



Relationship and Sex Education Policy

Date adopted	April 2015	Owner	Governors
Last reviewed	Feb 2019	Review cycle	Annual

“Relationship and sex education is about the emotional, social and physical aspects of growing up, relationships, sex, gender, sexuality and sexual health and is tailored according to age, and physical and emotional maturity of the children and young people it is delivered to”.

(RSE Hub, 2018)

Relationships education, RSE, and PSHE are designed to ensure pupils are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world.

(Gov UK Website, 2018)

RATIONALE AND ETHOS

‘SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’.

(Sex Education Forum, 1999)

This policy is a working document which provides guidance and information on all aspects of RSE in the schools for staff, parents/carers and governors. It is available on request and can be accessed on the schools’ website.

The schools are committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children’s cultures, faiths and family backgrounds. We value our inclusivity and equal time and provision will be allocated for all groups. On some occasions, children with particular Special Educational Needs may be offered tailored provision which is suitable to their needs and their abilities.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive and healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

RSE is integrated into the Personal, Social, Health and Economic Education programme of the schools, as well as being covered through some elements of the Science curriculum across the schools. Objectives which are covered are referred to within this policy.

RSE will be taught in the context of developing happy and healthy relationships throughout the whole school, starting in Early Years. It will promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others at home, school, work and in the community.

RSE in the primary phase builds a foundation of emotional and social skills, which is central to all later RSE work. RSE needs to begin before puberty and feelings of sexual attraction, and before young people develop sexual relationships. We feel strongly that our curriculum and sex education lessons ensure that children are well equipped for the next phase of their lives and education.

Through our strong Christian values of love, friendship, responsibility, courage, honesty and respect, we aim to serve our community by providing an education of the highest quality within the context of Christian belief and practice. Our RSE policy and related policies are underpinned by these values.

ROLES AND RESPONSIBILITIES

RSE and PSHE are led by the 'Every Child... Happy & Safe Team'. However, all teachers contribute to the effective delivery of RSE by planning and delivering appropriate and engaging lessons in line with our Teaching and Learning policy. Teachers in Year 6 are required to teach explicit sex education lessons, which usually take place within the summer term.

LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

RSE will become statutory in September 2019. Updated Government guidance on RSE will be published ahead of September 2019. This policy will be updated accordingly.

Further documentation used to support the delivery of effective RSE include:

- 'RSE for the 21st Century' (<https://www.pshe-association.org.uk/system/files/RSE%20for%20the%2021st%20Century%20-%20FINAL.pdf>)
- Sex and Relationship Education Guidance (<http://webarchive.nationalarchives.gov.uk/20130403224457/https://www.education.gov.uk/publications/eOrderingDownload/DfES-0116-2000%20RSE.pdf>)

CURRICULUM DESIGN AND AIMS

Aims and Objectives

At St Martin's Schools we support the 12 evidence-based principles for RSE as set out by the Sex Education Forum. These are reflected within this policy. Our schools are committed to RSE which...

- is an identifiable part of our PSHE education curriculum, which has planned, timetables lessons across all the Key Stages
- is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- works in partnership with parents and carers, informing them about what their child will be learning about and how they can contribute at home
- delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including families, consent, relationship abuse sexual exploitation and safe relationships online

- gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- fosters gender equality and LGBT + (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- meets the needs of all pupils with their diverse experiences – including those with special educational needs and disabilities
- seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Our RSE programme reflects the schools' ethos and demonstrates and encourages the following values:

- Respect for self.
- Respect for others.
- Responsibility for own actions.
- Responsibility for family, friends, schools and wider community.

Objectives which contribute towards our RSE curriculum are set out below.

EYFS	Year 1	Year 2
To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.	To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable.
To communicate their feelings to others.	To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).	To be aware of strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
To recognise how others show feelings and how to respond.	To recognise what is fair and unfair, kind and unkind, what is right and wrong.	Recognise the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them.
To recognise that their behaviour can affect other people.	To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	To offer constructive support and feedback to others.
To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.	To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	To know about growing and changing and new opportunities and responsibilities that increasing independence may bring.
To understand that they belong to different groups and communities such as family and school.	To share their opinions on things that matter to them and explain their views through discussions with one	To know the names for the main parts of the body (including external
To help construct, and agree to follow, group, class and school rules		

<p>and to understand how these rules help them.</p> <p>To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To know the importance of, and how to, maintain personal hygiene.</p> <p>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To know about the ways that pupils can help the people who look after them to more easily protect them.</p> <p>To know ways in which they are all unique; understand that there has never been and will never be another 'them'.</p> <p>To know ways in which we are the same as all other people; what we have in common with everyone else.</p>	<p>other person and the whole class.</p> <p>To identify and respect the differences and similarities between people.</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To know about the process of growing from young to old and how people's needs change.</p> <p>To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>To know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health and to recognise that choices can have good and not so good consequences.</p> <p>To know how they can contribute to the life of the classroom and school e.g. organise and set up an event.</p>	<p>genitalia) and the bodily similarities and differences between boys and girls.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety.</p> <p>To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them.</p>
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Year 3	Year 4	Year 5	Year 6
<p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly and to use this as an opportunity to build resilience.</p> <p>To know what being part of a community means, and about the varied institutions that support communities locally and nationally. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise the role of</p>	<p>To know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings</p>	<p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media.</p> <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To consider the lives of people living in other places, and people with different values and customs across the world.</p> <p>To know their body will, and their emotions may, change as they approach and move through puberty.</p> <p>To understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their</p>	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender.</p> <p>To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise and challenge stereotypes.</p> <p>To know about human reproduction.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves: to explore and critique how the</p>

<p>voluntary, community and pressure groups, especially in relation to health and wellbeing school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To understand that their actions affect themselves and others.</p> <p>To develop an awareness of the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>and to try to see, respect and if necessary constructively challenge others' points of view.</p> <p>To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p>	<p>immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To know the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.).</p> <p>To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based</p>	<p>media presents information.</p> <p>To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>To know that there are some cultural practices which are against British law and universal human rights.</p> <p>To know strategies for keeping physically and emotionally safe including road safety.</p> <p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p> <p>To learn about the difference between, and the terms associated with, sex, gender identity and sexual orientation identity, sexual orientation identity, and disability (see 'protected</p>
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		language, 'trolling', how to respond and ask for help).	characteristics' in the Equality Act 2010). To understand that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others.
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Some elements of RSE are covered through our Science curriculum. Learning objectives covered contribute towards learning about 'Animals, including humans'.

Year 1	To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	To notice that animal, including humans, have offspring which grow in to adults.
Year 5	To describe the changes as humans develop to old age.

SAFE AND EFFECTIVE PRACTICE

Resources/Practice

- Resources to be used are: Channel 4 Learning All About Us - Living & Growing Series; parents/carers are invited to view these materials should they wish (this series continues to be recommended by our school nurse).
- RSE is normally delivered by the class teacher or the school nurse in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.
- The school nurse is familiar with and understands the schools' RSE policy and works within it.
- The school nurse is supervised/supported by a member of staff at all times.
- All input to RSE lessons is part of a planned programme and agreed amongst staff in advance.

Answering Difficult Questions

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.

Both formal and informal RSE arising from pupil's questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The schools believe that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about a child.

Children will be able to contribute sensitive questions through the use of a 'question box' anonymously. The answers, if appropriate, will be discussed further within the classroom.

We believe that RSE 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.

All forms of bullying are dealt with strongly yet sensitively. This policy should be read alongside our Behaviour Policy.

SAFEGUARDING

Through effective RSE and PSHE we aim to ensure that all pupils are well equipped to develop positive relationships in the future. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future. We safeguard our children effectively through teaching these valuable life skills during PSHE lessons. Overarching concepts developed through our PSHE teaching include:

1. Identity; exploring the children's personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online activity.
2. Relationships; including different types in different settings, in real life and online.
3. A healthy (physically, emotionally and socially), balanced lifestyle; looking at relationships, work-life, exercise and rest, spending and saving and lifestyle choices.
4. Risk; identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others, and safety; assessing behaviour and strategies to employ in different settings, in real life and online.
5. Diversity and equality.
6. Rights, responsibilities and consent; including the notion of universal human rights and fairness and justice in different contexts.
7. Change; as something that can be managed, and resilience; the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance.
8. Power; how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.
9. Career; including enterprise, employability and economic understanding.

Confidentiality and Child Protection Issues

Children'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 a Designated Safeguarding Lead who takes action as laid down in the Child Protection and Safeguarding Policy. All staff are familiar with this policy and know who the Designated Safeguarding Leaders are should they be concerned about a child. The child concerned will be informed that confidentiality is being breached and given reasons why. The child will be supported by the teacher throughout the process. Our Child Protection and Safeguarding Policy further outlines how we strive to keep our children safe.

ENGAGING STAKEHOLDERS

Parents/carers will be invited to an information session prior to explicit sex education lessons being taught. The session will share with parents the aims of the lessons, how they will be delivered, the resources that will be used and ways in which they can support their child at home. All information shared will be placed on the webpage for reference.

Withdrawal

Parents/carers have the right to withdraw their child from explicit sex education lessons taught at the end of their education at St Martin's School. They will not be able to remove their child from PSHE lessons across all year groups including science lessons. Any parents/carers wishing to exercise this right are invited in to see the Executive Head Teacher and/or RSE leader who will explore any concerns and discuss any impact that withdrawal may have on the child. Parents/carers who wish to supplement the schools' RSE programme, or wish to deliver sex education to their children at home, can be directed to appropriate resources and materials.

MONITORING, REPORTING AND EVALUATION

Monitoring of RSE (including PSHE and Science) occurs regularly. Monitoring is used to identify strengths and areas for development. Sex Education lessons should be monitored yearly to ensure that best practice is embedded. This policy should be updated regularly and supported by any new guidance or statutory documentation.