

# Relationship and sex education policy

## St Michael's CE Primary School



**St Michael's**  
C.E. Primary School

<b>Approved by:</b>	Local Academy Board	<b>Date:</b> February 2024
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## 1.0 Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2.0 Statutory requirements

2.1 As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

2.2 We don't 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. This would include the elements of sex education contained in the science curriculum.

2.3 In teaching RSE, we're 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.

2.4 We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

2.5 At St Michael's CE Primary School, we teach RSE as set out in this policy.

2.6 As a secondary academy/free school, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

2.7 In teaching RSE, we're 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.

## 3.0 Policy development

3.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

#### **4.0 Definition**

- 4.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity.
- 4.4 We believe that every child should be encouraged to have high aspirations, flourish in all areas of school life and be nurtured by all members of our school community. We aim to:
  - Teach children about the building blocks and characteristics of positive and respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
  - Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) including how to ask for help and advice if they feel unsafe.
  - Teach children how to stay safe online and know that people sometimes behave differently online.

Our pupils can 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 our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

#### **5.0 Curriculum**

- 5.1 Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will

respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

- 5.3 We teach sex education to pupils in Year 6, building on from puberty lessons in Year 5 and Year 6.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

## **6.0 Delivery of RSE**

- 6.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We believe that in order to further the aims and objectives outlined above, it is necessary to provide children with sex education lessons in addition to the lessons that are mandatory under the national curriculum for Science. Our sex education programme includes one lesson in Year 6 covering: conception to birth and respect and consent. This lesson builds on prior knowledge from puberty lessons in Year 5 and 6.

During puberty and sex education lessons, children are split into two groups: boys and girls. The girl's lesson is delivered by two female members of staff and the boy's lesson is delivered by two male members of staff. We do this, so that the children feel more comfortable asking gender-specific questions. We also consider the emotional needs of children, including children with SEND, and invite Mrs Evans to join these lessons should a child need to exit the classroom and require some additional emotional support.

Parents will be notified before these lessons take place so that they can notify the school that they would like to withdraw their child from this specific lesson which is taught in Summer 2. There will also be the opportunity for parents of children in Year 5 and 6 to view the teaching materials that will be used to teach puberty and sex education.

- 6.2 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

- 6.3 For more information about our RSE curriculum, see Appendices 1 and 2.

- 6.4 These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families,
- 6.5 LGBT parents, families headed by grandparents, adoptive parents and 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).
- 6.6 We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **6.7 Inclusivity**

- 6.8 We will teach about these topics in a manner that:
- Considers how a diverse range of pupils will relate to them
  - Is sensitive to all pupils' experiences
- 6.9 During lessons, makes pupils feel:
- Safe and supported
  - Able to engage with the key messages
- 6.10 We will also:
- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- 6.11 We will give careful consideration to the level of differentiation needed.

### **6.12 Use of resources**

- 6.13 We will consider whether any resources we plan to use:
- Are aligned with the teaching requirements set out in the statutory RSE guidance.
  - Would support pupils in applying their knowledge in different contexts and settings.
  - Are age-appropriate, given the age, developmental stage and background of our pupils.
  - Are evidence-based and contain robust facts and statistics.

- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and won't provoke distress.

## **7.0 Use of external organisations and materials**

7.1 At St Michael's, we use JIGSAW PSHE for our lesson resources. We will make sure that any materials used are appropriate and in line with our legal duties around political impartiality. The PSHE lead has adapted the curriculum to suit the needs of the school, and teachers adapt the resources to suit the individual needs of the class year on year. Parents are able to view lessons and resources during a Parent Consultation held before these lessons take place and we encourage parents to be open and honest and offer suggestions where they feel necessary.

7.2 The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

7.3 We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say

- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

7.4 We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8.0 Roles and responsibilities

### 8.1 The Local Academy Board

The Local Academy Board will approve the RSE policy and hold the headteacher to account for its implementation.

### 8.2 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 sex education components of RSE (see section 9).

### 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 sex education components of RSE

8.4 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.



Two male teachers and two female teachers from across the school will deliver the sex education lesson.

## **8.5 Pupils**

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

## **9.0 Parents' right to withdraw**

9.1 Parents do not have the right to withdraw their children from relationships education.

9.2 Parents have the right to withdraw their children from the non-statutory sex education components of sex education within RSE.

9.3 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

9.4 Alternative school work will be given to pupils who are withdrawn from sex education.

## **10.0 Training**

10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

10.2 The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11.0 Monitoring arrangements**

11.1 The delivery of RSE is monitored by the SLT and PSHE Champion through:

- Book looks.
- Learning walks.
- Staff training.

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

11.3 This policy will be reviewed annually by the SLT and PSHE Champion. At every review, the policy will be approved by the Local Academy Board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• How special relationships with people help you to feel safe and good about myself.</li> <li>• Explain how qualities help these relationships.</li> </ul>	
Year 1	Summer 2	<p>Changing Me:</p> <ul style="list-style-type: none"> <li>• Comparing how we are as babies to now. To be able to explain some of the changes that will happen to me as I get older.</li> <li>• To be able to use the correct names for Penis and Vagina and give reasons why they are private.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>To explain why some people might feel uncomfortable in a relationship and compare this with relationships that make you feel safe and special.</li> <li>To know a range of ways to seek help from a trusted adult if needed.</li> </ul>	
Year 2	Summer 2	<p>Changing me:</p> <ul style="list-style-type: none"> <li>To know and use the correct terminology- penis and vagina.</li> <li>To explain why some types of touches feel ok and others don't.</li> <li>To know what they like and don't like about being a boy/girl and getting older.</li> <li>To recognise that other people might feel differently to me.</li> </ul>	
Year 3	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>To explain how their life is influenced positively by people I know and also by people from other countries.</li> <li>To explain why their choices might affect family, friendship, and other people around the world.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 2	<p>Changing me:</p> <ul style="list-style-type: none"> <li>• To explain that babies grow inside a women’s womb, and they need looking after.</li> <li>• To know how they have changed since they were a baby.</li> <li>• To understand how a baby gets looked after.</li> </ul>	
Year 4	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• To recognise how people are feeling when they miss a special person or animal.</li> <li>• To give ways that might help me manage my feelings when missing a special person or animal.</li> </ul>	
Year 4	Summer 2	<p>Changing me:</p> <ul style="list-style-type: none"> <li>• To appreciate that they are a truly unique human being. To explain some of the choices they might make in the future and some of the choices that they have no control over.</li> </ul>	
Year 5	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• To identify different types of friendship and the feelings associated with them.</li> <li>• To explain how to stay safe when using technology to communicate with my friends, including how to stand up for themselves, negotiate and to resist peer pressure.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 2	<p>Changing me:</p> <ul style="list-style-type: none"> <li>To explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important.</li> <li>To summarise the process of conception.</li> </ul>	
Year 6	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>To identify when people may be experiencing feelings associated with loss and recognise when people are trying to gain power or control.</li> <li>To know a wide range of mindfulness activities I can do to help with grief.</li> </ul>	
Year 6	Summer 2	<p>Changing me:</p> <ul style="list-style-type: none"> <li>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</li> </ul>	

**Appendix 2: By the end of primary school pupils should know:**

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>







**St Michael's**  
C.E. Primary School

**Appendix 3: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from	



TO BE COMPLETED BY THE SCHOOL

discussion with parents	

