



RELATIONSHIPS AND SEX EDUCATION POLICY

Person Responsible: J Warburton
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HOW THIS POLICY WAS DEVELOPED:

This policy was written by the PSHE Subject Leader and members of the Senior Leadership Team. Staff, pupils, parents and governors were consulted in developing this policy

1. WHAT IS RELATIONSHIP AND SEX EDUCATION?

The Department for Education (2019) defines Relationships Education as, "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults" Sex and Relationship Education (SRE) is now known as Relationships and Sex Education (RSE). This is to emphasise the relationships aspect of RSE, as recommended by the Commons Education Committee (February 2015).

By delivering RSE at St Peter's we hope to give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory guidance for governing bodies' (DfE 2019)

Relationship and Sex Education aims to give children and young people:

- Self-esteem.
- Skills for successful relationships.
- Emotional literacy.
- The ability to make informed choices and minimise risk.
- The opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions.
- A discerning eye for the messages they receive from the media.
- The ability to access help and support.
- A positive attitude towards their body and sexuality.

Effective RSE is embedded across our school curriculum and ethos. Many aspects are taught through PSHE, science, computing and PE.

REQUIREMENTS BY LAW:

Primary schools must provide relationships education to all pupils as per [section 34 of the Children and Social work act 2017](#). However, 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](#). At Leigh St Peter's, we teach RSE as set out in this policy.

2. AIMS AND OBJECTIVES OF THE RSE POLICY

The aim of this policy is to provide a working document that gives clear framework within which staff will feel secure to work in.

RSE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help pupils make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others' opinions, attitudes and values to help pupils develop their own, individual moral framework.

For the pupils that pass through our school we felt the following aims for RSE were particularly important:



- Pupils develop good relationship skills.
- Pupils are prepared for the changes of puberty, and they have a good knowledge of their own bodies.
- Pupils develop a good understanding of prejudice and its negative effects.
- Pupils are capable of seeking help and advice when they need to.
- Pupils are able to express how they feel.
- Pupils are aware of and are confident to challenge the messages they receive from the media.
- Pupils are aware of the right they have over their own body. ▪ Pupils make positive informed choices (that reduce risk).

The RSE programme, delivered through the HeartSmart scheme of work, ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school.

It is our aim that RSE is taught through active learning activities as often as possible. Wherever possible, parental involvement in RSE is to be encouraged.

3. MORAL AND VALUES FRAMEWORK:

Our school believes that RSE should be delivered within the following moral framework. Our programme promotes:

- Self-respect and respect for others.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other people's feelings.
- Mutual support and co-operation.
- Accepting the responsibility for the consequences of our own actions.
- The right of people to hold their own views within a framework of respect for others.
- Not imposing our views on other people.
- The right not to be abused by other people or taken advantage of.
- The right to accurate information about sex and relationship issues.

4. EQUAL OPPORTUNITIES STATEMENT:

Our RSE programme aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability, or disability etc. Our programme responds to the needs of individual pupils and takes pupils' cultures, faiths, and family backgrounds into consideration. Pupils with special educational needs are given extra RSE support by SEND staff.

5. CONTENT/LEARNING OBJECTIVES OF THE RSE PROGRAMME:

The [Gov.uk](https://www.gov.uk) website states that Primary Schools must teach relationship education; and sex education is compulsory from Year 7; however, maintained primary schools are required to teach the elements of sex education contained in the science curriculum. In Key Stage 2, the focus is on preparing pupils for puberty and the emotions involved in such a major change.

Throughout the HeartSmart programme, pupils 'practice' life skills such as assertiveness, self-awareness, decision making and consider all aspects of relationships and what affects them and provides many opportunities for pupils to explore their own and other's attitudes, values, and opinions on a variety of issues.

6. HOW THE CONTENT HAS BEEN DECIDED

Consideration of the pupil's social, physical, and emotional maturity was considered during the development of the programme.

Progression and continuity are built into the programme from Nursery to Year 6 by following the HeartSmart scheme of work. The scheme of work can be found on the school website by clicking the following link: <https://leighsaintpeters.wigan.sch.uk/curriculum/smsc-british-values/>



This covers the following areas of focus as the children go through school:

Myself as an individual.

- Loving, caring and supportive relationships and family life.
- Exploring and expressing feelings and emotions.
- Who cares for me?
- Secrets.
- Promoting self-image.

Myself and my friends.

- Friends and friendships.
- Keeping safe.
- Feelings.

Myself and the wider community.

- Living and working together.
- Safety.
- Similarities and differences.
- Valuing.
- Celebrating the fact that everyone is unique.

Family Patterns.

- Identifying key members of a family and special people in life.
- Describing the different roles of individuals in a family.
- Knowing there are different types of family.
- Distinguishing between family and friendly relationships.
- Life cycles, birth, parenthood, childhood and adulthood.

Family Responsibility.

- Birth and marriage.
- Parental care.
- Family units.
- Working and playing together.

Family emotions.

- Identifying, discussing and expressing emotions.
- Exploring parental love.
- Understanding loss and separation.
- Interpreting visual signs of emotion.

Growth and development.

- Myself as an individual.
- Self-awareness.
- Gender issues.
- Stereotypes.
- Physical and emotional change.
- Exploring developing responsibility.

Physical change.

- Understanding life cycles.
- Charting growth.
- Exploring change.
- Looking after my body.
- Changes in Year 5/6 only.
- Sexual reproduction.



New Life.

- New life.
- Conception and birth Year 6 only.
- Care and responsibility.

7. ORGANISATION OF THE RSE PROGRAMME

RSE is delivered in PHSE every Friday afternoon alongside well-being sessions, in RE, in Science lessons or during collective worship to ensure comprehensive coverage. There are also theme days and weeks that focus on key areas such as Mental Health, Antbullying and health week. Sex education will be taught in years 5 and 6, including sexual reproduction and conception and birth.

8. TEACHING & LEARNING

Active learning techniques such as circle time, role play, games, prioritising exercises, paired and group discussion, interviewing and presentations are used in the teaching of RSE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt.

As far as possible, to prevent stigmatization of any group of people or any life choices, the pro-choice approach to PHSE and RSE is adopted. This means that every issue is presented in terms of 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

9. LANGUAGE

During all RSE lessons, the correct terms for all body parts and functions will be used.

10. USING VISITORS TO DELIVER RSE

External staff (e.g., school nurses or HH Kids) are occasionally used to deliver aspects of RSE but as their availability cannot be relied upon, the RSE programme is taught with no assumption of support from external speakers.

Whenever an external visitor is going to deliver a lesson or activity that is related to RSE, we encourage the planning session with the speaker and a member of the teaching staff to ensure that the input will be worthwhile and to check the suitability of the content. All visitors are made aware of the RSE policy as well as the Child Protection and Safeguarding Policy and all lessons are evaluated by staff.

The visitor will always be supervised by a member of school staff.

11. CONFIDENTIALITY

Pupils' confidentiality is respected in all RSE lessons and pupils are made aware of the fact that what they say in lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm. See the school's Safeguarding Policy for further details.

12. INFORMING PARENTS AND CARERS OF THE RIGHT TO WITHDRAW THEIR CHILD

Before children in Years 5 and 6 embark upon specific aspects of the RSE programme, parents will be invited to an informative meeting in school. Parents are informed by letter of their rights and need to sign a letter for their child to take part in the lesson. They will be given an overview of the topics their child will be covering. Parents are reminded that they can view a copy of the school's RSE Policy on the school website. Parents are also told that they can request to view all teaching resources that will be used in the delivery of their child's RSE.

Parents will be informed that they can **only** withdraw their child from the sex education part of RSE lessons.

13. PROCEDURES FOR PUPILS WHO ARE WITHDRAWN FROM SESSIONS

Provision is made for pupils whose parents wish their child to be removed from the sex education part of RSE lessons to work in another classroom while their class lessons are being delivered.



14. GIRLS WHO START THEIR PERIODS AT SCHOOL ARE SUPPORTED

Girls who start their periods at school will be encouraged to inform an adult of their choice. Reassurance will be given, and their dignity always respected. A supply of sanitary products and spare underwear will be available by the class teacher or from the pastoral team on request. A private discussion will be held with the child to ascertain if they need help/support in informing their parent/ carer.

15. SAFEGUARDING PROCEDURES

The school has an appointed member of staff who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns. As part of RSE ground rules, teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

16. PUPILS' ACCESS TO HELP AND SUPPORT

In RSE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

17. THE APPROACH TO POTENTIALLY CONTROVERSIAL AND SENSITIVE ISSUES

All staff are aware that everyone has views on RSE and related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils can form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people such as a prejudice are always challenged.

18. DEALING WITH SEXUALLY EXPLICIT QUESTIONS

The following procedures were decided on for dealing with sexually explicit questions during RSE lessons:

- It will be made clear to pupils, by means of ground rules, that personal questions should never be asked by pupils or the teacher.
- A question box will be provided while the RSE programme is being delivered and the pupils will be told that if there are any questions considered too explicit for that age group, they would not be answered. The judgement about which questions could or could not be answered would be based on whether it was closely relevant to the programme the school has decided upon.
- Pupils will be told that during any RSE lesson, only questions that relate directly to the RSE lesson being covered will be answered. Any other questions should be placed in the questions box.
- If several children start to ask questions about a particular topic (perhaps due to media attention) then the RSE programme can be adapted to deal with this issue to prevent pupils from becoming misinformed or receiving biased information.
- If the child shows inappropriate sexual knowledge, child protection procedures would be consulted.
- If a pupil asks a question related to RSE issues at any other time, if the question is related to the RSE covered in the child's year group, the child will be told that they will learn the answer in RSE. If not, it will be suggested that the child asks his or her parents/carers.

19. TEACHERS' EMBARRASSMENT

If a member of staff is extremely uncomfortable teaching RSE then provision will be made for another teacher that is known to the children to deliver the RSE. This would normally be accommodated by the teacher from the parallel class taking RSE. The school feels that this course of action is justified as the member of staff that is uncomfortable with RSE is unlikely to do an effective job or give positive messages about sexuality and/or body functions.

20. Roles and responsibilities

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



20.2 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.

20.3 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.

20.4 Pupils:

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

20. DISSEMINATION OF THE POLICY

Staff at the school have actively been involved in reaching consensus on the content of the RSE policy and are aware of its content through discussion of the final draft. Parents were invited to view the policy and a copy is always available for parents in the school office. Parents/carers will be kept informed of any developments or opportunities in RSE. Governors have responsibility to the RSE policy production and will be involved in the reviewing process throughout, with updates and discussions happening during governors' meetings.

Linked Policies:

- KCSIE 2021
- Child Protection and Safeguarding
- Equality Act 2010
- Positive Relationship and Behaviour Policy