



# Relationship and Sex Education Policy

## St. Sebastian's Church of England Primary School and Nursery

<b>Approved by:</b>	Local Governing Body	<b>Date:</b> 30.3.22
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## 1. Vision and Values

The RSE Policy sits within the vision and reflects the values of St. Sebastian's CE Primary School and Nursery and within the vision and values of The Keys Academy Trust.

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

St Sebastian's School and Nursery has a strong sense of family, where all who come can belong, feel safe and experience God's love regardless of their background.

The apostle Paul describes God's family as being made up of those who know the love of Jesus and whose lives are marked by that love (Ephesians 3:14-19).

We believe that our school values of Friendship, Honesty, Forgiveness, Trust, Compassion and Thankfulness reflect the love of Jesus and provide a caring framework upon which we can all grow.

Jesus shows us all in his teachings in the Bible how we can demonstrate these values. The parable of the Good Samaritan in Luke 10:25-37 demonstrates God's love and how we can learn to care for those in need. It also shows respect that we can all give and receive in our School. It illustrates how we should show God's love to those around us every day.

In our School, every child belongs to a family group and every school year is represented in each group. In each half term the children will focus on one value and explore and share their ideas with the whole school, in Collective Worship and throughout the school day.

The children are encouraged to participate and take responsibility in School. In 1 Timothy 4:12 it says 'Do not let anyone treat you as if you are unimportant because you are young. Instead, be an example to others with your words, your actions, your love and your faith, and your pure life.'

By allowing our children to feel safe, supported and loved by God, this gives them the space to learn and be inspired to excel. We are a place where children's similarities and differences are celebrated, as are their achievements.

This policy should be read alongside the Equalities Act 2010.

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

and also the following Trust and School policies:

Safeguarding, SEND, PSHE, RE, Science

The policy was developed in line with the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE July 2019* and the Church of England Policy Template for RSE, November 2019.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

## 2. Aims

The aims of relationship and sex education (RSE) within our Trust and at our schools are to:

- Within the Christian ethos of the Trust, help all pupils gain skills and wisdom in relationships with others.
- Help pupils understand a view of relationships and sex as good gifts which bring responsibilities and contribute to human flourishing.
- Create a positive culture which helps pupils understand issues of sexuality and relationships.
- Help all pupils to know how to keep themselves and others safe in the context of a variety of relationships.
- Help pupils develop self-respect, confidence, empathy and respect for others.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- To work in partnership with parents and carers in helping pupils gain the skills they need in these areas, recognizing the responsibility they hold of ensuring their children grow and mature into healthy relationships.
- Provide a framework in which sensitive discussions can take place and pupils can reflect on and understand that some people will have different and strongly held views on some of the issues.

The RSE curriculum will be implemented in a sensitive way, in accordance with the Christian values of the Trust, taking into account the diverse backgrounds of the communities we serve.

## 3. Policy development

Schools in the Trust will consult parents and stakeholders when developing and reviewing this RSE policy.

This policy has been developed in consultation with staff, pupils and parents and then agreed by governors.

The Trust have agreed the definition and aims, and will review them bi-annually while individual schools will review and revise the other elements of the policy annually.

## 4. Definition

Relationship Education (RE) concerns the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. It concerns the emotional, social and cultural development of pupils, and includes healthy living, personal identity, the importance of being in relationships with others, healthy relationships and staying safe, and respecting others.

Primary schools in the Trust may also choose to teach Sex Education, although this is not a statutory requirement for primary schools. Sex education concerns the development of pupils' understanding of sex, sexual health and human sexuality.

All RSE involves a combination of sharing information, and exploring issues and values.

RSE will always be taught in an age appropriate manner, and will be taught in ways which recognises the cultural and religious backgrounds of all those in the school community.

## 5. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt as and when necessary. Our school will inform parents of any significant changes to curriculum content.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. If appropriate, staff will inform parents if particular questions are raised by a child for them to discuss at home.

## 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. Lessons will typically be delivered by the class teacher (or another teacher within the school); however, health professionals may be used to support the delivery of teaching if available.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life. **See Appendix 2 for an overview of curriculum content taught in each year group.**

Pupils in Year 5 and Year 6 also receive stand-alone sex education sessions. Parents have the right to withdraw their child from these sessions. Information will be provided to parents regarding the curriculum content of these sessions. If a parent is considering withdrawing their child from these sessions, we encourage them to speak to the Headteacher.

## 7. Roles and responsibilities

### 7.1 The governing board

The Trust will review and approve the Definition and Aims of RSE across the Trust. The Local Governing body will review the remainder of the policy and approve the RSE policy for their school, 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 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 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.
- Include names/roles of those responsible for teaching RSE in your school.

### Staff Responsible for overseeing RSE in our school are:

**Subject Leaders:** Brigid Cook

**Headteacher:** Martin Gater

**Linked Governor:** Vicky Wilkins (Chair of Staff and Pupil Care Committee)

### 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 only have the right to withdraw their children from the non-statutory components of RSE (see appendix 1). All other aspects of the RSE curriculum are statutory and part of the national curriculum.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

If the decision to withdraw is made, alternative work will be given to pupils who are withdrawn from RSE.

## 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 to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Brigid Cook in a variety of ways. These may include:

- Learning walks
- Planning monitoring
- Pupil voice

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

This policy will be reviewed by the school annually. Following review, the policy will be approved by the Local Governing Body.

The next policy consultation with all stakeholders, will be in Spring 2023.

## APPENDIX 1: DfE Guidance for Parents and Carers

# Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.

- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.



## Right to withdraw your child





You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Appendix 2: Curriculum Overview

**Reception**  
**Family and Friendship**

Lesson 1: **Caring Friendships**  
Lesson 2: **Being Kind**  
Lesson 3: **Families**

**Year 1**  
**Growing and Caring  
For Ourselves**

Lesson 1: **Different Friends**  
Lesson 2: **Growing & Changing**  
Lesson 3: **Families & Care**

**Year 2**  
**Differences**

Lesson 1: **Differences**  
Lesson 2: **Male & Female Animals**  
Lesson 3: **Naming Body Parts**

**Year 3**  
**Valuing Difference  
and Keeping Safe**

Lesson 1: **Body Differences**  
Lesson 2: **Personal Space**  
Lesson 3: **Help and Support**

**Year 4**  
**Growing Up**

Lesson 1: **Changes**  
Lesson 2: **What is Puberty?**  
Lesson 3: **Healthy Relationships**

**Year 5**  
**Puberty**

Lesson 1: **Talking about Puberty**  
Lesson 2: **The Reproductive System**  
Lesson 3: **Help and Support**

**Year 6**  
**Puberty, Relationships & Reproduction**

Lesson 1: **Puberty & Reproduction**  
Lesson 2: **Communication in Relationships**  
Lesson 3: **Families, Conception & Pregnancy**  
Lesson 4: **Online Relationships**

**Additional Folder Year 5/6**

**Unit 1: FGM**  
**Unit 2: Respect and Equality**

