



## St Martin's School

### RELATIONSHIP AND SEX EDUCATION POLICY

#### 1. What is Relationship and Sex Education (RSE)?

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also 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 young people to develop resilience, to know how and when to ask for help, and to know where to access support.

All schools are required to teach Relationships Education as part of the personal, social, health, economic (PSHE) curriculum as per section 34 of the [Children and Social work act 2017](#).

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body; reproduction; sex, and sexual health. It also gives children and young people essential skills for building positive, meaningful and non-exploitative relationships that are based on respect, care and empathy. We want children to be able to make responsible and well-informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe both on and offline.

In teaching RSE, we are 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. Aims and Objectives

Our RSE and health education programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

RSE contributes to PSHE and Citizenship education by ensuring that all children:

- develop confidence in talking, listening and thinking about their feelings and relationships
- are supported through their physical, emotional and moral development
- are able to name parts of the body and describe how the body works
- are helped to deal with difficult moral and social questions.

- respect themselves and others and move with confidence from childhood through adolescence to adulthood.
- learn how to avoid and not initiate exploitation and abuse e.g. bullying
- learn to make choices and have an awareness of consequences based on an appreciation of difference and absence of prejudice
- learn how to participate in positive relationships in a considerate and sensitive way, valuing respect and care for self and others
- learn how to cope with loss at the end of relationships  
explore individual and moral issues and develop decision making skills based upon critical thinking
- learn and understand physical and emotional development at appropriate stages  
understand human sexuality, reproduction and sexual health can protect themselves and ask for help and support; and are prepared for puberty

### 3. Principles:

RSE is a partnership between home and school starts early and is relevant to pupils at each stage in their development and maturity effective RSE is essential if young people are to make responsible and well-informed decisions.

4. In consultation with parents, carers and Proprietors, RSE will be delivered by:

The planned RSE modules across all the Curriculum in science, Religious Education and Personal, Social, Health and Economic education (PSHE)

### 5. Statutory RSE content

Some aspects of Relationship Education are STATUTORY therefore; children cannot be withdrawn from these sessions.

Statutory content of National Science Curriculum:

Key Stage 1 pupils are taught:	<ul style="list-style-type: none"> <li>• that humans and animals can produce offspring and that these offspring grow into adults</li> <li>• that animals and humans, move, feed, grow, use their senses and reproduce</li> <li>• to recognise and name the main external parts of the body using scientific language</li> <li>• to recognise similarities and differences between themselves and others and treat others with sensitivity</li> <li>• to describe the importance for humans of hygiene</li> </ul>
Key Stage 2 pupils are taught:	<ul style="list-style-type: none"> <li>• the main stages of the human life cycle</li> <li>• the differences in the life cycles of a mammal, an amphibian, an insect, some plants and a bird</li> <li>• that life processes common to humans include nutrition, growth and reproduction.</li> <li>• key facts about puberty and the changing adolescent body using scientific vocabulary, particularly from age 9 through to age 11, including physical and emotional changes and about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

Statutory content of Relationships Education:

	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
Families and people who care for me	
Caring friendships	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>

Being safe	<ul style="list-style-type: none"> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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Statutory content of Health Education (which apply to RSE):

Health and prevention	<ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

6. Delivery of content (Key Stage 2)

Class teachers will deliver the sessions and do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that all children know how babies are born, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We will be available to speak to parents and carers of children in KS2 if they would like to in order to support the programme of lessons, explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.

Parents and carers of children are welcome to come and meet teaching staff to discuss the correct scientific terminology used when teaching the biological differences between male and female children.

## 7. Responding to children's diverse learning needs

There is a great need for sensitivity in the approach to relationship and sex education. This will include sensitivity to:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of young people
- homophobic bullying and behaviour

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. There will be an equality of opportunity for boys and girls and teachers will ensure that there is no stigmatisation of pupils based on home circumstances.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for all. The school is mindful of preparing for adulthood outcomes as set out in the SEND code of practice, when teaching these subjects to those with Special Educational Needs and disabilities (SEND)

## 8. Roles and responsibilities

### **The Proprietors**

- The proprietors will approve the RSE policy.

### **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.

### **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, providing high quality teaching that is differentiated and personalised to ensure accessibility
  - It is the role of the teacher to ensure that children with learning difficulties and special needs are properly included and their developmental needs met.
  - 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.

### **The role of parents/carers**

The school believes that the primary role in children's RSE lies with the parents and carers. We wish to build a positive and supporting relationship with the parents of the children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- We have consulted with parents and other stakeholders about the new RSE policy
- inform parents/carers about the school's practice and the resources used in its teaching;
- answer any questions that parents/carers may have about the RSE of their child;
- take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for RSE within the school;
- inform parents/carers about the best practice known with regard to RSE so that the teaching in school supports the key messages that parents/carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities;
- develop a whole school programme and all children from Reception to Year 6 will be taking part in these lessons. The lessons are differentiated for each year group

### **Pupils**

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

### 9. Right of withdrawal

The National Curriculum Science; Relationship Education and the new Health Education guidance set out by the DfE are compulsory and children cannot be withdrawn from this teaching. For other elements of the sex education provided at the school, parents or carers have a legal right to withdraw their children (see form at Appendix 1) except in exceptional circumstances. The class teacher will consult with parents or carers to discuss the reasons why they wish to withdraw their child.

The DfES will provide, on request, an information leaflet to parents who do withdraw their children.

However, parents who do withdraw their children should be alerted to possible consequences such as:

- The child may hear a version of the content from other children and only hear their version.
- The child may feel stigmatised and left out.
- The child may use the internet to research the questions themselves
- The child may ask friends, potentially gaining incorrect information

Our arrangements for pupils withdrawn from sex education are:

- Working in another classroom with appropriate, purposeful education during the period of withdrawal.

Parents who withdraw children from Sex Education lessons, will be provided with the material from the lessons.

### 10. National and Local Guidance

The following documents are sources of reference:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education DfES, 2019

- Education Act 1996
- Equality Act (2010)
- DfE: Relationships Education, Relationships and Sex Education and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers (2019 Latest update 13 Sept 2021)
- Keeping children safe in education – statutory safeguarding guidance (2019)
- Public Sector Equality Duty
- SEND code of practice

## 11. Resources used for Sex and Relationship Education

Scheme of work called “Effective Teaching and Learning in PSHE Education, Citizenship and SEAL”

Proctor and Gamble Schools Program

## 12. Managing Disclosure

Teachers are aware of their responsibility to minimise the chance of pupils making disclosures in the class by using ground rules, distancing techniques and other recognised methods.

Distancing techniques may avoid embarrassment and protect pupils’ privacy. Depersonalising discussion, appropriate videos and TV extracts, case studies with invented characters can all help pupils discuss sensitive issues that develop their decision-making skills in a safe environment.

## 13. Monitoring arrangements

The delivery of SRE is monitored by the head teacher.

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

This policy will be evaluated and reviewed by our Headteacher every year. At every review, the policy will be approved by the Proprietor.

## 14. Confidentiality

Please refer to Safeguarding and Child Protection Policy (updated annually)

Teachers conduct RSE lessons in a sensitive manner and in confidence. It is the policy of the school to answer children’s questions as they arise in an honest and caring manner, encouraging the use of correct physiological terms as appropriate to the age and needs of the individual child. If a question is deemed inappropriate for the age and understanding of the child, the child will be referred to their parents. However, if a child refers to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will follow the procedures in the school’s Safeguarding and Child Protection policy. The designated person will deal with the matter in accordance with this policy.

## 15. Equal Opportunities

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review, we shall assess and consult relevant stakeholders on the likely impact of changes to our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010).

## 16. Complaints

Parents will be consulted on the contents of this policy. Consultation comments should be sent to the school. Once the policy has been implemented, an individual wishing to make a complaint about anything relating to this policy should refer to the Complaint Policy published on the website.