



# St Christopher's School

## RELATIONSHIPS AND SEX EDUCATION POLICY

<b>Reviewed by</b>	<b>PSCHE Coordinator</b>	<b>January 2021</b>
<b>Review date</b>		<b>January 2022</b>
<b>Approved by</b>	<b>Assistant Head Pastoral</b>	<b>January 2021</b>
<b>Board Approval</b>	<b>Safeguarding and Welfare Committee</b>	<b>January 2021</b>

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***This policy applies equally to Reception, KS1 and KS2 as taught at St Christopher's School.***

## **Introduction**

Relationships and Sex Education (RSE) is the education of the 'fundamental building blocks and characteristics of positive in-person and online relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.' It is about the emotional, social, cultural development of pupils, and involves learning about healthy lifestyles, diversity and personal identity.

Sex Education is tailored to the age and physical and emotional maturity of the pupils. It ensures that pupils are prepared for the changes that adolescence brings and how a baby is conceived and born. In an age-appropriate manner, the programme supports children in 'establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact – all of which are forerunners of teaching about consent, which takes place at secondary school.' (DfE 2020). The teaching materials must be appropriate with regards to the religious background of the pupils. Through sex education, children develop a growing understanding of bodies and how they change, with a focus on puberty in Years 5 and 6. Full details of the content of the sex education programme is shared with parents before it is taught. Parents have a right to withdraw their children from sex education beyond the national curriculum for science.

We have based our School's RSE Policy on the following:

DfE guidance documents Relationships Education, Relationships and Sex Education (RSE) and Health Education, last updated July 2020; Relationships Education (Primary), last updated July 2020; Physical Health and Mental Well-being (Primary and secondary), last updated July 2020;

A parent survey, conducted December 2020.

Sex and relationships education (SRE) for the 21st century. 2014 Brook, PSHE Association and Sex Education Forum. (Government recommended supplementary advice, taking into account a world transformed by the internet).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) and the Equality Act 2010.

RSE is part of the Personal, Social, Health and Citizenship Education (PSHCE) curriculum in our school. We use RSE with regards to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions in an age-appropriate way. We do not use sex education as a means of promoting any particular form of sexual orientation.

## **Aims and objectives**

- St Christopher's School believes that RSE will be developmental and a foundation for further work in the secondary school.

We believe that the school curriculum should be one which:

## St Christopher's School - RELATIONSHIPS AND SEX EDUCATION POLICY – January 2021

- promotes the spiritual, moral, cultural, mental, and physical development of the pupils at the school and of the society
- prepares children for the opportunities, responsibilities, and experiences of adult life
- work towards these aims in partnership with the parents
- clarifies the content and the manner in which RSE is delivered in this school

### Curriculum

By the end of primary school, St Christopher's pupils have explored the concepts below through a spiral curriculum. They are addressed in an age-appropriate way with increasing depth. Although our long-term plan suggests when teachers may approach each concept, each teacher reserves the right to move topics by using their discretion to address the needs of the children in their care in discussion with the Heads of Phases and the PSHCE Coordinator. Parents will be notified before sex education is taught and have the right to contact the Head to withdraw their child.

#### Year 1 to Year 6:

- The importance of building positive relationships involving trust and respect with others and themselves
- How to build positive relationships with others and themselves
- Respect for the views of other people with a willingness to be open-minded
- Safe online behaviour and relationships
- Physical and mental well-being
- Exploring moral questions
- Appropriate and inappropriate or unsafe physical contact and what do to if they have concerns
- Having respect for one's own body, including consent

#### Year 5 and 6 only:

- Preparing pupils for the changes that adolescence brings, including the physical development of their bodies as they grow into adults
- The way humans reproduce

See Appendix A for Scheme of Work.

### **Context**

While RSE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- RSE should be taught in the context of the importance of family life
- RSE education is part of a wider social, personal, spiritual and moral education process

### **Organisation**

#### **Delivery**

- RSE involves a combination of sharing information and exploring issues and values.
- Teachers delivering RSE have received briefing and / or training by the Head of PSHCE or external trainers, and use appropriate language, such as the correct medical and scientific vocabulary for parts of the body.
- RSE is taught through planned aspects of science, PSHCE and RE.
- Content may be covered during Internet Safety week - staying safe online, through social media and other technology.
- Discussions and celebrations of diverse families and relationships are fully integrated in the curriculum using age-appropriate language and themes. Celebrations may include marking events such as LGBTQ+ history month with a focus on Families, Love and Self-Expression, and other similar events.
- In the Lower school, through PSHCE lessons, pupils are made aware of the NSPCC 'underwear rule' in an age-appropriate way.
- In Year 5, the topic of 'changes during puberty' is delivered within the science curriculum and the science teacher is responsible for carrying out the delivery. Throughout the delivery of the topic, cross-curricular links are made to PSHCE.
- We also teach some sex education through other subject areas where we feel that they contribute significantly to a child's knowledge and understanding of their own body, and how it is changing and developing.
- Teachers aim to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that pupils know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. We encourage the children to ask for help if they need it.

## **St Christopher's School - RELATIONSHIPS AND SEX EDUCATION POLICY – January 2021**

- In science lessons in both key stages, we follow the guidance material in the National Curriculum scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.
- We regularly invite parents to attend workshops or talks on theme which relate to our PSHCE curriculum, e.g. Digital Parenting.

### **Accessibility of content / SEND**

Relationships and Sex Education is delivered in a way that makes it accessible to pupils with learning needs, and in particular with social interaction and communication needs, e.g. pupils on the autism spectrum or ADHD. Content is delivered so as to explain the mechanics of social interaction conventions and rules to help pupils interpret actions or comments and be able to predict the reactions they might receive. Careful planning and consultation are carried out to take into consideration the impacts of physical disabilities.

### **The role of the School**

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

- inform parents about the School's RSE Policy and practice
- answer any questions that parents may have about the sex education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the School
- inform parents about the best practice known with regard to sex education so that the teaching in School supports the key messages that parents and 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.

Parents have the right to withdraw their child from all, or part, of the sex education lessons (beyond the national science curriculum) in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head.

### **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. NSPCC workshops have taken place to support our RSE programme.

### **The role of the Head**

- It is the responsibility of the Head to ensure that both staff and parents are informed about the RSE Policy, and that the Policy is implemented effectively
- It is also the Head's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- The Head liaises with external agencies regarding the school's RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework
- The Head and the Deputy Head Pastoral monitor this Policy on a regular basis and reports to governors, when requested, on the effectiveness of the Policy

### **Confidentiality**

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference 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 she may have been a victim of abuse. If the teacher has concerns, they will draw them to the attention of the Designated Safeguard Lead. The DSL will then deal with the matter in line with the School's Child Protection Safeguarding Policy.

### **Parental rights**

We inform all parents and carers of children about the content being covered in sex education lessons.

We recognise that parents have the final decision about their daughter's Relationships and Sex Education. Some of the topics discussed may be deemed inappropriate to the background and beliefs of individual parents and their daughter. In such cases, we fully respect and uphold the rights of parents to withdraw their daughter from aspects of the course.

Alternative arrangements will be made for pupils in these circumstances; usually, this will involve private study in the library.

The right to withdraw from lessons relates only to Relationships and Sex Education, and not to the teaching of the biological aspects of human growth and reproduction.

Parents can contact the Head if they would like to withdraw their child from such lessons. See Appendix B for template of letters sent.

**Monitoring and review**

- The PSHCE Coordinator and the Deputy Head Pastoral monitor our RSE Policy on an annual basis. They give serious consideration to any comments from parents about the RSE programme and make a record of all such comments.
- Pupils' development in RSE is monitored by the class teachers as part of our internal assessment systems.
- Staff feedback, pupil interviews and lesson observations are used to review the impact and effectiveness of the curriculum.
- Pastoral care is tracked and informs the RSE Policy and curriculum.
- Where appropriate, reviews may involve consulting parents.
- This Policy will be reviewed annually by the PSHCE Coordinator. At every review, the Policy will be reviewed and approved by the Deputy Head Pastoral, the Head and the Safeguarding Committee.

## St Christopher's School - RELATIONSHIPS AND SEX EDUCATION POLICY – January 2021

### Appendix A – Scheme of Work

The school reserves the right to adapt the curriculum to meet the needs of the child.

	Autumn	Spring	Summer
Year 1	<p><i>Relationships &amp; Personal Development</i></p> <p>Community building and conflict resolution</p> <p>Consent and my body (NSPCC rules)</p> <p><u>Friendship</u></p> <p>Recognise that friends should care for each other, listen to other people and play and work cooperatively.</p> <p>Recognise what they like and dislike and respect the similarities and differences between people and families.</p> <p><u>Understanding themselves</u> <i>(preparation for building empathy)</i></p> <p>Different types of feelings – beginning to identify what this looks like for them</p>	<p><i>Relationships</i></p> <p>Different types of feelings – beginning to identify what this looks like in others</p> <p>Begin to understand empathy and how their behaviour impacts other people</p> <p>Explore different types of behaviour and consider concepts of right or wrong</p> <p>Discuss what it means to be polite</p> <p><u>Safety</u></p> <p>Discuss when they have felt safe or unsafe</p> <p>Discuss who keeps us safe and how we can keep ourselves safe</p> <p>Online safety</p>	<p><i>Personal Development</i></p> <p><u>Growth and Change</u></p> <p>Recognise that they grow and change – physical, emotional, skills</p> <p>Begin to reflect on how they grow and change – physical, emotional, skills</p> <p>Begin to understand that others can help them grow and change - consider the people who help them and what they help them to do</p>



St Christopher's School - RELATIONSHIPS AND SEX EDUCATION POLICY – January 2021

<p>Year 2</p>	<p><i>Relationships &amp; Personal Development</i></p> <p>Community building and conflict resolution</p> <p><u>Friendship</u></p> <p>Understand friendship - What makes friends special? What does a good friendship look/feel like?</p> <p>Begin to understand bullying</p>	<p><u>Safety</u></p> <p>Online safety</p> <p><u>Personal development – understanding themselves</u></p> <p>Begin to understand and explore individual strengths as learners - celebrating individual differences</p> <p>Develop understanding of empathy – trying to understand the actions and circumstances (e.g. family) of others</p> <p>Discuss honesty and its importance</p>	<p><u>Relationships</u></p> <p>Consent and my body</p>
<p>Year 3</p>	<p><i>Relationships &amp; Personal Development</i></p> <p>Community building and conflict resolution</p> <p>Consent and my body</p> <p><u>Friendship</u></p> <p>Understand friendships – What supports a healthy friendship? How these can change?</p>	<p><u>Understanding themselves</u></p> <p>Discuss the concept of self-esteem - explore and celebrate individual strengths as learners</p> <p>Explore different types of feelings – recognise how these manifest themselves</p> <p>Build strategies to reflect on how they grow and change – physically, emotionally, abilities</p> <p><u>Citizenship</u></p>	<p><u>Safety</u></p> <p>People who keep us safe</p> <p>Friends and strangers</p>

St Christopher’s School - RELATIONSHIPS AND SEX EDUCATION POLICY – January 2021

	<p>Begin to consider gender differences and similarities</p> <p>Understand bullying</p>	<p>Begin to consider the purpose of rules – What they are? Why might we need them?</p> <p>Understand that there are different rules/social agreements for different settings – home, school, in society</p> <p>Explore concepts of right and wrong</p> <p>Understand their responsibilities – how these change</p> <p><u>Safety</u></p> <p>Online safety</p>	
Year 4	<p><i>Relationships &amp; Personal Development</i></p> <p>Community building and conflict resolution</p> <p><u>Friendship and Family</u></p> <p>What is meant by a ‘relationship’? Looking at the diverse nature and importance of relationships</p>	<p><i>Relationships &amp; Personal Development</i></p> <p><u>Understanding themselves</u></p> <p>Begin to develop strategies to cope with emotions in the classroom, wider school environment and at home</p> <p>Explore how anger/frustration can be dissolved if someone wants to solve or avoid conflict</p>	<p><u>Understanding themselves</u></p> <p>Begin to understand that bodies change (<i>puberty explored in Year 5 and 6</i>)</p>

St Christopher's School - RELATIONSHIPS AND SEX EDUCATION POLICY – January 2021

	<p>Explore how to listen to and share opinions respectfully</p> <p>Consider the ways people can differ and how we show acceptance</p> <p><u>Understanding themselves</u></p> <p>Develop strategies to reflect on how they're feeling - What makes them feel that way?</p> <p>Recognise typical classroom situations and the possible emotions that can arise</p>	<p><u>Citizenship</u></p> <p>Begin to understand their role as contributors – they can make a difference</p> <p>Begin to explore 'antisocial behaviour' - what behaviours can negatively impact our interactions and communities</p> <p>Understand that they have social choices</p>	
Year 5	<p><i>Relationships &amp; Personal Development</i></p> <p>Community building and conflict resolution</p> <p><u>Friendship &amp; Family</u></p> <p>Explore characteristics of other people – understanding the terms 'qualities' and 'values' - explore the qualities and values we admire</p> <p>Identify subtle bullying and its impact</p> <p>Explore anti-bullying tactics</p>	<p><u>Safety</u></p> <p>Online safety</p>	<p><u>Health</u></p> <p>Begin to discuss puberty and pregnancy (link to Science)</p> <p><u>Citizenship</u></p> <p>Diversity and open-mindedness</p> <p>Prejudice/racism</p> <p>The needs of the elderly</p> <p>Social Services – elderly, ill, disabled</p>

St Christopher’s School - RELATIONSHIPS AND SEX EDUCATION POLICY – January 2021

	<p>Understand the importance of respecting yourself <i>and</i> others (school and family life)</p> <p>How we express our feelings to ourselves and others</p> <p>Positive self-talk</p> <p>Positive peer-talk</p>		
Year 6	<p><i>Relationships &amp; Personal Development</i></p> <p>Community building and conflict resolution</p> <p><u>Understanding themselves</u></p> <p>Discuss and understand how their role has changed</p> <p>Identify their feelings and how they manifest themselves physically</p> <p>Consider emotional well-being i.e. managing stress - importance of family life/emotional support</p>	<p><u>Understanding themselves</u></p> <p>Puberty</p> <p>Begin to understand how their hygiene routines might be changing</p> <p><u>Safety</u></p> <p>Online safety</p>	<p><u>Citizenship</u></p> <p>Human rights and responsibilities</p> <p>Prevent / radicalization - ideology</p> <p>Diversity: Life within different cultures</p>

**Appendix B – Communication with Parents**

**Lower School Letter Template from NSPCC website**

*Edit as appropriate for each year group.*

Dear Parent/Carer

This term Year **1/2** will be discussing the NSPCC's Underwear Rule in our PSHCE lessons. During these discussions we will aim to teach the girls important safety skills without giving explicit information or telling scary stories. We will draw on the resources designed by the NSPCC to teach this topic in a sensitive way.

The lessons will introduce a range of ideas, all delivered in a way that is fully age appropriate. These include:

- Naming parts of the body using anatomically correct language
- "Appropriate" and "inappropriate" touching
- Your daughter's right to say no to things that make her feel upset or uncomfortable
- Who your daughter can turn to if they ever feel upset or worried

If you would like to know more about the NSPCC's campaign and see how you can help keep your children safe in partnership with the school, more information can be found on the [NSPCC](#) website. Please note, in Year 1 we will not explicitly teach the PANTS acrostic as you see on the website, this will be covered in later years.

If you have any questions or concerns please do not hesitate to contact the Head.

With best wishes

FOR YEAR 3

We will be teaching our pupils the NSPCC's Underwear Rule, using the 'PANTS' acrostic, which is like a green cross code for staying safe from sexual abuse.

PANTS stands for:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

If you would like to know more about the NSPCC's campaign and see how you can help keep your children safe in partnership with your child's school, more information can be found at [nspcc.org.uk/underwear rule](https://nspcc.org.uk/underwear-rule).

If you have any questions or concerns please do not hesitate to contact the Head.

YEAR 5 LETTER TO PARENTS

Dear Parents,

This is to inform you that over the next half term, as part of the science curriculum, the girls will be focusing on the human lifecycle and the changes as humans develop through to adulthood. This follows on from the girls' exploration of plant and animal lifecycles and will answer many of the questions raised in those lessons.

As part of the learning, we will look at:

- Puberty and the role of hormones
- Physical and emotional changes during puberty
- Human reproduction

In PSHCE lessons the girls will also have a chance to discuss the topics covered. Parents or carers have the right to withdraw their child from all, or part, lessons that focus on sex education, other than as part of the science curriculum. If you wish for your child to be withdrawn from sex education lessons, please contact the Head. The school always complies with the wishes of parents in this regard.

If you would like to discuss any of this, please do not hesitate to make an appointment with the Head.

With best wishes