



Saint Pierre School,  
16 Leigh Road, Leigh-on-Sea, Essex SS9 1LE

## Relationship and Sex Education Policy

Policy Owner (Position)	Last Updated By (Name)	Date of Last Review	Date Next Review Due
Deputy Head Director of Studies	Danielle Hemmings Poppy Smith	August 2021	August 2022
<b>Read in Conjunction with:</b> PSHE Policy, Safeguarding Children Policy, Teaching and Learning Policy, Inclusion Policy, Anti-Bullying Policy, E-Safety Policy			

### **RELATIONSHIP and SEX EDUCATION POLICY**

This policy is a working document which provides guidance and information on all aspects of RSE and aims to provide a secure framework within which staff can work.

This policy is based on the DFE guidance document, Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019 revised 2020). In this document, sex education is defined as, 'learning about physical, moral and emotional development. It is about understanding the importance of loving and stable relationships, marriage and family life, respect, love and care.'

#### **What is RSE (Relationships and Sex Education)?**

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. The Department for Children, Schools and Families (DCSF) issued guidance on RSE to all schools in July 2000. This guidance was designed to improve relationship and sex education in schools as part of a broader framework of Personal, Social, Health and Economic (PSHE) education.

*'If relationship and sex education is established within the context of personal, social and health education (PSHE) at primary level, as children reach puberty they will know and understand that they will change and develop, and will have confidence in managing the physical and emotional changes'* (SRE Guidance 2000, DfEE)

RSE supports children through their physical, emotional and moral development, and helps them to understand themselves, respect others and sustain healthy relationships of all kinds. This educative process is undertaken in partnership with parents and carers, being mindful of their needs and concerns as well as those of children and young people themselves.

Teachers know about policy, procedures, relevant content, facts and issues concerning the teaching of RSE.

It is our aim, for RSE at this school to lay the foundation for factual knowledge and more sexually explicit information required by young people in later years. It prepares children for the changes at puberty physically, emotionally and socially. It helps develop the child's skills in being able to apply information and creates opportunities for reflecting on attitudes and values that may affect their decisions and choices in later years.

At Saint Pierre School, RSE is taught within the PSHE curriculum and aims to help children develop:

- Self-esteem and self-awareness.
- The skills needed for successful relationships.
- A beneficial attitude towards difference and diversity.
- An understanding of their own and others' rights.
- Emotional literacy.

- The ability, skills, knowledge and confidence to make positive, informed choices.
- The ability and knowledge to keep themselves and other people safe by minimising risk from harm.
- An understanding of their own and others' attitudes, values and beliefs and an individual moral framework that will help them to make positive decisions.
- A positive attitude towards their body and sexuality.
- An understanding of their own bodies.
- The confidence and awareness to seek help and advice.
- An awareness of the right they have over their own body.
- The skills to be assertive.
- Good communication skills.
- The ability to respect the right of others and to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- The ability to take responsibility for and accept the consequences of their own actions.
- To keep themselves safe when online from predators.

RSE gives pupils accurate information about relationships and sex, allows pupils the opportunities to develop life skills and a moral framework that aims to enable them to make positive use of that information.

### **Why RSE should be taught?**

Within its educational life, the school is conscious of life and creation. Questions relating to RSE are dealt with in a straightforward and natural way within the classroom. The class teacher will be sensitive to the educational and emotional needs of the child at his or her stage of development.

The prime responsibility for bringing up children rests with parents. The school therefore recognises that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered at Saint Pierre School is complementary to and supportive of the role of parents.

Saint Pierre School teaches RSE within the following moral and values framework that promotes:

- Self respect and respect for others.
- Empathy, mutual support and co-operation.
- Honesty.
- Responsibility for personal actions.
- An awareness of the uniqueness of individuals.
- Respect and acceptance towards others who may have different backgrounds, cultures, and sexuality.
- The right of people to hold their own views (as long as these views do not impact negatively on the rights of others).
- The right to not be abused by, or taken advantage of by other people.
- The right to accurate information about sex and relationship issues.

### **Legal requirements**

The law in relation to RSE states:

The governing bodies of schools are required to keep an up to date RSE Policy that describes content and the organisation of RSE provided. All primary schools must teach Relationships Education and it is recommended that all primary schools have a programme of sex education.

Parents do not have the right to withdraw their child from Science or Relationships Education. They do have the right to withdraw their child from classes which address sex education outside of the Relationships Education curriculum.

Teaching of RSE and all areas of learning at Saint Pierre follow guidance from The Equality Act 2010.

## **Equal Opportunities**

Saint Pierre School is committed to the provision of RSE to all of its pupils. Equal time and provision will be allocated to all pupils. Any pupil deemed to be needing extra support including children with SEND, will be catered for appropriately, after consultation with the child's parents.

Our RSE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up (including same sex partners), lesbian, gay, transgender, special needs, ability or disability.

## **Organisation**

RSE is:

- Taught within the PSHE curriculum.
- Delivered in both science and PSHE lessons in each year group.
- Delivered predominantly by the pupils' class teacher.
- Taught through the EYFS commitments.

## **Programme of study**

We have designed a long term plan to ensure all areas of the PSHE and RSE curriculum are covered for each year group. Our RSE curriculum will be delivered in a non-judgemental, factual way allowing children to ask questions, publicly or anonymously.

## **Foundation**

Children are provided with experiences and support which help them develop a positive sense of themselves and of others. We ensure support for children's emotional well-being to help them to know themselves and what they can do. Areas covered include, changes in ourselves since being babies, what we can do now that we couldn't do before.

### **Key Stage 1**

At this stage an informal and natural attitude is fostered, together with a sense of awe and wonder concerning the process of life. RSE is approached through a number of topics, e.g. Ourselves, Animals and Seeds. It lays the foundations of understanding about growth and respect for one another. Our policy is to match the young child's question with a simple and straightforward answer they can understand and which is appropriate for their age and maturity.

### **Key Stage 2**

The Key stage 2 programme prepares learners for the changes experienced during puberty - physical, emotional and social. The topic-based approach is also used at Key Stage 2 level via the PSHE and Science curriculum including topics such as; Life Processes of Animals and Animal Reproduction from the Science curriculum and the PSHE curriculum.

A school is a learning establishment and within it, children have the right to expect all their queries to be answered in a factual and unbiased way.

## **Resources**

RSE resources are chosen and checked for:

- Being inclusive.
- Relevant
- Positive, healthy and unbiased messages.
- Age appropriateness.
- Promoting positive values.
- Accuracy.
- Being up to date.
- Question boxes.

### **Use of outside Agencies**

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school:

- Visitors are invited into school because of the particular expertise or contribution they are able to make.
- All visitors are familiar with and understand the school's RSE policy and work within it.
- All input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of staff at all times.
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

### **Monitoring and evaluation**

- Questionnaires.
- Discussions.
- Teacher assessments.
- Pupils' self-assessment and evaluations.
- Observations.

### **Keeping parents informed**

At the beginning of each year, parents are given / reminded of the overview of the topics their child will be covering and informed of their right to withdraw their child from sex education lessons. Parents are also reminded that they can have a copy of the school's RSE Policy on request but it will also be available to download via the school's website.

### **Provision for withdrawn pupils**

Parents have the right to withdraw their children from some or all of the sex education lessons provided at school except for those parts included in statutory National Curriculum. Those parents wishing to exercise this right should contact the Head direct and will be invited to discuss their objections or concerns and reflect on the impact withdrawal may have on their child and the nature and purpose of the curriculum. Once a child has been withdrawn, they cannot take part in the sex education lessons until the request for withdrawal has been removed, unless or to the extent that the headteacher considers that the child should not be so excused.

### **Safeguarding**

RSE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. In these cases the school's safeguarding children policy needs to be referred to.

### **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, they will talk to the named child protection coordinator who may, or may not, confer with the Headmaster before any decision is made.

Dealing with sexually explicit questions. Saint Pierre School will:

- be prepared to modify the programme if a certain question occurs (perhaps because of media coverage).
- allow individual staff to use their professional judgement as to answering questions in front of the whole class or individually.
- encourage pupils to ask their parents/carers any question outside the planned programme.
- tell pupils that their question will be answered in a later part of the RSE programme or at secondary school, if this is the most appropriate response.

- Staff will be mindful when not answering questions that could potentially end with the child seeking guidance from other methods, online, which could then offer information the child is not mature enough to understand.

### **Appropriate use of language**

All Staff will use the correct terms for all body parts and discuss 'slang' words if they arise so pupils understand the meaning and know that some are offensive.

### **Ground rules within RSE lessons ·**

- Respect will be shown at all times by both staff and pupils.
- Offensive remarks, including those about race, gender, nationality and sexual orientation will not be tolerated.
- Saint Pierre School will keep confidentiality unless it is deemed that the child is at risk (see confidentiality above).
- Strategies will be developed to ease embarrassment if it occurs.

### **Single and mixed sex classes**

All pupils will have the RSE aspect of PSHE lessons in mixed classes. However, in Years 5 and 6, whilst still predominantly taught together, when it is deemed appropriate, opportunities will be made for pupils to discuss matters further in gender groups or individually.

**Appendix One**  
**Curriculum Map –RSE**

<b>Year Group</b>	<b>Lessons to be taught:</b>
Reception	<ul style="list-style-type: none"> <li>• the conventions of courtesy and manners.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• Children to learn about the body part names.</li> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>
Year 1	<p><b>Autumn- Special people (friendships/relationships).</b></p> <p><b>Objectives:</b></p> <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>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• that most 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>• 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>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> <p><b>Spring- Health and Well-being/ Mental Health</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and friendships how to seek help or advice from others if needed.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</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> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul> <p><b>Summer- It’s my body/ growing up</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Children to learn about the body part names (including private parts if the teacher feels appropriate).</li> <li>• Children to learn about the underwear rule.</li> <li>• Physical contact and what is acceptable, comfortable/uncomfortable.</li> </ul>
Year 2	<p><b>Autumn- Thinking positive</b></p> <p><b>Objectives:</b></p>

**Spring- Respecting rights****Objectives:**

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- 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.
- 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.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.
- 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.

**Summer Growing up/ staying safe****Objectives:**

- 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.
- 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, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.
- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- Children to learn about the body part names (including private parts if the teacher feels appropriate).
- Children to learn about the underwear rule.
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Year 3

**Autumn- Being yourself****Objectives:**

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the importance of self-respect and how this links to their own happiness.

	<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> </ul> <p><b>Spring- money matters</b> <b>Objectives:</b></p> <p><b>Summer- It's My Body</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <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> </ul>
Year 4	<p><b>Autumn One World</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <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>• 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.</li> <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> <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> <p><b>Spring- Safety First/ Respecting Rights</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <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> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</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>• 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> <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> <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> </ul>



	<p><b>Summer Growing up</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>
Year 5	<p><b>Autumn- Being yourself and looking after your body</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• Puberty and body changes including menstruation.</li> <li>• Stereotypes and media impact</li> </ul> <p><b>Spring- Working Together</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <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> <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> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul> <p><b>Summer- Money Matters</b></p> <p><b>Objectives:</b></p>
Year 6	<p><b>Autumn- respecting rights</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <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 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> <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> <li>• the conventions of courtesy and manners.</li> </ul> <p><b>Spring- Positive thinking</b></p>

## **Objectives:**

### **Summer- Growing Up (relationships. Sex and reproduction)**

#### **Objectives:**

- 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.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 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 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.
- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
- the concepts of, and laws relating to, sexual consent, sexual exploitation, harassment, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- Stereotypes and media impact