



**Sandford St. Martin's**  
PRIMARY SCHOOL

# **Relationship and Sex Education Policy 2023-24**

**Our mission statement: Learn Love Laugh**

### **Safeguarding**

***If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.***

### **Equality**

***This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.***

## STATEMENT OF INTENT

Christian values are key to every aspect of life within the Church school community. This includes all policy formation and practice which helps to embed an inclusive culture. Christian understanding of sex is that it is a gift of God as part of creation. This gift is celebrated within the sanctity of marriage. Our school Christian Values of Love, Friendship, Respect, Thankfulness and Honesty are central all we do and offer

The Church of England Vision for Education (Autumn 2017) and “Valuing All God’s Children” (C of E Education Office Autumn 2017) clearly sets out 4 relevant values of DIGNITY, HOPE, COMMUNITY, WISDOM. It is with these in mind and support for pupils’ and their families that this policy is implemented.

Sandford St Martin’s is a “Church of England” school and as such seeks the flourishing of **all** children and aim to offer a life enhancing encounter with the person of Jesus Christ and the Christian faith. The Church of England’s teaching about marriage has not changed. Whilst same-sex marriage has been legal in England since 2014, same-sex weddings cannot be performed by Church of England clergy or in Church of England churches. There is a breadth of views held about same sex marriage, sexual orientation and gender identity by Christians and people of all beliefs.” (*Valuing All God’s Children 2017 p11*)

Relationship & Sex Education (RSE) lays the foundation for factual knowledge and the more sexually explicit information required by young people in later years.

RSE is **not** about encouraging sexual experimentation, taking away a child’s innocence or over-ruling the wishes and rights of parents.

**At this school, like many others, RSE is about encouraging healthy meaningful relationships and teaching the scientific nature of human and animal reproduction.**

RSE that starts early in primary school can help protect children and young people from sexual exploitation and abuse by supporting them to learn what is safe and unsafe and how they can get help if they need it.

*This policy should be read in conjunction with our policies on Child Protection, Safeguarding, Positive Behaviour, Anti-Buying, E-safety and Equality Policy as well as schemes of work for Science, PSHE and RE.*

### **Statutory curriculum requirements**

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships Education compulsory for all pupils receiving primary education”. DfE Guidance p8.

We are legally required to teach those aspects of RSE which are the statutory parts of the National Curriculum for Science.

## **Section One – Introduction to the Policy**

Christian beliefs and values underpin the teaching of RSE at Sandford St Martin's Primary School, such that RSE is taught in the belief that:

- the sanctity of marriage is central in Christian teaching and practice
- children should learn the significance of marriage and families as key building blocks of community and society
- children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- sex education includes learning about physical and emotional development.
- sex education is part of a wider social, personal, spiritual and moral education process; including personal beliefs, choices and what is legal
- children should be taught to have respect for their own and other people's bodies; taking Lesbian, Gay, Bi-sexual and Transgender people into account;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.
- children need to learn how to keep themselves safe when using the internet and other forms of technology.
- children need to be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others

The policy specifies the school approach to the teaching of sex and relationships. The policy reflects the advice and guidance of many professional bodies including the Diocese, Local Authority and Department for Education. The policy will be reviewed annually by governors, the headteacher and relevant teaching staff.

Schools in England with good quality RSE teaching have successfully contributed to reducing local rates of under-18 conception and increasing levels of attainment. Young people who have a broad programme of RSE, that starts early in schooling, are more likely to delay having sex until they are older, use contraception, and have fewer sexual partners. RSE is more effective if home and school work in partnership.

## **Section Two – Aims of Relationships and Sex Education**

Aspects of RSE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately.

The aims of RSE

1. To raise children's self-esteem and confidence, particularly in their relationships with others, so that they value themselves and others.
2. To help children develop the skills in language, decision making and assertiveness that they will need to participate with confidence in a range of 21<sup>st</sup> century social settings and current uses of technology.
3. To help children know how and where to gain information and support.
4. To ensure that children understand how humans grow, change, develop and reproduce.
5. For all children to develop confidence in talking, listening and thinking about feelings and relationships;
6. All children can name parts of their body and describe how their bodies work;
7. All children can protect themselves and ask for help and support; and are prepared for puberty.

RSE will –

1. Provide information which is easy to understand and relevant and appropriate to the age and maturity of the children;
2. Include the development of communication and social skills;
3. Encourage the exploration and clarification of values and development of positive attitudes.

## **Section Three – Values in Relationships and Sex Education**

"Marriage is given as a foundation of family life in which children are born and nurtured and in which each member of the family, in good times and in bad, may find strength, companionship and comfort and grow to maturity in love." (Church of England Marriage Service).

Relationships and Sex Education at Sandford St Martin's Primary School will be taught in the context of Christian relationships and values. RSE will promote children's self-esteem and emotional well-being, helping them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and others, at home, work and the community.

RSE will include the compulsory elements of the Key Stage 1 and 2 Curriculum for Science & Religious Education. It will also reflect the non-statutory frameworks for PSHE, Citizenship and E-Safety.

RSE will be taught using up-to-date and age-appropriate materials approved by the PSHE Co-ordinator and the teachers who will use them, in line with this policy. External agencies and professionals will support the programme. Class teachers will deliver the majority of the school programme.

RSE will –

1. Be an integral part of the lifelong learning process, beginning in early childhood and continuing throughout adult life
2. Be an entitlement for all children and young people; those who are heterosexual, lesbian, gay or bisexual; those with physical, learning or emotional difficulties; and those with a religious or faith tradition – everyone whatever their background, community or circumstance
3. Support the school's commitment to Equal Opportunities.
4. Reflect the moral values contained within the school's mission statement, prospectus and relevant policies e.g. the PSHE Policy.
5. Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
6. Be provided within a holistic context of emotional and social development across all settings.

#### **Section Four - How will Parents & Carers be Involved?**

“Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p17.

A copy of the RSE Policy will be available on the school's website & as a paper copy obtained through the school office.

Our staff are committed to working with parents and carers as their support and engagement with RSE is integral to the effectiveness of the programme.

Parents'/carers' views and concerns about RSE will be sought through communication between school and home. Information evenings will be organised for the parents/carers of children of Key Stage 2 and they will be notified when particular aspects of relationship & sex education will be taught. Parents and carers are given opportunities to view and discuss any sensitive materials with regard to relationships and sex. We will communicate to parents about their right to withdraw their children from lessons that explicitly teach human reproduction and sensitively plan a replacement curriculum if necessary.

#### **Section Five - Programme Content**

Relationships and Sex Education (RSE) at the primary phase builds on the personal and social development work carried out to meet the Early Learning Goals within the Foundation Stage. It builds a foundation of emotional and social skills which are central to all later RSE work. The Government has a strategy to reduce the number of teenage pregnancies. A review of research into the effectiveness of RSE concluded that if it is provided early, it can contribute to a reduction of teenage pregnancies and improve young people's sexual health. Schools, primary as well as secondary, therefore have an important contribution to make in reducing the teenage pregnancy rate by providing RSE as part of the curriculum. To do this, RSE needs to begin before puberty and feelings of sexual attraction, and before young people develop sexual relationships (HEA, 1998). These skills are fundamental to children's emotional development and learning and are essential if RSE is to be effective. Specific relationships and sex education work is linked to, and builds on this work and increases throughout the Key Stages.

For example, at Key Stage 1, the RSE programme continues the work with children at the foundation stage, building skills such as: developing confidence in talking, listening to others, thinking about feelings, naming emotions; developing self-esteem and self-concept, assertiveness skills and friendship skills. Specific RSE linked to these skills would include naming of parts of the body, as required by the National Curriculum, differences between boys and girls, and looking at how people grow from young to old.

At Key Stage 2, the skills work continues and pupils look specifically at the changes that will take place at puberty and how babies develop, are born and are conceived.

The DfE recommends that all primary schools should have 'relationship and sex education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born...'

(1.12) In addition, the guidance states that 'All children, including those who develop earlier than the average, need to know about puberty *before* they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.' (1.13) It also focuses on understanding our feelings, and building a vocabulary which lets us express them.

### **Section Six - Classroom Practice**

Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. When delivering RSE it should be common practice that:

- No-one (teacher, student or visiting speaker) will have to answer a personal question
- No-one will be forced to take part in a discussion
- When learning about/discussing the body, correct names for body parts will be used
- Sensitivity will be shown towards those of particular faith backgrounds
- Nothing should be said that could be construed as embarrassing or offensive.

If a question is too explicit, seems too old for the student, is inappropriate for the whole class or raises concerns about sexual abuse, it should not be answered in front of the whole class. In cases of concern over sexual abuse, the Child Protection procedures will be followed.

RSE should be about dispelling myths, reducing fear and anxiety, clarifying understanding and counteracting prejudice. It is important to recognise the power and confusion of informal learning from, for example, television, magazines, newspapers, gossip, jokes and the internet.

### **Learning Outcomes**

The following learning outcomes are offered as an illustration of the learning outcomes for RSE at each stage. RSE that starts early in primary school can help protect children and young people from sexual exploitation and abuse by supporting them to learn what is safe and unsafe and how they can get help if they need it. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in RSE. They draw on DfE and other guidance on RSE and they reflect elements of the non-statutory framework for PSHE. Those marked with an \* are part of the National Curriculum Science requirements.

## By the end of the Foundation Stage

Pupils will be able to

- Recognise that their behaviour can affect other people
- Identify family members and friends and the roles that they play
- Consider ways they have changed physically since they were born
- Recognise some of the proper names for the external parts of the body
- Describe some of the functions of some parts of the body

Pupils will know and understand:

- That humans produce babies that grow into children and then into adults
- Why it is important to keep clean
- Basic hygiene routines
- Who they can talk to at home and in school

Pupils will have considered:

- Different ways they can express their feelings
- How feelings can influence friendships
- How they can help to look after themselves

## By the end of Key Stage 1

Pupils will be able to:

- Recognise the main external parts of the bodies of humans\*
- Recognise similarities and differences between themselves and others and treat others with sensitivity\*
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk with someone they trust
- Be aware that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals including humans grow and reproduce\*
- That humans and animals can produce offspring and these grow into adults\*
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with.
- The needs of babies and young people
- Ways in which they are alike and different from others
- That they have some control over their actions and bodies
- That there are appropriate and inappropriate forms of physical contact.
- The names of the main external parts of the body, including sexual parts where this is raised by children.
- Why families are special for caring and sharing.
- Pupils will have considered: why families are special, the similarities and differences between people, how their feelings and actions have an impact on other people.



## By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example about relationships and bullying
- Listen to and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and wellbeing and that of others
- See things from other people's viewpoints, for example their parents and their carers
- Discuss moral questions
- Listen to, support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction\*
- About the main stages of the human life cycle\*
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe physically, emotionally and health-wise
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying (including cyber bullying) and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, that others' families 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.

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view including their parents' or carers.
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships



**SANDFORD ST MARTIN'S CE (VA) PRIMARY SCHOOL**

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