

Relationships and Sex Education Policy

St Giles C of E Academy



Approved by:	Richard Grace (Headteacher)	Date: May 2021
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Last reviewed on:	May 2023
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Next review due by:	Sept 2025
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1. Aims

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

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them 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
- › Teach pupils the correct vocabulary to describe themselves and their bodies

The RSE curriculum underpins our school vision:

Our Vision Statement:

St Giles is not just a place, it's a feeling.

**A feeling that is part of you
and stays there forever.**

A feeling of respect: a hope for the future.

A feeling that fills you with the confidence to achieve anything.

A feeling of faith, love; where we grow together.

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](#).

At St Giles C of E Academy we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance (Science lead, RE, SEMH and SLT)
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – Parents will be able to see a proposed copy of the policy on our school website.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

5. 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 they 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 through our science curriculum.
- › How a baby is conceived and born – through our science curriculum (Life cycles)

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

6. Delivery of RSE

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

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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 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 non-statutory/non-science 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.

All classroom teachers in addition to HLTAs, Learning mentors and senior leaders maybe involved in the teaching of the RSE curriculum. Details are available on the school website.

7.4 Pupils

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

8. Parents' right to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Science and SEMH lead through: monitoring cycles such as planning scrutinies, learning walks, pupil chats.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Science and SEMH lead teachers annually. At every review, the policy will be approved by the governing body if changes are made and the Headteacher annually.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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
Caring friendships	<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	PUPILS SHOULD KNOW
Respectful relationships	<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
Online relationships	<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	PUPILS SHOULD KNOW
Being safe	<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

Curriculum plan for Relationships Education – by age

Strand	Key Stage 1	Key Stage 2
Family	<ul style="list-style-type: none"> • Pupils can talk about the people who care for them and give them love, and the things that they do to share that care. • Pupils can talk about the ways that they might show that they enjoy being in their families. • Pupils can show that they understand that different people have different kinds of families. • Pupils can talk about what is the same across all families. • Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family. 	<ul style="list-style-type: none"> • Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another. • Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them. • Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). • Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc). • Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.
Friendship	<ul style="list-style-type: none"> • Pupils can describe what a good friend is like. • Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like. • Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity. • Pupils can talk about what you can do if you fall out with your friend. 	<ul style="list-style-type: none"> • Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them. • Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence. • Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. • Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable.
Relationships and Marriage	n/a	<ul style="list-style-type: none"> • Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong. • Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved. • Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness. • Pupils can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview).
Anti-bullying	<ul style="list-style-type: none"> • Pupils can describe what bullying is, the different kinds of bullying 	<ul style="list-style-type: none"> • Pupils can show understanding about the different types of bullying that people can encounter.

	<p>and why it is hurtful.</p> <ul style="list-style-type: none"> • Pupils can talk about where to go for help if they are bullied. • Pupils can talk about why it is good to be kind to people. • Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them. 	<ul style="list-style-type: none"> • Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying. • Pupils can explain what stereotyping is and how bullying can be damaging for someone. • Pupils can explain how people can keep themselves safe and ask for help when bullied. • Pupils can describe how not to be a bystander when someone else is bullied. • Pupils can explain how to report bullying and support someone who has suffered unkindness.
Making good boundaries	<ul style="list-style-type: none"> • Pupils can talk about how their bodies belong to them, are incredibly special and should be protected. • Pupils can identify what is safe and unsafe touching. • Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that. • Pupils will be able to explain how someone can tell a trusted adult if they feel unsafe. 	<ul style="list-style-type: none"> • Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public. • Pupils can explain what a bad secret is like and how to get help.

Key theology	<ul style="list-style-type: none"> • Pupils can explain that most Christians believe that God loves people, that God has always loved them as an individual and always will. • Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God). • Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people. • Pupils can give examples of people doing things that hurt others. They can talk about how humans often let themselves down. • They can describe simply what the word forgiveness means and talk about fresh starts. • Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us. 	<ul style="list-style-type: none"> • Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death. • Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love. • Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others. • Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly. • Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace. • Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.
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Appendix 2: Curriculum map

Relationships and sex education curriculum map

Sex education has frequent overlap with relationships education and they should not be seen as distinct. Sex education also overlaps with health education and science so connections should be made.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer term	<p><u>Sexual intercourse</u> Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby. Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually. Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible time. Pupils can explain why some people argue that the best time for such closeness is within a long-term, faithful and committed relationships such as marriage. Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice.</p>	<p>t2-p-297-my-changing-body-ks2-activity-pack.ppt</p> <p>Let's Talk About Sex Lesson Plan.pdf Let's Talk About Sex Multiple-Choice Activity Sheet (1).pdf Let's Talk About Sex Activity Sheet.pdf Let's Talk About Sex Lesson Presentation.pptx</p>
Year 6	Summer term	<p><u>Sex and the law</u> Pupils can show that they know that in the UK it is unlawful to have sex until you are 16. (Law, British Values, Citizenship)</p>	
Year 6	Summer term	<p><u>Gestation, birth, pregnancy and parenthood</u> Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth. (Science) Pupils can talk about why having a baby is wonderful but a huge responsibility.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer	<p><u>Key Theology</u></p> <ul style="list-style-type: none"> • Pupils can explain that most Christians believe that God loves all people with a love that is stronger and purer than the love of a husband, wife or partner; that Christians believe (as do people of other faiths) that love never dies or fails. • Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-to-one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time. • Pupils can explain that Christians believe that humans are fallen – they can make mistakes and hurt people on purpose or unintentionally. • Pupils can explain how the Christian idea of forgiveness can help to keep intimate relationships going over time. • Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long-term committed relationships going over time. 	

Appendix 3: 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	