



St Mary's RC Primary School
Relationships and Sex Education Policy 2021/22

What Is Relationship and Sex Education?

Relationship and sex education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

The Intent of Relationship and Sex Education at St Mary's

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families. The objectives of Relationship and Sex Education curriculum are:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
 - To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
 - To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

Implementation of the Relationships and Sex Education at St Mary's

The teaching of Relationships and Sex Education - Legal requirements

The DFE document states that: *'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.'* (Secretary of State Foreword, 2019)

From 2020: it will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

We interpret sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and are included in either Health Education or National Curriculum: Science.

Parental Consultation and Pupil Withdrawal

All schools must teach the following as part of the National Curriculum for Science orders, parents do not have the right to withdraw their child/children from the SRE content as follows:

National Curriculum Science

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

From September 2020 parents will have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education or any content covered as part of National Curriculum Science.

The school informs parents when aspects of the sex and relationship programme are taught and will be provided with an outline of the content before it is taught. Once this has been disseminated, parents may request their child be withdrawn from the specific sex education elements of the lessons

Before granting any such request, the head teacher and Personal Development Coordinator will discuss the request with the parent and, as appropriate and with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This conversation is likely to include the head teacher discussing with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

SRE pupil involvement

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

As with our wider curriculum, all pupils will be given support for learning, emotional, behavioural and physical disabilities in order to fully access the content of the lessons.

The teaching of Relationships and Sex Education will be delivered at an age appropriate level. When children may have a delayed cognitive development, which could hinder the understanding appropriate to their age, family and SENDCo will meet and agree a plan to ensure safety for the pupil.

The organisation and delivery of Relationship and Sex Education

Sex and relationship education is delivered through science and PSHE and is taught by classroom teachers, teaching assistants (if appropriate), or outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Resources to teach sex and relationship education may include fiction, reference books, leaflets and extracts from video clips. Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

The content of the Relationships and Sex Education at St Mary's

The pupils will be taught the content of the RSE curriculum through their Science and PSHE lessons. The PSHE lesson will be taught following half-termly schemes of work from Coram Life

Education's SCARF (See Personal Development Curriculum for details). The relationship elements are interwoven through each unit across the year, however and of the elements linked to puberty and sex will be covered in one shorter half-termly block so that the content can be shared with parents before it is taught

From Year 4 onwards, pupils will cover content including:

- How will my body and emotions change as I approach and move through puberty?
- Why are girls' and boys' bodies different?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say 'no' to someone without hurting their feelings?
- Who can I talk to if I want help and advice, or am worried about someone else?

Relationships and Sex Education within a faith school

The RSE elements of SCARF are based on the SCARF values of Safety, Caring, Achievement, Resilience and Friendship. We believe that all children deserve to be safe, cared for and to learn the skills they need to develop healthy relationships. We feel there is a natural fit between these values and the ethos of schools with a religious character.

The themes within the RSE elements of SCARF help children from all backgrounds to build positive and safe relationships, and to thrive in modern Britain. Catholic primary schools must deliver Relationships Education as described in the statutory guidance, with the flexibility to teach their distinctive faith perspective on relationships too, whilst being clear what is opinion or belief and what is information regarding the law and legal rights. As a school, we believe that the content of the SCARF scheme is in line with this, however, each half-term, staff will discuss the content of the upcoming topics with the SLT (within a staff meeting) and any decisions will be made about any amendments to the content based on the age and understanding of the pupils being taught, within consideration given to the teachings of the Catholic faith. Any content related to puberty and Sex will be delivered by competent professionals who understand the Church's teaching.

Child Protection

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher /DSL in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Difficult Questions

Questions arising from RSE lessons are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned.

The Role of Visitors in regards to RSE

Visitors may be invited in to school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's SRE policy and work within it.

Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named DSL, before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Sexual Identity and Sexual Orientation

St Mary's School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively.

Impact of the Relationship and Sex Education at St Mary's

How Relationships and Sex Education is monitored and evaluated

Monitoring of lessons and standards will follow the same whole school approach as other lessons.

In order to ensure that students are making progress and the delivery of lessons enables this progress to take place we will access the SCARF 6 half termly units and assessment opportunities.

Following the guidance of PSHE Association it is evident that assessment in PSHE and RSE education should not be about levels and grades but about ongoing formative assessment. This will enable a comparison on an individual basis of pupils building knowledge in comparison to previous years. This ensures that the personal progress is the measure and not that of grade boundaries which would be inappropriate for PSHE/ RSE

Policy Review and Development Plan

The policy will be reviewed annually by staff and governors to ensure suitability. When areas of development are identified these will be addressed through staff CPD and community events.

Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)

- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

This policy should be read in conjunction with the following policies:

- Schools own Safeguarding policy (inc. responding to disclosures)
- Schools own Anti-bullying policy
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2018/2020)

This Policy was created by C Wilkinson (Personal Development Coordinator)

Review Date: November 2022