



Saint Paulinus CE Primary School

Relationships and Sex Education Policy

Principal : Mrs C Rhodes (Designated Safeguarding Officer)

This policy was adopted on: May 2021

This policy was reviewed: September 2023

1. Introduction

The Department for Education (DfE) (2019) states:

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way...To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the The Children and Social Work Act 2017:

- It is compulsory for all primary schools to provide Relationships Education. Primary schools may choose to provide sex education other than that covered by the science curriculum.
- It is compulsory for all schools, including academies and free schools, but not independent schools, to provide Health Education. However, personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

2. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

3. Aims

The aims of Relationships and Sex Education at our school are informed by our School Curriculum Vision, our Christian Mission Statement and by guidance for schools from the Church of England (*Valuing all God's Children* 2019):

- To enable our pupils to develop the skills to express their own views and make their own informed decisions.
- To help pupils develop feelings of self-respect and empathy.
- To encourage pupils to enjoy their own uniqueness and the uniqueness of others.
- For pupils to have the hope of being free to be themselves and to be able to fulfil their potential without fear of being bullied.
- Within a loving and hospitable community, pupils can explore their identity without fear of harm, judgement or being ostracised.
- To help pupils cope with influences from peers and the media with confidence and assertiveness.
- To promote responsible behaviour.
- To create a positive culture of communication around issues of relationships and sexuality.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To provide a framework in which sensitive discussions can take place.
- To help pupils gain access to information and how to seek help.

4. Curriculum

4.1 Relationships Education

All children in years Reception to Year 6 will be taught the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Drawing attention to relationships in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. Relationships Education will also enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

By the end of primary school:

Families and people who care for me	Pupils should know <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.<ul style="list-style-type: none">• 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	Pupils should know <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.

	<ul style="list-style-type: none"> • 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	<p>Pupils should know</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.
Online relationships	<p>Pupils should know</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.
Being safe	<p>Pupils should know</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

	<p>appropriate and inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> • 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.
--	--

*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.

4.2 Sex Education

Sex Education in Year 6 builds on the Science National Curriculum which teaches pupils about puberty in Year 5. Pupils in Year 6 are taught how a baby is conceived and born. Teaching staff deal with no other examples of sexual relations and will not go into further details should questions arise about differing sexual practises. Teaching about consent will be intrinsic to teaching about conception.

5. Delivery of RSE

At St Paulinus CE School, Relationships Education is embedded into the PSHE curriculum which is taught weekly by class teachers, or if appropriate, by an external visitor such as the school nurse. The 'Online Relationships' element of the curriculum is also interwoven into our Computing curriculum.

Sex Education is taught to pupils in Year 6 who have not been withdrawn from Sex Education by their parents/carers. Parents/Carers will be consulted about the content of what will be taught, in detail, **before** sex education is taught in school.

Teachers will ensure that content is age appropriate and developmentally appropriate for all pupils. RSE will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need of the law. As in all subjects, teachers differentiate in class so that lessons are given at levels appropriate to pupils' maturity and understanding. RSE is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

St Paulinus is a Church of England primary school which embeds our Christian mission statement into our teaching of RSE:

As children of God at St Paulinus we strive to create a happy, caring place where everybody is valued, respected and safe so we learn and grow to our very best.

The Church of England *Relationships, Health and Sex Education (RHSE) Principles and Charter* (2019) states: 'All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.'

RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act (2010) and will be sensitive to the faith and beliefs of those in the wider school community.

6. Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The DfE highlights that given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way. Teachers may use their professional judgement to decide if children need to be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If any questions raise safeguarding concerns, staff will refer to the Designated Safeguarding Lead.

7. Parents Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Requests to withdraw children from sex education should be put in writing to the Head of School. Alternative work will be provided for pupils who are withdrawn from sex education.

Parents **do not** have the right to withdraw their children from relationships education, health education or national curriculum science education.

8. Roles and Responsibilities

8.1 The governing board

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

8.2 The Head of School

The Head of School 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.

8.3 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 Head of School

8.4 Pupils

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

9. Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team and teachers with responsibility of teaching RSE. The effectiveness of the RSE programme will be evaluated by assessing children's learning, carrying out anonymous audits and implementing change if required. Regular feedback from teachers will be sought and, if necessary, adaptations may be made. Monitoring of the curriculum will include lesson observations, learning walks, planning and work sampling, teacher assessment and evaluations of the pupils' learning and feedback from parents.

10. Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The staff at St Paulinus CE School will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

The Church of England's *Valuing All of God's Children* (2019) guidance states: 'At the heart of Christian distinctiveness in schools is an upholding of the worth of each person: all are Imago Dei – made in the image of God – and are loved unconditionally by God. The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.' (pg 11)

11. Child Protection

Our staff are aware that effective relationships education and sex education may lead to disclosure of a child protection issue and they will rely on the school's child safeguarding policy to handle any such matter as confidentially as possible.

12. Review and Effectiveness

The policy is reviewed annually and appropriate amendments will be made where needed. Information from staff, parents and pupils will all feed into the review of the RSE policy to ensure effectiveness and relevance. The governing body and Head of School will approve all amendments.