



# St Andrew's Primary School

## Relationship and Sex Education Policy

2024-2025




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Approved by	Local Governing Body	Date Approved	01/12/2024
Review cycle	1 Year	Date of next review	Autumn 2025

## Relationships and Sex Education (RSE) Policy

### Our Vision at St Andrew's

To inspire and foster curiosity, guide excellence, grow children of good character, and nurture a love of life to enable them to become everything God intended them to be.



**The Values by which we live**

We believe these values develop an understanding of how to live *life in all its fullness*— as part of a class, a family, a school.

These values support every child for the now, but also for the future; to be ready for playing their part to build a community and the world they want to live in.

St Andrew's is a Church of England School, and all RSE is set in a context which is consistent with the school's Christian ethos as part of a broad and balanced curriculum.

#### Context

RSE is taught within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst sex education is used to inform children about sexual issues, it is done with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect are shown to all children when teaching about personal relationships and sexual activity. RSE at St Andrew's presents Christian values regarding marriage and relationships, while being mindful of and sensitive to the circumstances of pupils and the variety of expressions of family life. Pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, within the understanding of the right of others to frame and hold their own views with an expectation of respect.

#### What is Sex and Relationship Education?

The Education Reform Act (Section 1) states that schools should provide a curriculum which "promotes the spiritual, moral, cultural, mental and physical development of pupils...and of society; and prepare such pupils for the opportunities, responsibilities and experiences of adult life." RSE is an important dimension of this statutory entitlement.

RSE is an umbrella term for all the teaching and learning offered to pupils to understand their own and others' sexuality and to enable them to develop the skills needed for maintaining healthy and sustainable relationships and making informed decisions.

RSE is part of lifelong learning. It is about understanding of the importance of stable and loving relationships, respect, love and care within family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Principles of Relationships and Sex education at St Andrew's Primary School**

- Inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- The belief in the absolute worth of all people.
- RSE is part of a wider social, personal, spiritual and moral education process.
- Relationships bring responsibilities and consequences.
- Violence and exploitation are always wrong.
- Everyone is responsible for their own behaviour and no one is ever responsible for any violence or abuse that they experience.

### **Aims**

Through implicit and explicit learning experiences children will learn -

- About physical and emotional development.
- About the significance of families of all different shapes and sizes as key building blocks of community and society.
- That the sanctity of marriage is an important belief in Christian teaching and practice and that like other meaningful and lasting relationships should be based on love and mutual respect
- That the culture of advertising and the media influences their views, behaviour and understanding concerning sexuality.
- To have respect for their own and other people's bodies.
- How to protect themselves.
- To use anatomically correct and age appropriate vocabulary as an important tool to safeguard themselves and understand their own body.
- That it is important to build positive relationships that involve trust and respect.
- To use technology responsibly in order to keep themselves safe, whilst respecting their own and others' well-being and integrity.
- How to foster their own self-esteem
- That questions and discussion on sexual matters can take place without embarrassment.
- To avoid sexual stereotyping and sexual discrimination.
- In an inclusive way which meets the needs of all learners. Where appropriate, adaptations will be considered for children with SEND in consultation with the inclusion team.

### **How is RSE provided?**

Children need to be given accurate information in order to develop skills which enable them to understand difference, to respect themselves and others and also for the purpose of preventing and removing prejudice. A planned, progressive programme of RSE gradually and appropriately begins to prepare children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults. In line with national recommendations, RSE will be delivered as an integrated part of the Early Learning Goals (ELGs) R.E., PSHCE (Jigsaw) and Science curriculum. RSE is taught to each year group, in an age appropriate way, starting in Reception.

## Overview of integrated delivery

	Yr R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ELGs	ü						
RE	ü				ü		ü
Science		ü	ü	ü	ü	ü	ü
PSCHE	ü	ü	ü	ü	ü	ü	ü

### Organisation

RSE is delivered predominantly by the pupils' class teacher; occasionally another teacher or professional well known to the children will deliver the programme instead. It may be delivered in mixed or in single sex gender groups, depending on the topics being covered. Methods of delivery may include whole class discussion, independent learning, video/DVD discussion and a presentation/talk by a health care professional.

RSE is taught through different aspects of the curriculum (see Appendix 1 and 2 for more details). Whilst the main sex education teaching takes place as part of the Personal, Social, Health, Citizenship and Economic (PSHE) curriculum, it is also taught through other subject areas (for example, in science and RE), where it is felt that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

All parents and carers of children in Year 4, 5 and 6 are informed of the content of the RSE programme of lessons, to explain what the issues are, how they are taught, and to provide them with the opportunity to see the materials the school uses in its teaching.

### Homosexuality and LGBTQ+ Community

Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Our teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

Prejudice, victimisation and the use of homosexual slang as a form of abuse are contrary to our schools' values and will not be permitted. Explicit and implicit homophobia in schools has a negative impact on the attendance and attainment of LGBTQ+ young people and St Andrew's will take a proactive approach to addressing prejudicial behaviour and attitudes.

### Online and social media

RSE should encourage pupils to think about what they want others to know and see about them – whether on or offline. Teachers should address the core issues of safety, privacy, peer influence and personal responsibility.

'Sexting' and other self-made images and messages of a sexual nature raise particular issues of safety, privacy, peer influence and personal responsibility. Specific work about 'sexting' should be addressed in RSE as soon as it is identified as a potential issue. Teaching covers communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help.

### **Consent**

RSE lays the foundations for developing empathy and understanding between girls and boys, young men and young women. Pupils should be encouraged to consider the importance of equality and respect within friendships and relationships, and to develop positive, non-violent behaviour.

While men and women can be both victims and perpetrators, evidence shows that girls are disproportionately likely to experience pressure, coercion or violence from boys and men. They should learn to recognise physical, sexual and emotional violence and how to get help if they need it.

The law states that:

- It is an offence for anyone to have any sexual activity with a person under the age of 16. However, guidance is clear that there is no intention to prosecute teenagers under the age of 16 where both mutually agree and are of a similar age.
- It is an offence for a person aged 18 or over to have any sexual activity with a person under the age of 18 if the older person holds a position of trust (for example a coach, teacher, trainer, supervising or instructing in a sport or a religion, social worker) as such sexual activity is an abuse of the position of trust.
- The Sexual Offences Act 2003 provides specific legal protection for children aged 12 and under who cannot legally give their consent to any form of sexual activity.

Because children under the age of 13 can never legally give consent, anyone engaging in sexual activity with a child within St Andrew's school is breaking the law. Sexual activity involving children within the school will always result in a child protection referral.

### **Pornography**

Teaching makes clear that pornography is not the best way to learn about sex because it does not reflect real life, and can therefore be worrying, confusing and frightening for young people. Pupils are made aware that some pornography – child abuse images, for example – is illegal for any age. RSE should enable all young people to understand pornography's influence on gender expectations of sex.

### **The Role of Parents**

This policy statement is designed to be complementary to, and supportive of, the role of parents in educating their children about sexuality and relationships. St Andrew's School is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective staff will:

- inform parents about the school's sex education policy and practice so that the parents and school can work together to support the child with regard to sex education. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.
- 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;

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school, except for those parts included in statutory National Curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not want their child to participate in. The school always complies with the wishes of parents in this regard. Once a child has been withdrawn they cannot take part in the RSE programme until the parent notifies school that they wish their request for withdrawal to be removed. The school will ensure that appropriate provision is made for children who are withdrawn from RSE with particular emphasis placed on preserving the child's dignity.

### **The Role of Other Members of the Community**

Occasionally, appropriate and suitably experienced professionals from outside school may be invited to contribute to the delivery of RSE in school. These visitors are invited into school because of the particular expertise or contribution they are able to make. In particular, members of the Local Health Authority, such as the primary health nurse and other health professionals, give us valuable support with our sex education programme.

The following guidelines are followed;

- All visitors are familiar with and understand the school's RSE policy and agree to work within it.
- All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance.
- All visitors are supervised/supported by a member of school staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.
- Health professionals are bound by their professional codes of conduct in a one-to-one situation with individual pupils but, in a classroom situation, they follow the Trust's Data Protection Policy.

### **Confidentiality and Safeguarding Children Procedures**

Pupils should be reassured that their best interests will be maintained. However, teachers cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the pupil should be informed first and then supported, as appropriate. As appropriate pupils should be encouraged to talk to their parents and given support to do so.

It is only in the most exceptional circumstances that the school should be in the position of having to handle information without parental knowledge. Where younger children are involved this will be grounds for serious concern and child protection issues will need to be addressed.

Teachers conduct sex education lessons in a sensitive manner and in confidence. If a child raises any concerns during these lessons related to child protection, teachers will inform the designated member of staff for child protection and safeguarding. The school's Child Protection and safeguarding policy will be followed and any actions taken will be in accordance with it.

### **The Role of the Headteacher**

It is the responsibility of the headteacher to ensure that both staff and parents are informed about the sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues and questions with sensitivity. The headteacher liaises with external agencies regarding the school sex education 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 headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

**Resources**

RSE resources are chosen and checked for

- being inclusive
- positive, healthy and unbiased messages
- age appropriateness
- promoting positive values
- accuracy
- being up to date

This RSE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development.