ST. STEPHEN'S PRIMARY SCHOOL COFE PRIMARY SCHOOL	October 8th 2019		
REVIEW DATE	October 7 th 2020		
SIGNED HEAD TEACHER		DATE	8 th October 2018
SIGNED CHAIR OF GOVERNORS		DATE	8 th October 2018



School Vision

At St. Stephen's School we believe that every child should have the opportunity to reach their full potential within a happy, stimulating and secure environment. A place where care and respect for each other, their school family and the wider community are paramount.

We believe that every child should be encouraged to achieve the highest standards possible, in an atmosphere where all success, great or small, is properly celebrated. We believe that every child should be taught to accept and understand people with different beliefs, needs and circumstances to their own; enabled to develop morally and spiritually, gaining a growing knowledge of the Christian faith; given confidence to grow in responsibility and independence, equipping them for the challenges that lie ahead.

Our mission - as staff, governors, parents and members of the wider school community - is to make this vision a reality, constantly building each other up in love and learning.

St. Stephen's C.E. Primary School fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. Our RSE policy is one of a range of documents which include the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are protected.

1.0 Introduction

1.1 This policy statement should be read in conjunction with the Personal, Social, Health Education and Citizenship (P.S.H.E. & C), Child Protection and Safeguarding policies.

1.11 The Department of Education require all schools to have a Sex and Relationships Education Policy (SRE) and that it should be planned and delivered as part of the Personal, Social, Health Education and Citizenship (P.S.H.E. & C) curriculum. At St. Stephen's we have changed the order of the nationally recognised phrase "Sex and Relationships" to "Relationships and Sex" (RSE) to place greater emphasis on the word "relationships". Throughout this policy, RSE will be used instead of SRE.

1.2 What is the Relationships and Sex Education (RSE) Policy?

1.21 'It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.' (Sex and Relationship Education Guidance July 2000)



1.22 'A comprehensive programme of SRE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.' (Sex and Relationships for the 21st Century 2014 Brook, PSHE Associations and Sex Education Forum).

1.3 **Why teach Relationships and Sex Education (RSE)?**

- 1.3.1 To help safeguard pupils by teaching them about safety and risks in relationships.
- 1.3.2 To promote equality in relationships.
- 1.3.3 To help pupils understand on and offline safety, consent, violence and exploitation.
- 1.3.4 To help pupils make responsible and well-informed choices about their lives.
- 1.3.5 To help pupils through their physical, emotional and moral development.
- 1.3.6 To help pupils develop respect for themselves and others.
- 1.3.7 To help pupils move with confidence from childhood through adolescence to adulthood.
- 1.3.8 To help pupils deal with difficult moral and social questions.
- 1.3.9 To help pupils develop the skills and understanding they need to live confident, healthy and independent lives (Sex and Relationships Guidance 2000).
- 1.3.10 Primary school children are often already aware of sexual issues through the television, other media forms and their peers. They form their own perceptions and misconceptions in an effort to explain the world around them. They are helped to make sense of what they see and misconceptions are challenged.
- 1.3.11 Questions related to relationships and sex education arise naturally as part of family life, plant and animal studies, literature and religious education.
- 1.3.12 Children want and need to know about the physical and emotional changes that take place or are taking place in their bodies and how these may affect them physically and emotionally. Children also want to learn about relationships.
- 1.3.13 RSE enables pupils to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity.

2.0 Values framework

- 2.1 Relationships and Sex Education (RSE) is always taught in the context of marriage and stable relationships while recognising that pupils' home circumstances may differ from this and therefore dealing with this sensitively.
- 2.2 We will endeavour to use language that is as inclusive of difference (gender identity, sexual orientation, disability, ethnicity, culture, age, faith, belief or life experience) as possible e.g. people may grow up and have a girlfriend/boyfriend/partner



- 2.3 Relationships and Sex Education (RSE) is taught within a framework of Christian values.

3.0 Aims

- 3.1 Relationships and Sex Education is firmly rooted in the PSHE & C framework.
- 3.2 To meet the needs of pupils through the provision of a balanced programme, providing accurate and appropriate information, developing skills and exploring attitudes at each stage in a pupil's development.
- 3.3 To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society (DfE 2013)
- 3.4 To prepare pupils at the school for the opportunities, responsibilities and experiences of later life (DfE 2013)
- 3.5 To provide a sensitive climate in which aspects of sex education can be discussed, in an open and honest manner, where children's appropriate questions are answered frankly and factually.
- 3.6 To encourage communication by providing a vocabulary of accurate terms for discussing matters without embarrassment or offence (essential for safeguarding).
- 3.7 To ensure that content is medically and factually correct.
- 3.8 To ensure that discussions reflect the value of family life.
- 3.9 To teach children to have respect for their bodies.
- 3.10 To teach about sex in the context of a loving, stable relationship in which there is mutual trust and respect.
- 3.11 To ensure pupils have a better understanding of diversity and inclusion, thereby reducing gender-based and homophobic prejudice.
- 3.12 To provide RSE in a way that takes into account the different needs and backgrounds of children, in line with the Equal Opportunities Policy.
- 3.13 To inform parents effectively of our aims and ensure that the content of the planned programme encourages parents not to exercise their right to withdraw their children from RSE lessons (that are not statutory requirements of the National Curriculum).

4.0 Objectives

By the end of Key Stage 2 all children will:

- 4.1 Know that their body belongs to them and that they can say who has access to it;
- 4.2 Understand that they have the right to protect their body from inappropriate and unwanted contact;



- 4.3 Understand that actions such as female genital mutilation (FGM) constitute abuse and are a crime;
- 4.4 know about and have some understanding of the physical, emotional and social changes which take place throughout all processes of change and growth, especially during puberty;
- 4.5 know the correct biological names for the genitalia and reproductive organs
- 4.6 know the basic biology of human reproduction;
- 4.7 understand that some microbes can be transmitted, including the HIV virus
- 4.8 know that there are different patterns of friendship; be able to talk about friends with important adults;
- 4.9 know what characterises a loving and respectful relationship;
- 4.10 know that relationships require effort and commitment to work;
- 4.11 understand that sexual relationships should wait until a person is emotionally and physically mature;
- 4.12 know how to make simple choices, keep safe and exercise basic techniques for resisting pressure from friends and others;
- 4.13 understand what is meant by 'relationships' within families, between friends and in the community;
- 4.14 understand that they may see online/offline material that is not a true representation of a loving and respectful relationship;
- 4.15 know how children develop from birth and be aware that there are different patterns of child-rearing;
- 4.16 know that babies should only be conceived when the parents are able to care for them and cope with the responsibility of life;
- 4.17 know that children are best raised within a loving, secure, stable and committed relationship;
- 4.18 understand the importance of good parenting;
- 4.19 know about helping agencies which can support families and individuals in different circumstances;
- 4.20 know the significance of marriage and stable relationships as key building blocks of community and society;
- 4.21 understand the need for, and where appropriate, accept responsibility for personal cleanliness;
- 4.22 know and understand how changes at puberty affect the body in relation to hygiene;
- 4.23 recognise that individuals belong to many groups in which they will have different roles;
- 4.24 understand that individual responses to events will vary;
- 4.25 respect other peoples' emotions and feelings;
- 4.26 understand that actions have consequences for themselves and others;
- 4.27 understand the meaning of friendship and loyalty and begin to develop skills;



- 4.28 know that within any environment there are people with different attitudes, values and beliefs and that these influence people's relationships with each other and the environment.

5.0 Delivery of RSE

- 5.1 Effective RSE is achieved when it is delivered within a planned RSE scheme of work, undertaken as part of a wider cross-curricular programme of PSHE & C, including activities relating to personal relationships, feelings, values, self-esteem and social development.
- 5.2 Many aspects of RSE will take place within science sessions.
- 5.3 Other aspects of RSE will take place in specific PSHE & C sessions.
- 5.4 RSE will usually be taught by class teachers, who have a continuing relationship with the children, in order to create an appropriate atmosphere for sensitive discussion.
- 5.5 Other professionals with a clear understanding of the school's policy, e.g. the school nurse, may be involved in delivering the programme.
- 5.6 The following approaches are used for RSE:
- A discussion about why the subject can cause embarrassment
 - Care with male/female group dynamics
 - Use of pairs or small groups
 - Use of question box technique
 - Active learning techniques e.g. role-play, 'ping-pong' (completing a statement), diamond 9, fact or myth, marvellous mistakes etc.
- 5.7 To develop empathy and understanding, all young people have a right to learn about the issues relevant to the other sex. It is important therefore, that when boys and girls are together they learn about all areas of SRE e.g. periods and wet dreams. In addition single sex groupings may be used when appropriate.
- 5.8 Videos or non-interactive talks by speakers may be used. These must be in agreement with the P.S.H.E. co-ordinator. These have their place but would only be used in conjunction with other approaches.
- 5.9 Puberty is taught mainly in Year 5 and revised in Year 6 alongside teaching about reproduction. The teaching programmes begin with a video and a follow-up discussion takes place in gender groups. The children are encouraged to discuss anything with their parents and to consider questions which can be dealt with in subsequent lessons. See Appendix 1 for an outline of work covered through Key Stage 2.

6.0 Dealing with Questions & Establishing Ground Rules

- 6.1 Teachers tell children that no personal questions will be answered.



- 6.2 If a teacher does not know an answer this is acknowledged.
- 6.3 Appropriate questions are answered for the whole class to hear.

- 6.4 Certain questions deemed age-appropriate for the individual but not for the class may be answered on an individual basis.
- 6.5 Certain questions may be inappropriate for the teacher to answer at all e.g. a question about contraception that is not in the school's RSE programme, and so the teacher may refer the child to ask their parents.

7.0 Confidentiality, Child Protection and Safeguarding (see P.S.H.E. & C Policy)

8.0 Parental Involvement

- 8.1 Under the 1993 Education Act, parents have the right to withdraw their children from all/part of the school's RSE programme except those in the statutory National Curriculum.
- 8.2 The governing body has to allow parents/carers to withdraw their children from all or part of sex education lessons.
- 8.3 The RSE policy and scheme of work is available to parents on request.
- 8.4 If parents decide that they do not wish for their child to be taught the planned programme they are required to inform the Head Teacher.
- 8.5 A letter is sent out to all parents at the beginning of the year to inform them of the teaching programme for RSE at St. Stephen's. In Year 5 and 6 a separate letter is sent out to parents, informing them of the planned programme and the opportunity to view the video used with the children and raise any queries or concerns with the class teachers concerned. Details of parents' right to withdraw is included in these letters.
- 8.6 As sex education is a part of **Relationships** and Sex Education, work on feelings, values and relationships will be available to all children and are not covered by withdrawal procedures.

9.0 Individual Programmes

- 9.1 Pupils who are withdrawn from the taught programme go to another class and are given work to do on the National Curriculum aspects – the main stages of the human life cycle.
- 9.2 If a pupil is withdrawn from the taught programme this information is recorded and passed on to the next teacher/school.
- 9.3 Some children may be identified as needing additional and individualised RSE input as a result of assessments, evaluations and other information.

10.0 Monitoring and Evaluation

- 10.1 Relationships and Sex Education is monitored by:
 - Year group evaluations of planning;



- Assessments before and after the taught programme are completed by children in all years;
- 'What I want to find out' is completed before the taught programme and an evaluation after the taught programme is children in Year 5 and 6;
- An evaluation is completed by parents of Year 5 and 6 children after the taught programme;
- Where possible, the co-ordinator monitors the taught programme by undertaking lesson observations;
- RSE is then evaluated by the co-ordinator, using the year group responses and results from questionnaires.

11.0 Policy Development

- 11.1 This policy was updated by Lisa Novell on July 10th, 2018.
- 11.2 Borough Health co-ordinator, Gill Hines, was consulted by the co-ordinator regarding the formulation of this policy.
- 11.3 This policy was agreed by staff on October 8th, 2019.
- 11.4 This policy was presented to and ratified by the governors on October 8th, 2019.
- 11.5 This policy will be reviewed on October 7th, 2020.