

Cathedral Primary School



RSE

(Relationships and Sex Education) Policy

Approved by:

Governing Body

Date: March 2021

Last reviewed on:

Next review due by:

Introduction

This policy is a statement of the aims and principles for the teaching and learning of Relationships and Sex Education at Cathedral Primary School. A programme of Relationships and Sex Education will be offered to all pupils, which is considered age and stage appropriate. It will be presented within a moral, family-orientated and Christian framework.

Definition

“In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.”

(Church of England Education Office Response to a Call for Evidence on RSE Curriculum p1)

Aims

Through our Sex and Relationships Education Policy we aim:

- To encourage pupils to appreciate the value of stable family life, love, marriage, partnerships and parenthood and the responsibility these carry.
- To nurture in pupils a sense of respect and responsibility in matters relating to sex and relationships and to prepare them for life's natural experiences and accompanying emotions.
- To enable pupils to understand the cycle of life, the changes that will occur to their bodies, the reasons for these changes and the functions of the sex organs of the adult male and female bodies.
- To provide pupils with the knowledge that their questions and anxieties in these matters will be addressed by caring professionals in a helpful manner.
- To help pupils develop feelings of self-respect, confidence and empathy.
- To highlight the importance of health and hygiene.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To provide guidance and support for teachers.
- To inform parents and external agencies of the school's current practice.

Principles of the Teaching and Learning of Sex and Relationships Education

Facts will be presented in an objective, balanced and sensitive manner, set within a clear framework of values. Pupils will be encouraged to appreciate the values and responsibilities of stable family life, marriage, partnerships and parenthood, without feeling that their own background, if different, is being criticised. Pupils will be encouraged to consider the importance of respect for themselves and others, acceptance of responsibility, commitment and sensitivity towards the needs and views of others.

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Cathedral Primary School we teach RSE as set out in this policy.

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

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online.

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 the curriculum please see the Curriculum Map in Appendix 1.

Delivery of RSE

At Cathedral School we feel the RSE (Relationships and Sex Education) curriculum should provide progression, continuity and reinforcement in learning. RSE is taught through different aspects of the curriculum. While we carry out the main teaching in our personal, social and health education (PSHE) curriculum, some elements will be explored through Religious Education, PE, science, computing and during collective worship.

Pupils are taught RSE as part of the statutory National Curriculum for Science as outlined below:

At Key Stage 1 Children will be taught:

- That animals, including humans, move, feed, grow, use their senses and reproduce
- To recognise, compare and name the main external parts of the human body.
- That humans can produce offspring and these grow into adults.
- Similarities and differences between themselves and others.
- To recognise similarities and differences between themselves and others.
- To treat others with sensitivity.

Key Stage 2 Children will be taught:

- That life-processes common to humans include nutrition, movement, growth and reproduction
- The main stages of the human life cycle

The RSE scheme of work has been developed to meet the needs of the pupils. Lessons and resources have been taken from the You, Me and PSHE Curriculum developed by Islington local authority and “Channel 4 Living and Growing” materials.

Pupils may also receive stand-alone sessions delivered by a trained health professional, e.g. a dental nurse to talk about oral health.

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

For more detail on what will be taught at each stage of education, please see Appendix 1 (curriculum map) and Appendix 2 (list of end of primary school objectives, taken from statutory guidance on Relationships Education (Primary) - Updated 9 July 2020)

Handling Questions

Teachers will aim to deal with questions in class openly. However, if inappropriate questions are raised, the teacher will not answer and will seek further advice from the Headteacher, Deputy Head or PSHE leader. Questions which cause the teacher unease should be referred to the Headteacher. Prior to a planned discussion, children will be given the opportunity to submit questions and place them in a box. This offers the child anonymity and the teacher a chance to prepare answers. The question box will remain available following the discussion, for any questions arising. Subsequent time will be made to deal with any such questions.

Roles and responsibilities

The Governing Body

The governing board is responsible for:

- Approving the RSE policy and any subsequent reviews of the policy.
- Holding the headteacher to account for its implementation.
- Ensuring that the terms and ethos of this policy are followed.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE

PSHE Leader

The Personal Social Health Education Leader is responsible for:

- Writing and updating the RSE Policy and Scheme of Work in light of initiatives and change, and monitoring the development of the subject throughout the school;
- Guiding and supporting teachers in this subject, to include refresher training for SRE;
- Co-ordinating external agency support for SRE;
- Monitoring the effectiveness of the planned and delivered curriculum for SRE;
- Co-ordinating classroom practices and guidelines across the curriculum and ensuring the development of subject skills;
- Auditing and monitoring resources throughout the school to ensure that there are sufficient age-appropriate and ability-appropriate resources for effective teaching and learning;

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

Parental Involvement and Choice

Parents have the prime responsibility for helping their children with the emotional and physical aspects of growing up. The teaching of Relationships and Sex Education at Cathedral Primary School is seen as being complementary and supportive to the role of parents. It is hoped that, with full and careful liaison between parents and teachers, parents will be happy to allow their children to participate in the lessons. Parents are invited to the school to view the materials used and to discuss these resources with the staff. Parents are also welcome to discuss with the Headteacher, or designated member of staff, any issues or anxieties they have, regarding their child's Sex and Relationships Education, in complete confidence. Under the Education Act 1993, parents can withdraw pupils from the parts of Sex Education that are outside the compulsory elements contained in the Science National Curriculum. Parents wishing to exercise this right will need to make their request to the headteacher. The parents will be invited to a meeting to discuss the implications of the withdrawal.

Training

Staff are trained on the delivery of RSE as part of the 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.

Confidentiality and Safeguarding

Teachers should encourage all pupils to discuss their concerns with an appropriate adult. The negotiation of 'Ground Rules' in RSE sessions is important for this reason. Due to the guidelines in the Safeguarding Policy, teachers cannot offer or guarantee absolute confidentiality. Teachers need to be aware that effective RSE, which brings an understanding of what is, and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Pupils need to be reassured that their best interests will be maintained. Teachers should consult with the school's Designated Safeguarding Lead for advice on all safeguarding matters. All outside agencies working in school to support the RSE programme will adhere to this policy.

Record Keeping and Assessment

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

Special Educational Needs

Group or individual support will be given to ensure that all pupils can fully participate in the lessons and understand the information presented. Staff must be aware that "Special Educational Needs" may apply to children who have experienced abuse, or traumatic events in their family life, and proceed with appropriate sensitivity.

APPENDIX 1: PSHE Curriculum Map

PSHE CURRICULUM MAP



Scheme of Learning: You, Me and PSHE

| Year Group | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|------------|--|---|--|---|---|--|
| 1 | Physical Health and Wellbeing: Fun Times | Keeping Safe and Managing Risk: Feeling Safe | Mental Health and Emotional Wellbeing: Feelings | Identity, Society and Equality: Me and Others | Keeping Safe and Managing Risk: At Home | My Money: Introduction to Money |
| 2 | Physical Health and Wellbeing: What Keeps Me Healthy | Keeping Safe and Managing Risk: Indoors and Outdoors | Mental Health and Emotional Wellbeing: Friendship | Relationship Education: People and Families | Keeping Safe and Managing Risk: Medicines and Me | My Money: Introduction to Money |
| 3 | Physical Health and Wellbeing: What Helps Me Choose? | Keeping Safe and Managing Risk: Positive Friendships (dealing with bullying) | Mental Health and Emotional Wellbeing: Strengths and Challenges | Identity, Society, Equality: Celebrating Difference | Keeping Safe and Managing Risk: What Keeps me Healthy? | My Money: Saving, Spending and Budgeting |
| 4 | Physical Health and Wellbeing: What is Important to Me? | Keeping Safe and Managing Risk: Playing Safe | Mental Health and Emotional Wellbeing: Think Positive | Identity, Society, Equality: Democracy | Keeping Safe and Managing Risk: Making Choices | Relationship and Sex Education: Growing and Changing |
| 5 | Physical Health and Wellbeing: In the Media | Keeping Safe and Managing Risk: When Things Go Wrong | Mental Health and Emotional Wellbeing: Dealing with Feelings | Identity, Society, Equality: Stereotypes, Discrimination and Prejudice | Keeping Safe and Managing Risk: Difference Influences | Relationship and Sex Education: Growing and Changing |
| 6 | Mental Health and Emotional Wellbeing: Healthy Minds | Keeping Safe and Managing Risk: Keeping Safe Out and About | My Money: Borrowing and Earning Money | Identity, Society, Equality: Human Rights | Keeping Safe and Managing Risk: Weighing Up Risk | Relationship and Sex Education: Healthy Relationships |

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

Taken from statutory guidance on Relationships Education (Primary) - Updated 9 July 2020

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <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 • 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 | <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 • 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 | <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 |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|---|
| Online relationships | <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <ul style="list-style-type: none"> • 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 | <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 appropriate and inappropriate or unsafe physical, and other, contact • 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 |