



Relationships and Sex Education Policy: Primary phase

Member of Staff Responsible	Chief executive Officer
Relevant guidance/advice/legal reference	Relationship Education, Relationships and Sex Education (RSE) and Health Education, published by the DfE, 2019
Approved by	Board of Trustees (Section 1) and LGB, Appendix 2
Date of Policy	June 2022
Review Cycle	1 year
Date of Next Review	June 2023
Website	Yes

This policy is divided into two sections.

The main body of the policy: This establishes the ethos, standard procedure of consultation for development and the statement of intention of our trust (applying to all schools) with respect to how we approach Relationships and Sex Education. It is approved by the Board of Trustees.

Appendices 1-3: Appendices 1 and 3 are approved by the trust. Appendix 2, which represents the detail of the delivery of the curriculum is written by the school and approved by the Local Governing Body.

1.1 Statement of intent

Effective Relationship and Sex Education (RSE) is essential if pupils are to make responsible and well-informed decisions about their lives. We aim to emphasise the importance of relationships and keeping safe (including online safety).

1.2 Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

1.3 Aims

- The aims of relationships and sex education (RSE) at our school are to: Provide a framework in which sensitive discussions can take place
- Give pupils 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
- Respond to the diversity of children's cultures, faiths and family backgrounds.

1.4 Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to 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 Martins School, we teach RSE as set out in this policy. See SECTION 2

1.5 Policy Development (consultation and approval)

Given each school has its own relationship with stakeholders, this policy (at trust level) sets out below the consultation process for policy development. It is for the school to oversee and the consultation relates to the information in SECTION 2, which is specific for each school.

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy. The school may decide to hold a meeting, but this is not a statutory requirement.
- Pupil consultation – a school will consult with its pupil population
- Ratification (See **Roles and Responsibilities (1.9)**) - once amendments were made (including those by the local governing body), the policy was approved. The Local Governing Body approve the implementation on of this policy (SECTION 2); the trust Board approve the principles which govern the policy (SECTION 1).

1.6 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.

RSE is not about the promotion of sexual activity.

1.6.1 Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach, our RSE programme fosters gender and LGBTQ+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

1.6.2 Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not, appropriate in a relationship can lead to a disclosure of a child protection issue.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Policy.

1.7 Delivery of the RSE programme

Delivery of our curriculum is set out in Appendix 2. Appendix 3 indicates the knowledge and understanding framework around which the curriculum is built. Although occasional adaptation may be necessary on a short-term basis (and we will not consult on this because it will be an operational, rather than strategic decision). 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).

- We have developed the curriculum to take account the age, developmental stage, needs and feelings of our pupils. If they ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed. We will endeavour to do this in a way that means our pupils do not need to seek answers online.
- The use of offensive and sexualised language (swear and slang terms, including homophobic language) and behaviour will be addressed with pupils and as appropriate, parents/carers will be involved in accordance with our behaviour policy.
- Pupils' questions will be responded to by staff (teaching and non-teaching staff) as they arise in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the pupil.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

1.8 Use of external agencies (if appropriate for our school)

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

1.9 Roles and responsibilities

1.9.1 Board of Trustees and the local governing body of each school

The Board of Trustees approves SECTION 1. The Local Governing Body will receive the entire policy (including SECTION 2) and will hold the headteacher to account for its implementation. The LGB will help to influence SECTION 2 through the consultation process and will hold the headteacher to account for the implementation of this policy.

1.9.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 1.10).

1.9.3 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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components 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.

Reception classes: Mr Luke Riley and Mrs Sam Newland (class teachers)
Year 1: Miss Emily Sayers (class teacher) and Mrs Maria Eales (LSA, PP cover)
Year 2: Mrs Rachel Evans (class teacher) and Mrs Maria Eales (LSA, PP cover)
Year 3: Mr Michael Edwards (class teacher) and Mrs Carol Jones (Assistant Headteacher)
Year 4: Mr Stan Spelman (class teacher) and Mrs Carol Jones (Assistant Headteacher)
Year 5: Miss Megan Fiddy (class teacher) and Mrs Carol Jones (Assistant Headteacher)
Year 6: Mrs Rachael Pritchard (class teacher) and Mrs Carol Jones (Assistant Headteacher)

1.9.4 Pupils

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

1.9.5 Parents/carers

Parents/carers have a key role in offering advice. In doing so, they may wish to refer to the policy and contact the school, in order to support the school in this respect.

1.9.6 The role of Health Professionals (if relevant in our school)

Health professionals who are involved in delivering programmes are expected to work within the schools' RSE policy and on the instructions of the headteacher. However, when they are in their professional role, such as a school nurse in a consultation with an individual pupil, they should follow their own professional code of conduct.

Health Professionals may:

- Work closely with teachers in supporting RSE in school (complementing the role of the teacher)
- Help schools work in partnership with parents/carers and make links between the school and other relevant professionals and services such as local GPs, family planning clinics, Genito-Urinary (GU) clinics etc.
- Tell pupils about the health services that are available in the area and help them develop the confidence and skills to make good use of them
- Give pupils confidential support and advice, through services such as the drop- in sessions
- Provide specific and up-to-date knowledge about sexual health and well-being and contraception
- Parents/carers may find it difficult to talk to their children about sex and relationships and therefore they need support in their role, in which case they should actively seek help from the school or other professional agencies (such as their GP).

1.10 Parents right to Withdraw

Parents **do not** have the right to withdraw their children from relationships education.

Parents **do** have the right to withdraw their children from the non-statutory/non science components of sex education within RSE.

Parents should ask to speak to the PSHE Leader if they have any concerns or wish to discuss withdrawal.

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

We would encourage parents to discuss any concerns at the earliest opportunity. Any such request from a parent/carer to withdraw a pupil should be made in writing to the school. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative school work will be given to pupils who are withdrawn from sex education.

Parent Form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Notes on agreed actions

Appendix 2:

Our Curriculum

Our whole school ethos ensures:

We build an education for our students to encourage them to be:

Selfless, Self-assured and Successful

Our children are individuals, respected for their differences and celebrated for their strengths, so that they make a positive contribution to school life and the wider community.

With this in mind, we aim to ensure our PSHE, Citizenship and RSHE curriculum, aim to equip children with essential skills for life. Our aims are to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

Our RSHE resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association [Programme of Study](#) which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to RSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

PSHE Long Term Plan with RSHE coverage highlighted in Yellow.

	Autumn 1 RELATIONSHIPS	Autumn 2 RELATIONSHIPS	Spring 1 LIVING IN THE WIDER WORLD	Spring 2 LIVING IN THE WIDER WORLD	Summer 1 HEALTH AND WELLBEING	Summer 2 HEALTH AND WELLBEING
1	TEAM KS1 OVERVIEWS\Relationships\Team	Be Yourself KS1 OVERVIEWS\Relationships\Be yourself resources	One World KS1 OVERVIEWS\Living in the wider world\One world resources	Money Matters KS1 OVERVIEWS\Living in the wider world\Money Matters resources	Safety First KS1 OVERVIEWS\Health and wellbeing\safety first resources	It's my body KS1 OVERVIEWS\Health and wellbeing\It's my body resources
2	VIP'S KS1 OVERVIEWS\Relationships\VIPS resources	Digital Wellbeing KS1 OVERVIEWS\Relationships\ digital wellbeing resources	Diverse Britain KS1 OVERVIEWS\Living in the wider world\diverse Britain resources	Aiming High KS1 OVERVIEWS\Living in the wider world\Aiming high resources	Think Positive KS1 OVERVIEWS\Health and wellbeing\think positive resources\Unit Pack	Growing up KS1 OVERVIEWS\Health and wellbeing\growing up resources
3	TEAM LKS2 OVERVIEWS\RELATIONSHIPS\Team	Be Yourself LKS2 OVERVIEWS\RELATIONSHIPS\Be yourself	One world LKS2 OVERVIEWS\LIVING IN THE WIDER WORLD\One world	Money Matters LKS2 OVERVIEWS\LIVING IN THE WIDER WORLD\Money Matters	Safety First LKS2 OVERVIEWS\HEALTH AND WELLBEING\Safety First	It's My Body LKS2 OVERVIEWS\HEALTH AND WELLBEING\It's My Body
4	VIP'S LKS2 OVERVIEWS\RELATIONSHIPS\VIPS	Digital Wellbeing LKS2 OVERVIEWS\RELATIONSHIPS\Digital Wellbeing	Diverse Britain LKS2 OVERVIEWS\LIVING IN THE WIDER WORLD\Diverse Britain	Aiming High LKS2 OVERVIEWS\LIVING IN THE WIDER WORLD\Aiming High	Think Positive LKS2 OVERVIEWS\HEALTH AND WELLBEING\Think Positive	It's My Body UKS2 OVERVIEWS\HEALTH AND WELLBEING\Its my Body
5	TEAM UKS2 OVERVIEWS\RELATIONSHIPS\TEAM	Be Yourself UKS2 OVERVIEWS\RELATIONSHIPS\Be Yourself	One World UKS2 OVERVIEWS\LIVING IN THE WIDER WORLD\One World	Money Matters UKS2 OVERVIEWS\LIVING IN THE WIDER WORLD\Money Matters	Safety First UKS2 OVERVIEWS\HEALTH AND WELLBEING\Safety First	Growing Up LKS2 OVERVIEWS\HEALTH AND WELLBEING\Growin g Up
6	VIP'S UKS2 OVERVIEWS\RELATIONSHIPS\VIPS	Digital Wellbeing UKS2 OVERVIEWS\RELATIONSHIPS\Digital Wellbeing	Diverse Britain UKS2 OVERVIEWS\LIVING IN THE WIDER WORLD\Diverse Britain	Aiming High UKS2 OVERVIEWS\LIVING IN THE WIDER WORLD\Aiming High	Think Positive UKS2 OVERVIEWS\HEALTH AND WELLBEING\Think Positive	Growing up UKS2 OVERVIEWS\HEALTH AND WELLBEING\Growin g Up

Our School Ethos:

We build an education for our students to encourage them to be:

Selfless, Self-assured and Successful

Our children are individuals, respected for their differences and celebrated for their strengths, so that they make a positive contribution to school life and the wider community.

Key people involved in the delivery of RSHE

Reception classes: Mr Luke Riley and Mrs Sam Newland (class teachers)

Year 1: Miss Emily Sayers (class teacher) and Mrs Maria Eales (LSA, PP cover)

Year 2: Mrs Rachel Evans (class teacher) and Mrs Maria Eales (LSA, PP cover)

Year 3: Mr Michael Edwards (class teacher) and Mrs Carol Jones (Assistant Headteacher)

Year 4: Mr Stan Spelman (class teacher) and Mrs Carol Jones (Assistant Headteacher)

Year 5: Miss Megan Fiddy (class teacher) and Mrs Carol Jones (Assistant Headteacher)

Year 6: Mrs Rachael Pritchard (class teacher) and Mrs Carol Jones (Assistant Headteacher)

Monitoring arrangements

RSHE will be monitored as part of the Monitoring Cycle by the subject co-ordinator, Mrs Sam Newland and the Assistant Headteacher, Mrs Carol Jones.

By the end of primary school pupils should know

TOPIC COVERED THROUGH OUR PSHE/RSE PLANNING	PUPILS SHOULD KNOW
<p>Families and people who care about me</p> <p>PSHE units – Twinkl Life – Relationships + Health + Wellbeing</p>	<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
<p>Caring friendships</p> <p>PSHE units – Twinkl Life – Relationships + Health + Wellbeing</p>	<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

TOPIC COVERED THROUGH OUR PSHE/RSE PLANNING	PUPILS SHOULD KNOW
<p>Respectful relationships</p> <p>PSHE units – Twinkl Life – Relationships + Health + Wellbeing</p>	<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 • 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
<p>Online relationships</p> <p>PSHE units – Twinkl Life – Relationships + Health + Wellbeing</p>	<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

TOPIC COVERED THROUGH OUR PSHE/RSE PLANNING	PUPILS SHOULD KNOW
<p>Being safe</p> <p>PSHE units – Twinkl Life – Relationships + Health + Wellbeing</p>	<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