



Relationships and Sex Education Policy

May 2021

This Policy will be reviewed by the Curriculum Committee annually, or sooner in the event of a change in legislation.

Signed

Head Teacher:

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Chair of Governors:

Elaine S. Bardwell

Date:

1 July 2021

VISION AND ETHOS

At St Michael's C of E Primary School, the overarching aims for our children's Relationship and Sex Education (RSE) is for them to:

- flourish
- live and learn safely in the modern world
- gain knowledge, skills and confidence to make positive, healthy and safe choices
- develop values, attitudes and opinions
- understand the law
- safeguard and care for themselves and others
- develop resilience (cope with life's ups and downs)
- be able to get help
- respect themselves and others, and build positive relationships

These aims are underpinned by the Christian values that are the foundation of everything we do at St Michaels and reflect the Church of England's inclusive vision for education as articulated in [Valuing All God's Children](#) (2019).

DEVELOPMENT OF THE RSE POLICY

We have based our school's Relationships and Sex Education Policy on the statutory guidance document [Relationships and Sex Education \(RSE\) and Health Education](#) (DfE, 2019) and the PSHE (Personal, Social, Health and Economic Education) Association's supplementary guidance [Writing your school's Relationships and Sex Education \(RSE\) policy](#) (PSHE Association, September 2018) and the principles of the Sex Education Forum's [Principles of Good RSE](#).

The PSHE/RSE curriculum ensures coverage of statutory relationships and health education (80% of timetabled sessions) as well as flexible curriculum material (20% of timetabled sessions) which will respond to 'pupil voice' topics as well as national and local issues.

To provide a 'fit-for-purpose' curriculum: training has been undertaken by the PSHE lead; a baseline of teachers' confidence and understanding has been made with the requirement for staff to read relevant material on the delivery of RSE; resources have been signposted to staff; governors and parents have been consulted and discussions with Student Council members have taken place.

The RSE programme is taught by class teachers with other professional skilled staff (for example, the school nurse) invited to offer support as and when needed. Teaching staff receive training on RSE curriculum content during dedicated staff meetings and INSET days (eg. January, 2021).

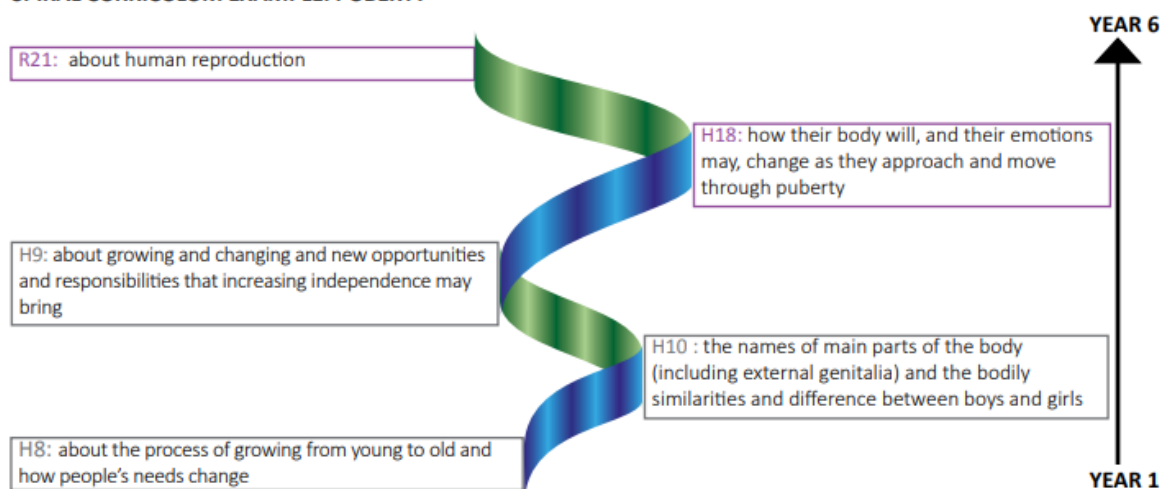
PLANNING OF THE RSE CURRICULUM

Children are growing up in a modern world where they have a huge amount of information at their fingertips. This can be misinformation and inappropriate (for instance, pornography). We therefore feel it is important to educate the children properly rather than them gaining their insights from the internet or from friends. Due to the young age of our children, we have carefully chosen a new scheme of work that we deem age-appropriate and is gently introduced from Reception. The importance for consent, for example, is introduced by talking about hugging and how some people do not want to be hugged and you should therefore ask before giving someone a hug.

Our scheme of work follows the PSHE Association's programme of study quality-assured lesson plans from Medway Public Health Directorate. It includes age-appropriate lessons for pupils from Y1 to Y6 and provides

a spiral and sequential curriculum. A spiral approach gradually revisits and reintroduces topics at a deeper and more complex level at each key stage or year group, whilst rehearsing, emphasising and embedding the essential skills and attributes young people need to manage their lives, both now and in the future. An example of this is below:

SPIRAL CURRICULUM EXAMPLE: PUBERTY



Our RSE programme is an integral part of our whole school PSHE provision and will be covered in PSHE lessons, science lessons and computing lessons. An overview of the learning in each year group can be found on our website and in the Appendix.

We will ensure RSE teaching is matched to the needs of our children by taking individual families' and classes' needs and situations into account. Using our scheme of work as guidance, we will review and adapt appropriate content, in consultation with teachers and parent/carers.

RSE PROVISION AND MONITORING

Ground Rules

To provide clarity and create a safe learning environment, at the beginning of each session, a set of 'ground rules' will be agreed by the class based on a school-wide template. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

Delivery

Staff will use *distancing* techniques to depersonalise situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves.

Distancing also helps children learn and then reflect on how it applies to their own lives. Different learning styles are accommodated. Children who struggle with written work often come into their own when given the chance to take on roles or to respond to scenarios. Teachers can also be less anxious about the possibility of upsetting children, unexpected disclosures or inappropriate comments.

Children will be able to raise questions anonymously by the provision of an 'Ask It' basket in each classroom.

Our RSE programme will be taught through a range of teaching methods and interactive activities including: role play, buzz groups, media checks, consequences (pairs or groups are given a situation to discuss and then consider the possible options and consequences-useful for the understanding and assessment of risk), conscience alley, etc.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and which reflect St Michael's Christian values.

Evaluation

Teachers will critically reflect on their work in delivering RSE through lesson observations and staff meeting discussion forums; topics to include:

- Positive representation of diversity in RSE teaching
- Individual and group progress
- Effectiveness of inclusive strategies and interventions
- Understanding of relevant British law

Student voice, taken both before and after topics, will be influential in adapting and amending planned learning activities.

Assessment and Progress

Children will be encouraged to reflect on their own learning and progress by comparing their baseline assessment, which will be taken at the beginning of a topic, with their 'after' assessment. Teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus, for example, children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment.

Elements of RSE that occur in the science and computing curricula will be assessed through recorded work to establish age-related expectations of knowledge and understanding.

The Governing Body monitors our RSE policy on a regular basis. If this policy needs modification as a result of feedback from children, staff and/or parents, the governors will give consideration to this. Feedback will be recorded. We have a dedicated PSHE Governor.

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. Teachers and support staff (who all have up-to-date safeguarding training and are fully aware of their obligations under the latest version of Keeping Children Safe in Education) will report any safeguarding issues to the Designated Safeguarding Lead and in their absence it will be reported to the Deputy Safeguarding Lead.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside the classroom with individual children.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Visitors supporting the school with RSE, such as the school nurse, will be required to read the school's Safeguarding Policy.

EQUALITY AND INCLUSION

Our PSHE/RSE provision is integral to the learning of the children and is embedded across the school. We ensure RSE is inclusive and meets the needs of all our students including those with special needs. Our approach is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion, belief or other life experience. Our values of inclusion will not only be taught in discrete RSE sessions but are embedded throughout the school to ensure that children understand and adhere to the Equality Act 2010 ready for life in the wider world.

Children with SEND will have additional steps to ensure learning progress is made, for example, pre-teaching and/or over-teaching.

Bullying and negative comments made in regards to 'protected characteristics' (race, marriage and civil partnership, disability, religion or belief, sexual orientation, gender reassignment, sex, age, maternity and pregnancy) will not be tolerated at St Michael's.

PARTNERSHIP WITH PARENTS

We are committed to working with parents and carers and believe that they are the first educators for our children. They are invaluable in instilling values, providing relationship models and providing support structures. Parents/carers will be informed about the policy through our website (curriculum content and policy), individual discussions and parent/carer information evenings. We will notify parents when RSE will be taught.

Parents/carers do not have the right to withdraw their child from relationships education and health education. Parents do have the right to request that their child be excused from sex education within RSE, but not from the sex elements of the science National Curriculum**. However, we believe that the benefits of our RSE programme are such that parents will not feel that they need to withdraw their children. Including all children in the careful delivery of RSE prevents them from hearing about this material second-hand from peers, looking elsewhere (usually the internet) and the negative effects of being excluded. Evidence also shows that careful RSE teaching increases the likelihood of delayed first sex.

**RSE content covered in science:

- In Year 2, children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth but not how reproduction occurs.
- In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

The facts of human conception are taught as part of the Year 5 science curriculum. Further 'sex education' is not delivered in relationships education. We will provide context to complement the factual approach in science to enable children to explore and manage their feelings about their science learning. Children will also learn about the law related to sex, as part of our safeguarding coverage.

If, after careful consideration and consultation with teaching staff, parents/carers still wish to withdraw their children from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for children during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents/carers should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside the National Curriculum science curriculum.

Appendix: Overview of the Relationships and Sex Education Curriculum

YEAR GROUP	LANGUAGE (always taught in the context of a loving relationship)	TERM	TOPICS
Reception	Penis, vulva, privacy, private, nudity, naked, nipples, chest	Autumn 2 Spring 1	Family and friends Proper names for external parts of the body
Year 1	Vulva, vagina, penis, testicles	Autumn 1 Autumn 2 Summer 2	proper names for the body including genitalia. Different types of families People who care for us; groups we belong; families Growing and Changing from young to old Looking after each other
Year 2	Continue with language from Reception and Year 1 as appropriate and in context. grow, change, baby, child, toddler, adult, older person, independent, responsibility. Science vocabulary: animal, human, babies, offspring, adult, young, old, change, egg, chick, hatch, baby, adult, grow, change, feathers	Autumn 1 Autumn 2 Summer 2	Friendship qualities Identifying bullying behaviour Growing and changing from young to old SCIENCE CURRICULUM: children learn that animals, including humans, have offspring that grow into adults. They are introduced to the concepts of reproduction and growth but not how reproduction occurs.
Year 3	friend, friendship, special, close, caring, valuable, different, qualities, important, argument, quarrel, fall-out, making-up, apologise, solve, solution Continue with language naming external genitalia from Y1 and Y2 as appropriate and in context. Family, blended family, stepparents, single-parents, same-sex parents, foster, adopted, love, stability	Autumn 1 Autumn 2 Spring	Friendships External genitalia reproductive organs in males and females Families: committed relationships look different, caring for one another, different types of family structure
Year 4	puberty, change, grow, mature, child, teenage, adult, private parts, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple, menstruation, period, erection, personal hygiene, mood swings	Autumn 2	Impact of people's behaviour on themselves and others; rights of a child; confidentiality; discrimination

		Spring 2	Labelling male and female body parts and identifying external changes during puberty; personal hygiene; how puberty affects emotions and feelings; signposting support
		Summer 2	Peer pressure
Year 5	Science vocabulary: foetus, gestation. Pregnancy, uterus, womb, sperm, egg, fertilisation, reproduction, embryo. Puberty, teenager, adolescence, menarche, menstruation, testicles, penis, scrotum, Adam's apple, wet dreams, ejaculation, period, sperm tube, vas deferens, masturbation, clitoris, foreskin, vagina, pubic hair, contraceptive	Autumn 1 Spring 2 Summer 1 Summer 2	Gender identity/gender stereotyping Different types of relationships Healthy lifestyle including risks and effects of legal drugs; laws of drugs; signposting organisations which offer support SCIENCE CURRICULUM: children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.
Year 6	Cigarettes, e-cigarettes, vaping, alcohol, marketing; FGM, Female Genital Mutilation, private, Illegal, crime; Drugs, peer pressure, aggressive, passive, assertive strategies, influence, illegal, signposting, support; testicles, testes, vas deferens, foreskin, scrotum, semen, pubic hair, ovary, navel, abdomen, bladder, anus, urethra, clitoris, pelvis, buttocks; puberty, myths, truth, emotions, bodies, changing; Love, respect, consent, commitment; female, male, reproduction, sexual intercourse, fertilised, sperm, ovum, penis, vulva, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception	Autumn Spring Summer	Drug and Alcohol Education (smoking and drinking) Importance of friendships FGM *** Drug and Alcohol Education Online choices-sharing things on social media Risks of Gambling Different types of loving relationships Gender identity and sexual orientation Forced marriage Physical and emotional changes of puberty Recap external and internal reproductive organs in males and females Sexual intercourse; stages of pregnancy

KEY:

Black = health education

Yellow = science education

Blue = economic education

Pink = relationship education

***FGM is not part of Health or Relationship Education but encouraged by PSHE-Association to teach in Y6 based on data (Government Statutory Guidance April, 2016)

Our FGM teaching covers the key themes that are in our PSHE scheme:

- keeping safe
- trusted adults
- knowing who and where to go for help
- rules, laws and children's rights
- feeling confident to ask questions and discuss thoughts in a mature and appropriate way