

# ST. PETER'S CE PRIMARY SCHOOL, HESWALL

## Relationship and Sex Education Policy

*This policy is informed by the Christian values which are the basis for all of St Peter's work and any actions taken under this policy will reflect this.*



John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

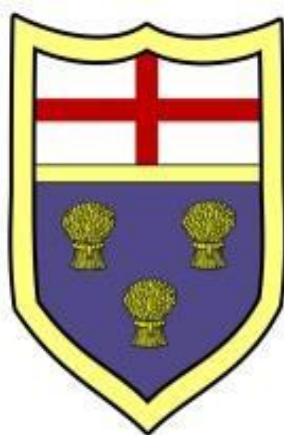
**ST. PETER'S CE PRIMARY SCHOOL**

*firm foundations, shining bright*

Matthew 16:18 "You are Peter and upon this rock I shall build my church."

### OUR VISION

Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.



**2021 – 202**

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## **Relationship & Sex Education Policy**

### **Subject Definitions**

#### **Mandatory Subjects - Our definitions of Relationship Education is as follows:**

Relationships Education is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all types. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have choice. This subject can support children to develop resilience and to know how and when to ask for help.

#### **Non-Mandatory Subjects - Our definitions of Sex Education is as follows:**

Sex Education (SE) provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with Relationship Education above, therefore will be referred to as Relationship and Sex Education (RSE).

### **School's Legal Duty**

The Relationship Education, Relationship and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 Children and Social Work Act 2017 make Relationship Education compulsory for all pupils receiving primary education in England.

### **Distribution of this Policy**

This policy will be shared with all members of the Governing Body and all teaching and non-teaching members of staff. Copies of the document will be available to parents through the school website and a copy is available through the school office.

### **RSE in Practice: Outcomes, Delivery & Curriculum**

#### **Values and Outcomes**

All content in the RSE curriculum supports the wider work of school in helping to foster pupil well-being and develop resilience and values that we know are fundamental to pupils being happy, successful and productive members of society.

### **Outcomes for pupils include:**

- Pupils should be able to form a strong, early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.
- RSE should create the opportunity to teach pupils about positive emotional and mental well-being, including how friendships can support our mental well-being.
- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur. Understanding that these are natural and normal changes.

It also sits within our overriding vision for the school, which includes:

*“Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.”*

The work that we complete within RSE allows us to further embed the principles of 'Valuing All God's Children' as it allows us to identify same-sex relationships, gender confusion and also self-image confidence issues. St. Peter's Primary is a tolerant and welcoming school and the work we complete in this area is a crucial part also of us developing 'our love of ourselves and others'.

Christian beliefs and values underpin all our activities and consequently RSE is taught in the belief that:

- The sanctity of marriage is an important belief in Christian teaching and practice;
- Children should learn the significance of marriage and families as key building blocks of community and society;
- RSE includes learning about physical and emotional development;
- RSE is part of a wider social, personal, spiritual and moral education process;
- Children should be made aware of the way in which advertising and the media influences their views;
- Children should be taught to have respect for their own and other people's bodies;
- Children should be made more aware of the spiritual dimensions and joys of close relationships;
- Children should learn about their responsibilities to others;
- Children should be guided to understand the importance of building positive relationships that involve trust and respect;
- Children need to learn the importance of keeping themselves safe within relationships;
- Children should learn to show tolerance, understanding, respect and care for others;

- Children should learn to accept and understand diversity with regard to religion, culture and sexual orientation;
- Children need to learn how to keep themselves safe when using the Internet and other forms of technology;
- Children need to be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others.

## **Subject Curriculum**

Please see the statutory National Curriculum Objectives in Appendix 1.

Special note: Within our school we use the scientific language for the genitals from the outset. It is usual that boys have a penis and girls have a vagina, the children will be taught that whilst they may call these areas something else at home, at school we use the scientific words.

## **Delivery of RE & RSE**

Our teaching staff follow the HeartSmart PSHE programme to deliver Relationships Education. They adapt the Stockport Spiral RSE scheme to develop Sex Education.

In addition to this Relationship Education & RSE topics will be included in collective worship and circle times when required.

Relationship education and Sex Education is also taught through our St. Peter's values: Pride, Empathy, Teamwork, Effort, Respect and Spirituality. These are values that underpin everything that we do.

## **Equality**

The governing body has wider responsibilities under the Equalities Act 2010, to ensure that no pupil(s) are discriminated against because of their sex, gender identity, sexual orientation, disability, educational needs, religion or belief, nationality, ethnic or national origin, pregnancy, maternity or home circumstances (e.g. looked after children).

The HeartSmart programme is autism friendly and has been designed to be inclusive and accessible to most children including those whose first language is not English. During these lessons any pupils with additional needs will be identified by their teacher and every provision made to help them join in during the RE/RSE lessons.

If a pupil is unable to take part in their usual class group for any reason, every endeavour will be made for them to attend a session best matched to their ability level.

Full details of current curriculum can be viewed at the end of this document in appendices 1, 2, and 3.

This policy will be reviewed by school annually, to be reviewed next in July 2022.

### **Linked Policies**

This policy is linked to:

Safeguarding policy  
Behaviour policy  
Child protection policy  
Confidentiality policy  
SEND Policy

### **School Roles Relating to RSE**

#### **Governors**

Our school governor(s) with responsibility for Relationship Education/RSE are the Standards Committee.

Governors are responsible for;

Establishing the RSE Policy, in consultation with teachers and parents.

Ensuring this policy is made available to parents.

Ensure this policy is in line with other school policies e.g. SEND, Safeguarding etc.

Ensure that parents know the statutory parts of the curriculum and which parts they have the right of withdrawal from.

Establish a link governor to share in the monitoring and evaluation of the programme.

Ensure that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of RSE within PSHE.

#### **The Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies, Diocese and the Local Education Authority.

#### **PSHE/RSE Coordinator**

The coordinator along with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE.

## **All Staff**

Our approach to RSE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RSE.

## **Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationship Education.

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

Requests for withdrawal should be put in writing to the headteacher, detailing the reasons for the request.

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

## **Monitoring arrangements**

The delivery of RSE is monitored by Lara Bass, PHSE Leader through: planning scrutinies, learning walks, pupil voice and staff questionnaires.

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

This policy will be reviewed by Darren Jones, annually. At every review, the policy will be approved by the governing body.

## **Child Protection**

See Safeguarding Policy. Always discuss concerns with the designated member of staff.

## **Personal Beliefs**

Beliefs and attitudes of teachers should not influence their teaching of RSE.

## **Language and Ground Rules in RSE lessons**

No one will feel forced to answer a personal question

No one will be forced to take part in discussions

Language used should be easily understood by all

Correct names for body parts will be used

Meanings of words will be explained in a simple, factual way.







Appendix 1: 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>
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>
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p>

	<p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</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>
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>



## APPENDIX 2 - HEARTSMART CURRICULUM FOR RSE

### RELATIONSHIPS & HEALTH EDUCATION

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	<b>RELATIONSHIPS EDUCATION</b>						
	<b>Families and people who care for me</b> <i>Pupils should know...</i>						
F1	that families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓	✓
F2	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.	✓			✓	✓	
F3	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.		✓		✓		✓
F4	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.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						✓
F6	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓		✓	
	<b>Caring Friendships</b> <i>Pupils should know...</i>						
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓
CF4	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.	✓	✓	✓	✓	✓	✓
CF5	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.	✓		✓	✓	✓	✓
	<b>Respectful Relationships</b> <i>Pupils should know...</i>						
RR1	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.	✓	✓		✓	✓	✓
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓
RR3	the conventions of courtesy and manners.		✓	✓	✓		
RR4	the importance of self-respect and how this links to their own happiness.	✓	✓	✓	✓	✓	✓
RR5	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.		✓	✓	✓	✓	✓
RR6	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.	✓	✓		✓	✓	✓
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓			
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.				✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	<b>Online Relationships</b> <i>Pupils should know...</i>						
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.			✓		✓	✓
OR2	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.	✓	✓				
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓	✓	✓			
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					✓	
OR5	how information and data is shared and used online.		✓	✓			
	<b>Being Safe</b> <i>Pupils should know...</i>						
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				✓	✓	✓
BS2	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.						✓
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓		✓			
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓				✓	
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓		✓	✓	✓	✓



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓				✓	
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓			✓	
BS8	where to get advice e.g. family, school and/or other sources.	✓	✓		✓	✓	

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	<b>HEALTH EDUCATION</b>						
	<b>Mental Wellbeing</b> <i>Pupils should know...</i>						
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓
MW2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	✓	✓	✓	✓	✓	✓
MW3	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	✓	✓	✓	✓	✓	✓
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.				✓		
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓				✓
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓	✓		✓	





		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓	✓		✓	✓	✓
MW9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	✓	✓		✓		
MW10	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.				✓		
	<b>Internet Safety and Harms</b> <i>Pupils should know...</i>						
ISH1	that for most people the internet is an integral part of life and has many benefits.	✓			✓		
ISH2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				✓	✓	✓
ISH3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.					✓	✓
ISH4	why social media, some computer games and online gaming, for example, are age restricted.					✓	✓
ISH5	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.				✓		
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓		✓	✓
ISH7	where and how to report concerns and get support with issues online.		✓		✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	<b>Physical Health and Fitness</b> <i>Pupils should know...</i>						
PH1	the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓			
PH2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		✓				
PH3	the risks associated with an inactive lifestyle (including obesity).		✓	✓			
PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.			✓			
	<b>Healthy Eating</b> <i>Pupils should know...</i>						
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).			✓			
HE2	the principles of planning and preparing a range of healthy meals.		✓	✓			✓
HE3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		✓				
	<b>Drugs, alcohol and tobacco</b> <i>Pupils should know...</i>						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				✓	✓	✓
	<b>Health and prevention</b> Pupils should know...						
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						✓
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		✓				
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					✓	
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓					
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓			✓		
HP6	the facts and science relating to allergies, immunisation and vaccination.			✓			✓
	<b>Basic First Aid</b> Pupils should know...						
BFA1	how to make a clear and efficient call to emergency services if necessary.			✓			
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			✓			
	<b>Changing adolescent body</b> Pupils should know...						



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		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				✓	✓	✓
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					✓	



### Appendix 3: RSE OBJECTIVES NOT TAUGHT THROUGH HEARTSMART

#### ALL LESSONS WILL BE AGE APPROPRIATE

	F2	Y1	Y2	Y3	Y4	Y5	Y6
<b>Genital body parts</b> <b>Y1/2</b> - correct names for the external parts of the body, including the sexual parts. <b>Y3/4</b> - correct names for the external parts of the body, including the sexual parts. Understand the difference between male and female <b>Y5/6</b> - reproductive organs and their function.		✓	✓	✓	✓	✓	✓
<b>Puberty - changes to the body</b> <b>Y3,4,5,6</b> - Importance of hygiene as we grow up and our bodies change <b>Y4 and Y5</b> - Introduction to puberty using Operation Ouch, Don't panic about puberty special <a href="https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-series-4-10-dont-panic-about-puberty-special">https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-series-4-10-dont-panic-about-puberty-special</a> <b>Y5 and Y6</b> - puberty - changes to the body. <b>Y6 only</b> - Wet dreams, puberty, including periods, will be taught separately to boys and girls during the Summer Term				✓	✓	✓	✓
<b>Gender identity</b> <b>F2 to Year 6 - Gender Stereotyping taught at the appropriate level</b> <b>Y6</b> - What's the difference between sex and gender?	✓	✓	✓	✓	✓	✓	✓
<b>Sexual orientation</b> <b>F2</b> - Different types of family. <b>Y1/2</b> - Diverse Families. <b>Y3/4</b> - Attraction and love <b>Y5/6</b> - Same sex marriages. Does everyone have a sexual orientation?	✓	✓	✓	✓	✓	✓	✓