

St Paul's CE (VC) First School
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RSE Policy
Updated July 2023

St Paul's First School

Relationship and Sex Education Policy

July 2023

1. Aims

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

- provide accurate, age appropriate information to all children and young people
- support children and young people in keeping themselves and others safe from a range of risks both on and offline
- support the development of knowledge, skills and attitudes to enable children and young people to make informed choices
- build confidence and self esteem
- develop personal attributes
- prepare children and young people for life in modern Britain
- develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010

2. Statutory requirements

As an 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 Paul's First School, we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff and parents. The relevant staff were given the opportunity to look at the policy and make recommendations. Parents and any interested parties were invited to attend a meeting about the policy. The policy was shared with governors.

4. 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.

5. Curriculum

Our curriculum is set out as per Appendix.

We have developed the curriculum in consultation with parents 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. All lessons are taught in age appropriate ways throughout.

Primary sex education is **not** taught at St Paul's First School.

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 through the PSHE Association Scheme. Biological aspects of RSE are taught within the science curriculum, other aspects are included in religious education (RE), physical education (PE) and online safety messages are also taught in computing.

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

Living in the Wider Community teaches children how to prepare for life after school. Teaching includes:

- Belonging to a community
- Being safe around new people
- Money and work
- Rules and responsibilities - actions and consequences
- Media literacy

Mental Health and Wellbeing encourages children to think about their own wellbeing as well as the wellbeing of others around them. This area of learning includes:

- Physical health/exercise and wellbeing
- Growing and changing
- Lifestyle
- Personal hygiene
- Sun safety
- Keeping safe
- Risks and hazards
- Everyday medicines

Through this teaching, we are aspiring for all children to leave St Paul's having required the skills and knowledge for them to be a well-rounded member of the community.

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 local 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.

7.3 Subject Leader

- Lead the development and delivery of effective RSHE across the Academy
- Keep up to date with latest developments in the subject including links to other areas such as safeguarding, equality and personal development
- Support staff as necessary
- Monitor and evaluate RSHE and report to the Academy Principal
- Liaise with parents and carers as necessary to keep information on the subject content and delivery up to date
- In Church Schools, ensure that relevant CoE guidance and policy is followed

7.4 All staff

- Know and implement the policy relating to RSHE and related areas
- In Church Schools, follow relevant CoE guidance and policy
- Teach RSHE using the agreed academy curriculum
- Maintain positive and supportive links with parents and carers
- Create a safe learning environment
- Respond to the needs and questions of children, young people and their families regarding the content and delivery of the RSHE curriculum
- Monitor progress

7.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils are expected to show respect to their peers and partake in open and honest discussions when necessary.

8. Parents' right to withdraw

Parents and carers **cannot legally withdraw** their child from any aspect of Relationships Education or Health Education.

Parents and carers have the right to withdraw from Sex Education, apart from content that is taught within the Science National Curriculum (due to the age of the children at St Paul's we do not teach the Sex Education curriculum - please see our curriculum overview in Appendix 1).

Teachers at St Paul's will inform parents when a sensitive lesson is due to take place. Teachers ask that parents and Carers should speak to them if they have any worries or concerns, however please be assured that any sensitive material will be covered in an age-appropriate way in a safe and calming classroom environment.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE leader. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. The lead will ensure that planning follows the agreed scheme and that all resources are of high-quality and are assured by the PSHE Association.

This policy will be reviewed by the local governing body every year.

Appendix 1 – Our PSHE / RSE Curriculum

	Autumn Term Relationships			Spring Term Living in the Wider Community			Summer Term Mental Health and Wellbeing		
	Family and Friendships	Safe Relationships	Respect	Belonging to a community	Media Literacy	Money and Work	Physical health and wellbeing	Growing and changing	Keeping safe
Y1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	Recognising what makes them unique and special; feelings; managing when things go wrong
Y2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Y3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Y4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life

Appendix 2

By the end of primary (Year 6)

Families and people who care for me

Pupils should know:

- 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
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- 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

Respectful relationships

Pupils should know:

- 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

Pupils should know:

- 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

Being safe

Pupils should know:

- 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, for example family, school or other sources