



# Relationship and Sex Education (RSE) Policy



*Encourage, Guide, Support, Celebrate*

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## **Introduction**

At Aughton St. Michael's C.E. School, we believe that effective RSE is essential to enable children to make informed decisions about their lives.

The RSE programme at Aughton St. Michael's CE School reflects the school ethos. The school values are reflected throughout the curriculum and are used to support the teaching of RSE.

RSE is the lifelong learning about physical, moral and emotional development. RSE is taught gradually, so that learning can be built up year-by-year in a way that is appropriate to the age and maturity of each child; responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

The Relationships Education, RSE and Health Education (England) Regulations 2019 made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools therefore, the guidance focuses on Relationship Education. With that in mind, Aughton St. Michael's C.E School is also aware the primary-aged pupils will often ask their teachers, or other adults, questions pertaining to sex and sexuality which go beyond what is set out for Relationship Education. Given the ease of access to the internet, the governors and staff at Aughton St. Michael's would rather provide a safe and appropriate source of information for all our pupils where they can get the correct information from a member of staff.

## **Aims and Objectives**

Through the teaching of RSE in Aughton St. Michael's CE School, we aim to:

- Reassure children of their self-worth including aspects of dignity and self-respect.
- Nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
- Teach children to have respect for their own bodies.
- Support children in developing values and attitudes, and in learning personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and healthier life choices.

- Build up the children's vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies. (Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing "health literacy" is vital for children to stay safe and seek help if they feel at risk or are being harmed.)

Relationship and sex education has three main elements that we aim to teach:

- attitudes and values;
- personal and social skills;
- knowledge and understanding.

#### **Attitudes and values:**

- Learning the importance of values, individual conscience and moral considerations.
- Learning the value of loving relationships and family life.
- Learning the value of respect, love and care.
- Exploring, considering and beginning to understand moral dilemmas.
- Developing critical thinking as part of decision making.

#### **Personal and social skills:**

- Learning to manage emotions and relationships with confidence and sensitivity.
- Developing self-respect and empathy for others.
- Learning to make choices based on an understanding of difference and with absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Developing skills in personal relationships, e.g. friendships, bullying, building of self-esteem, communication, assertiveness.
- Helping our children to protect themselves by affirming their rights, to be able to resist unwanted touch or advances and to talk about such matters openly.

#### **Knowledge and understanding:**

- Encouraging acceptance of physical and sexual development by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions.
- Generating an atmosphere where questions and discussion on physical and sexual matters can take place without embarrassment.
- Counteracting misleading myth and folklore and fake assumptions of 'normal behaviour'.
- To be aware of sources of adult help and support.
- The RSE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:
  - Health & Safety Policy
  - Single Equalities Policy
  - Special Educational Needs Policy

- Drugs Education Policy
- PSHE Policy
- Relationship and Health Policy
- Good Behaviour Policy
- Safeguarding Policy
- Religious Education Policy

### **RSE provision**

In the KS1 and KS2 PSHE programme of study, our pupils will be taught the three core themes of PSHE:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Within these core themes, there are six overarching strands which have been revisited in different year groups. This is a spiral curriculum, where new knowledge, skills and understanding will be built on previous learning. These strands are:

- Rights and Responsibilities
- Feelings and Friendship
- Health
- Money
- Safety
- Identity

Please refer to our Relationships and Health Education policy (RHP) for the Relationships Education outcomes.

We teach sex education through different aspects of the curriculum. Whilst the main sex education teaching is in our PSHE curriculum, we also teach some sex education through other subject areas e.g. Science and PE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

The following have also been identified as experiences that may contribute to the 'hidden curriculum' within our school life. They will form the basis of the PSHE curriculum, be shown in the way we live together as a community and be supported by our Behaviour Policy.

#### **Human Growth and Development:**

- Understand the idea of growing from young to old.
- Know that humans develop at different rates.

#### **Parenting, Families, Life Cycle:**

- Know that babies have special needs.
- Acquire the skills of caring for young animals.
- Know that there are different types of family and be able to describe the role of individuals within the family.

- Know about the rituals associated with birth, marriage and death and is able to talk about emotions involved.

### **Relationships:**

- Encourage co-operation with others in work and play.
- Appreciate ways in which people learn to live and work together.
- Begin to recognise the range of human emotions and ways to deal with these.

### **Sexuality, Sexual identity, Self-esteem:**

- Describe roles of individuals within families.
- Understand the importance of valuing oneself and others.

### **Child Protection and Safety:**

- Know about personal safety and that individuals have rights over their own bodies.
- Know that there are differences between a good and a bad touch.
- Develop and practise simple ways of keeping safe and know who to turn to for help.
- Understand the importance of e-safety and the importance of considering the appropriateness of online websites. They will also be made aware of the importance of reporting any concerns to a trusted adult

### **Personal and Social Skills:**

- Encourage discussion about emotions to share experiences.

### **Content**

By the end of Key Stage 1 pupils will be able to:

- Recognise and compare the main external parts of the body.
- Describe the importance of exercise, balanced diet and hygiene for 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.
- Have an awareness of personal health and safety and personal hygiene.
- Have an understanding of online safety.

Pupils will know and understand:

- That animals including humans grow and reproduce (Science).
- That humans and animals can produce offspring, and these grow into adults (Science).
- Understand how diet, exercise, drugs and lifestyle impact on how their bodies function.
- 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.
- The names of the main external parts of the body including agreed names for sexual parts.
- Why families are special for caring and sharing.
- The importance of valuing themselves and others.

By the end of Key Stage 2 pupils should be able to:

- Value themselves as a child of God and love their body as God's gift to them.
- Understand that they grow and change throughout life.
- Understand what is meant by relationships within families, friends and communities.
- Develop an appreciation of what is involved in bringing up children and what responsibilities parents have.
- Become aware of the different patterns of friendship.
- Know the rituals celebrated in Church, marking birth, death and marriage.
- Be aware of their changing emotions and the need to respect other people's emotions and feelings.
- Begin to know about and understand the changes that come about through puberty.
- Know and understand their own bodies and their need for personal hygiene.
- To know the names for the parts of the body.
- Know the basic biology of human reproduction.
- Appreciate that life is precious and a gift from God.
- Become aware of the choices they make and that there are good choices and wrong choices.
- Recognise the importance of forgiveness in relationships.
- Understand the importance of online safety and the importance of considering the appropriateness of online websites. They will also be made aware of the importance of reporting any concerns to a trusted adult

The Church of England Church Ethos and our Values Education underpins all policies in school. Through the study of Christianity and other religions, the children will explore patterns of behaviour which encourage a respect for relationships and family values. Rites and ceremonies all form part of the Religious Education Curriculum, where there is a great emphasis on respect.

### **Teaching Methods and Resources**

Active learning methods, which involve children's full participation, are used and RSE takes place within normal classroom provision of mixed-sex classes.

Staff help children to develop the confidence to talk, listen and think about sex and relationships through the use of the following strategies:

- Role play and drama
- Class discussion
- Group discussion
- Circle time
- Reflection time.

All teachers are committed to delivering the RSE curriculum.

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To support this, ground rules have been agreed, to provide a common framework within which to teach, and to deal with issues.

### **Evaluation and Monitoring**

Elements of Sex education in the Science curriculum will be evaluated and monitored as part of the Science Subject Leader's rolling programme. Science assessments are also carried out at the end of each unit of work.

Staff, are asked to keep their own personal evaluation of RSE lessons which will be analysed by the PSHE Co-ordinator.

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE 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 with sensitivity.

The Headteacher liaises with external agencies regarding the school 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 Headteacher monitors this policy on a regular basis and reports to Governors, when requested, on the effectiveness of the policy.

### **Role of Parents**

The 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 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 sex education practice through, for example, newsletters, specific letters, meetings etc.
- 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.

Relationship Education is compulsory for all primary school children however, parents have the right to withdraw their child from learning about conception as part of the sex education programme that we teach in our school. Whilst conception is not taught discretely, questions may be raised by pupils. In this situation, staff may cover this topic, having gained parental permission beforehand. If a parent wishes their child to be withdrawn from those particular sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

### **Working with outside agencies**

We encourage other valued members of the community to work alongside and with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our SRE programme. Other people that we call on include local clergy and youth workers. All contributors to the SRE programme are made aware of this Policy.

### **Equal Opportunities**

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Care is particularly taken to ensure that we promote positive gender stereotypes, inviting male role models in as often as possible to discuss, for example, their experiences of fatherhood.

We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, carers, same sex families etc.

### **Pastoral support for pupils**

All members of staff are approachable to discuss relationship and sex issues with the children.

However, if a child makes a reference to being involved, or likely to be involved in sexual activity then the member of staff will take the matter seriously and deal with it as a matter of Safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the DSL. The DSL will then deal with the matter in accordance with Child Protection procedures.