



Trinity St Mary's Church of England Primary
School

RSE and PSHE Policy

Autumn Term 2023

"Many Hearts Make A School"



Trinity St. Mary's C. of E. Primary School

Relationships and Sex Education Policy

Principles

The objective of relationship and sex education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Children learn about their relationships and own sexuality as part of the process of growing up and school inevitably contributes to this in an informal way. However, in fulfilment of section 1 of the Education Reform Act 1988, sexual health education should form a planned element of the curriculum.

We consider Sex Education to be only a part of the much wider issue of the development of the whole child. Relationship and Sex Education programme will be given in such a manner as to encourage pupils to have due regard to the value of family life.

The Christian values, which the school feels are central to its commitment to the spiritual, moral, social and cultural development of pupils, will underpin all personal and social education including many aspects of SRE. The teachings of the Church of England will provide the foundations upon which we will hope to build.

Aims & Objectives

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Whilst providing accurate information about basic human biological facts, growth and development and human reproduction, we would aim to promote a positive, healthy approach to human and sexual behaviour and place it within a moral framework. We would hope to create a climate where children feel confident to ask questions and seek honest answers.

We aim to assist children to develop the skills and abilities to manage personal relationships through discussion, negotiation and decision making.

We will introduce a programme of Sex Education that will allow children to learn both physical and moral aspects of sexual behaviour and determine their own values.

It is not our intention that Sex Education within the school should replace what is undertaken at home as a normal part of family life. We see our role as one of supporting and developing the work of parents. We are aware however, that some parents may feel inhibited about such discussions with their children and may feel a sense of relief if this subject is initiated within school.

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood

In addition, as a church school, we aim to encourage the development of Christian values whilst delivering these objectives by promoting loving, caring relationships that are built on mutual respect and love.

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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](#).

At Trinity St Mary's we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – all parents were invited to two parent forum meetings which discussed curriculum approaches
4. Pupil consultation – regular discussions regarding learning take place with pupils
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Legal Requirements

All schools must teach the following as part of the National Curriculum Science Orders, ***parents do not have the right to withdraw their child/children.***

National Curriculum Science

Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans and other animals.

f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves
4. Treat others with sensitivity.

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.

f) about the main stages of the human life cycle.

Parental Consultation

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of relationship and sex education, not included in the National Curriculum Science Orders, alternative work would be set. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents' have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of SRE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching SRE.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE and Science co-ordinators through planning scrutiny, learning walks, work scrutiny and pupil discussions. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy has been discussed and agreed by members of staff and the governing body and will be reviewed every three years unless government guidance and/or advice from the Diocese specifies the need for earlier changes.

Signed by Chair of Governors:

Date:

To be reviewed: Autumn Term 2024

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media