



ST MARGARET'S CE PRIMARY SCHOOL

“The Roots to Grow and the Wings to Fly”

Sex and Relationship Education Policy

This policy will be reviewed every 3 years by the Governing Body

Reviewed by Governing Body	Autumn 2024
Signed on behalf of Governing body	Sheila Grice
Next review	Autumn Term 2027

1. Introduction and Aims

1.1 Our school vision is that all members of our school community will have the “Roots to grow and the wings to fly”. Our Christian values of friendship, forgiveness, respect, truthfulness, perseverance, thankfulness and citizenship underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum. We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and health education. This approach is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27)

I have come in order that you might have life, life in all its fullness. (John 10:10)

1.2 All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated, and where they are free to be themselves and fulfil their potential without fear.

1.3 Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. Our school is committed to serving its community and surrounding areas.

1.4 We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

1.5 At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of learning and life

2. Requirements on schools in law

2.1 As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

2.2 We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach

science which would include the elements of sex education contained in the science curriculum.

2.3 In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2.4 From 2020: it will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and - drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

2.5 At St Margaret's CE Primary School we teach RSE as set out in this policy.

3. Definitions

3.1 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). Primary sex education is not compulsory in primary schools and as such, we have made the decision to only teach the elements of sex education which are set out in the Primary Science National Curriculum. These focus on exercise, food and nutrition, drugs, hygiene, life cycles, evolution and inheritance, how a baby is conceived and changes during puberty.

3.2 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

3.3 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, puberty and the changes in the adolescent body, diversity and personal identity.

3.4 RSE involves a combination of sharing information, and exploring issues and values.

3.5 RSE is not about the promotion of sexual orientation or sexual activity.

3.6 The RSE curriculum will clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values.

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

3.8 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.

4. The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Enable pupils to cherish themselves and others as unique and wonderfully made.
- Help pupils develop feelings of self-respect, confidence and empathy
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of healthy relationships, health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

5. What is Relationships (and Sex) Education? How and what will be taught?

5.1 A number of resources were considered to ensure that they were age appropriate and appropriate to our school context. It was concluded that the SCARF scheme of work would be used to resource our PSHE and Relationships Education.

5.2 SCARF stands for Safety, Caring, Achievement, Resilience, Friendship. It has been developed by teachers and centred on a values-based and 'Growth Mindset' approach. The scheme promotes positive behaviour, mental health, wellbeing, resilience and achievement and is online meaning it always has the most up to date information.

5.3 SCARF lessons will be taught from Reception to year 6 as we will be using this scheme for our PSHE work as well as our Relationship Education. There are also a number of links to science, P.E., RE, English as a Spoken Language and even Computing and Maths.

5.4 PSHE/RSE lessons will take place weekly in school and be led by the class teacher. Some topics, such as learning about periods and puberty will be taught as a whole class, however there will also be time for single sex groupings to ask questions. We are keen to make relationships education part and parcel of our everyday teaching so that we avoid the anticipation and subsequent hype which sometimes surrounds these areas of the curriculum.

5.5 Please see Appendix 1 for our Curriculum overview for PSHE/RSE.

6. How Relationships (and Sex) Education is monitored and evaluated

6.1 The delivery of PSHE/RSE is monitored by the Head of School, foundation governors and PSHE/RSE lead through:

- Learning walks
- Pupil interviews
- Staff feedback
- Regular reviewing of resources

- Pupil assessment and feedback during and after each unit of work
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

6.2 This policy will be reviewed every three years. At every review, the policy will be approved by the governing board and changes will be through consultation with parents/carers.

(Initially we will review this policy and resources much more frequently at staff meetings and through learning walks.)

7. How the delivery of the content will be made accessible to all pupils

7.1 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 (lesbian, gay, bisexual, transgender) 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).

7.2 As a school we will look to acknowledge different ethnic, religious and cultural attitudes to relationships education. We have consulted with parents in creating this policy and choosing our scheme of work and we will continue to review this with the support of our parents, pupils, staff, stakeholders which include the church and our governing body

7.3 Children will be taught at a pace which they are emotionally able to cope with. We have spent a great deal of time choosing our resources and ensuring that they are age appropriate. If a child had a learning, emotional or behavioural difficulty, or a physical disability which may affect them accessing the content of a session, then we would adjust our teaching where necessary in consultation with parents/carers. We would always ensure that pupils were able to access at least the basic content from the programme such as self-awareness, privacy and healthy friendships.

8. Parental concerns and withdrawal of students

8.1 At St Margaret's CE Primary School we want to create an active partnership with parents/carers. We have sought their views prior to choosing and creating our PSHE/RSE policy and scheme of work.

8.2 Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to these topics, treat others with respect and sensitivity. Parents do not have the right to withdraw their children from relationships education. This is because we have chosen not to teach any "Sex Education" that is not part of the compulsory science curriculum.

8.3 We would always welcome parents/carers who have concerns, to discuss them openly with us, so that we can work together to ensure pupils receive the teaching they need.

7. Sources of Further Information

This policy has drawn on:

The Church of England RSHE Charter

DFE 'Sex and Relationship Education Guidance' (2000) Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century

Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

This policy should be read in conjunction with the following policies:

Safeguarding policy

Anti-bullying policy

Equality, diversity and inclusion policy

DfE Keeping children safe in education

Appendix 1: PSHE Curriculum Mapping

Term Year	Autumn 1 Me and my Relationships	Autumn 2 Valuing Difference	Spring 1 Keeping Myself Safe	Spring 2 Rights and Responsibilities	Summer 1 Being my Best	Summer 2 Growing and Changing
EYFS	All About Me What makes me special Me and my special people Who can help me? My feelings My feelings 2	I'm special, you're special Same and different Same and different families Same and different homes Kind and caring 1 Kind and caring 2	What's safe to go onto my body Keeping Myself Safe Safe indoors and outdoors Listening to my feelings 1 Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money 1 Looking after money 2	Bouncing back when things go wrong Yes, I can! Healthy eating 1 Healthy eating 2 Move your body A good night's sleep	Seasons Life stages: plants, animals, humans Life Stages: Human life stage – who will I be? Where do babies come from? Getting bigger Me and my body – girls and boys
Y1	Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?	Same or different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!	Healthy me Super sleep Who can I help? 1 Harold loses Geoffrey What could Harold do? Good or bad touches? Sharing pictures	Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	I can eat a rainbow Eat well Catch it! Bink it! Kill it! Harold learns to ride his bike Pass on the praise! Harold has a bad day	Inside my wonderful body! Taking care of a baby Then and now Who can help? 2 Surprises and secrets Keeping privates private
Y2	Our ideal classroom 1 Our ideal classroom 2 How are you feeling today? Bullying or teasing? Don't do that! Types of bullying Being a food friend Let's all be happy!	What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of kindness Solve the problem	Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Some secrets should never be kept	Getting on with others When feel like erupting Feeling safe How can we look after our environment? Harold saves for something special Harold goes camping Playing games	You can do it! My day Harold's postcard – helping us to keep clean and healthy Harold's bathroom My body needs... What does my body do?	A helping hand Sam moves away Haven't you grown! My body, your body Respecting privacy Basic first aid
Y3	As a rule My special pet Tangram team challenge Looking after our special people How can we solve this problem? Dan's dare	Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb	Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes: the facts Super Searcher None of your business! Raisin challenge 1 Help or harm?	Our helpful volunteers Helping each other to stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Derek cooks dinner! (healthy eating) Poorly Harold For or against? I am fantastic Getting on with your nerves! Body team work	Relationship Tree Body space Secret or surprise? My changing body Basic first aid

	Thunks Friends are special				Top talents	
Y4	An email from Harold! Ok or not ok? 1 Ok or not ok? 2 Human machines Different feelings When feelings change Under pressure	Can you sort it? Islands Friends or acquaintances? What would I do? The people we share our world with That is such a stereotype!	Danger, risk or hazard? Picture Wise How dare you! Medicines: check the label Know the norms Keeping ourselves safe Raisin challenge 2	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Lego quiz Harold's expenses Why pay taxes?	What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community 1 Basic first aid	Moving house My feelings are all over the place! All change! Preparing for periods Secret or surprise? Together!
Y5	Collaboration Challenge! Give and take How good a friend are you? Relationship cake recipe Being assertive Our emotional needs Communication	Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? It could happen to anyone	'Thinking' about babies Jay's dilemma Spot bullying Ella's diary dilemma Decision dilemmas Play, like, share Drugs: true or false? Smoking: what is normal? Would you risk it?	What's the story? Fact or opinions Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver! Local councils	Getting fit It all adds up! Different skills My school community 2 Independence and responsibility Star qualities? Basic first aid	How are they feeling? Taking notice of our feelings Dear Hetty Changing bodies and feelings Growing up and changing bodies Help! I'm a teenager – get me out of here! Dear Ash Stop, start, stereotypes
Y6	Working together Let's negotiate Solve the friendship problem Assertiveness skills Behave yourself Dan's Day Don't force me Acting appropriately	OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? Challenging gender stereotypes	Think before you click! Traffic lights To share or not to share? Rat Park What sort of drug is...? Alcohol: what is normal Joe's Story (part 1) Joe's Story (part 2)	Two sides to every story Fakebook friends What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1&2) Happy shoppers Democracy in Britain – Elections Democracy in Britain – How (most) laws are made	Five Ways to wellbeing project Thing will be your life! Our recommendations What's the risk? 1 What's the risk? 2 Basic first aid	Helpful or unhelpful? Managing change I look great! Media manipulation Pressure online Is this normal? Dear Ash Making babies What is HIV?