

Relationships and Sex Education (RSE) Policy

St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

Approved by:	TLIS	Date: 07/03/24
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Introduction

At St Andrew's C of E Primary School, Relationships and Sex Education (RSE) is embedded in the Personal, Social and Health Education (PSHE) curriculum. Through high-quality RSE we aim to give pupils accurate information about relationships and sex, and to help them develop the life skills and the personal moral framework to make positive use of that information.

At St Andrew's we believe that a high-quality, effectively delivered Relationships and Sex Education is a right of our pupils. It will help prepare them for a happy and fulfilling adult life. Such a policy also lies at the heart of our safeguarding strategy as it can enable pupils – especially our most vulnerable pupils – to understand what makes a normative and mutually rewarding relationship. On a factual level, it will also provide them with useful information to support them during puberty, and beyond.

Aims

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

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies

Our RSE sits within a moral and values framework that is consistent with our school's Christian ethos. We promote:

- self-respect and respect for others
- empathy, mutual support and cooperation
- honesty
- responsibility for personal actions
- an awareness of the uniqueness of individuals
- an awareness of the need to avoid making assumptions about others
- respect and acceptance towards others who may have different backgrounds, faiths, cultures and sexualities
- the right of people to hold their differing views and to express these (as long as such expression does not negatively affect others)
- the right not to be abused or taken advantage of by other people
- the right to accurate information about sex and relationship issues.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At St Andrew's School, we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps: review, staff consultation, parent/stakeholder consultation, pupil consultation and ratification.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

Curriculum

The legal requirements of Sex Education provision are covered by the National Curriculum Science syllabus at Key Stage 1 and 2. These areas are statutory.

Key Stage 1

- The knowledge that animals including humans move, feed, grow, use their senses and reproduce.
- The ability to recognise and compare the main external part of the bodies of humans.
- The ability to recognise similarities and differences between themselves and others and to treat others with sensitivity.

Key Stage 2

- The knowledge that the life processes common to humans and other animals include nutrition, growth and reproduction.
- Knowledge about the main stages of the human life cycle.

In addition, schools have a statutory duty to provide education covering the following areas as part of RSE (PSHE and Citizen Frameworks).

Key Stage 1

- Pupils should be able to recognise similarities and differences between themselves and others.
- They should be able to identify their feelings and share them with each other.
- They should be able to recognise safe and unsafe situations.
- They should be able to identify people they can trust and they should know how to talk to them.

Key Stage 2

- Pupils should be able to express their opinions about relationships and bullying.
- They should be able to listen to and support others.
- They should understand the need to respect other people's viewpoints and beliefs.
- They should learn to recognise their own worth and to identify positive things about themselves.
- They should learn ways to balance the stresses in life in order to promote their own mental health and the well-being of others.

- They should discuss life changes, including the physical changes that take place at puberty, why they happen and how to manage them.
- In Year 6, sexuality and reproduction should be discussed.

The St Andrew's RSE curriculum will follow these statutory and non-statutory guidelines, while also including best-practice advice on curriculum development as provided by, for example, the PSHE Association and the Sex Education Forum.

Primary sex education will focus on:

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

There is an annual sharing of the material given through workshop and then shared through our website, alongside reminder letters about this for pupils in Year 5 and 6.

Delivery of RSE

At St Andrew's we understand that teacher training is a vital part of RSE delivery. We are committed to ensuring that our staff are fully trained to teach RSE and understand this policy. When selecting RSE resources, staff will always take care that they are chosen and checked for:

- inclusivity (e.g. of sexualities, faiths and family backgrounds)
- presentation of positive, healthy and unbiased messages
- age appropriateness and relevance
- promotion of positive values
- accuracy
- contemporaneity.

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). 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

Safeguarding

RSE may bring about disclosures of safeguarding issues. All staff are familiar with the procedures for reporting their concerns.

Handling sexually explicit questions

Our school will:

- respond appropriately to all questions asked
- make it clear, through ground rules, that nobody should ask, or answer, personal questions.

If questions outside the planned programme arise, staff may initially refrain from a full answer in order to seek further information or advice. They would encourage a child to address the question to a parent. They would encourage a child to return to the class teacher if their questions remain unanswered.

In addition:

- Staff may use a question box in the classroom to which pupils can 'post' written questions, which may or may not be anonymous. This box may be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question.
- Staff may use their professional judgement to answer questions in front of the whole class or individually.
- Staff may, from a safeguarding perspective, need to share with the school safeguarding lead the questions that a child asks.

Acceptable and appropriate language for use in RSE lessons

All staff will:

- use the correct term for all body parts
- teach pupils what 'slang' words mean
- teach pupils why the use of slang words may be offensive.

Ground rules specific to RSE lessons

- Respect will be shown at all times.
- No personal questions are acceptable in RSE lessons.
- If it is perceived that anyone is at risk from harm, the Designated Safeguarding Lead (or in her absence the Deputy Designated Safeguarding Lead) will be told.
- Staff will be trained in ways to ease embarrassment if it occurs.

Single and mixed-sex groups

All pupils will learn about both sexes. Older pupils will have the opportunity to discuss matters in single-sex groups.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/ non-science components of RSE.

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
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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. The headteacher 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.

Pupils

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

Keeping parents/ carers informed

At St Andrew's we recognise the right of parents to withdraw their child from Sex Education from a PSHE perspective at school. We note that they do not have the right to withdraw children from the teaching of the National Curriculum Science syllabus areas 'Life processes and living things' and 'The main stages of the human life cycle'.

Our hope is that no child is removed from RSE lessons by a parent or carer as we strongly believe that RSE is an important part of the education we provide. Any parent with concerns about the nature of the RSE curriculum is warmly invited to discuss such concerns with the Headteacher.

Monitoring arrangements

At St Andrew's we recognise that the most effective RSE programmes reflect the needs of the major stakeholders (pupils, parents and staff) and are created using input from all these stakeholders. To this end, our RSE programme will be regularly monitored and evaluated using a variety of ways, including:

- parent and pupil questionnaires
- open discussions (amongst staff members, and between staff and pupils)
- teacher assessments
- pupil self-assessment and evaluation
- teacher evaluations.

Transparency and open discussion are essential to keeping our RSE relevant and appropriate. We anticipate that the curriculum will be fluid and will adapt to suit the needs of our pupils as these change over time.