

St John's Primary School

Relationship and Sex Education Policy

Name of school: St John's Primary School, Wallingford

Date of policy: April 2021

Member of staff responsible for Relationships Education and Health Education: Nicky Hughes

Review date: April 2023

How this Policy was developed

This policy covers St John's whole school approach to Relationships and Sex Education (RSE).

RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.

All children and young people have a right to holistic, inclusive and needs-led RSE. Through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

This policy was produced in consultation with our staff, board of governors and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

Requirements on schools in law

This policy complies with our statutory obligations to deliver RSE under sections 34 & 35 of the Children and Social Work Act 2017. It also has due regard for the DfE's (Department for Education) statutory Relationships Education, Relationships and Sex Education and Health Education guidance and other relevant guidance.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

What is Relationships (and Sex) Education?

'The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should teach what is acceptable and unacceptable behaviour in relationships.'

(DfE Guidance, p25)

To meet the aims outlined in the DfE Relationships Education, RSE and Health Education Guidance, we will equip our pupils to build positive relationships online and offline. We seek to ensure our curriculum gives pupils the knowledge, skills, attitudes and values that will help them to:

- value their health, wellbeing and dignity
- build self-esteem and self-worth
- accept and value their personal identity and the personal identities of others
- understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

In Key Stage 2 children will be taught:

- Changes in the body relating to puberty, such as periods and voice breaking
- When these changes are likely to happen, what issues may cause young people anxiety and how to deal with this
- How a baby is conceived and born

Which resources are being used?

St John's Primary School follows the Family Links Nurturing Programme, and also uses SCARF resources to deliver our Relationships Education. See long term curriculum map in appendix.

How and when it is taught?

RSE will be delivered at St John's Primary School as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach (a course of study in which pupils will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning).

The Subject Coordinator will work closely with colleagues in related curriculum areas (e.g. Science, Computing and PE) to ensure a holistic and joined up approach to what is taught in RSE.

Where appropriate, children may be split into single sex groups for some of the teaching however our preference is to teach children together in mixed sex groups. The School Health Nurse may also be involved in delivering elements of sex education.

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

To ensure pupils have every opportunity to ask any question they might have and to avoid loss of dignity for all, school staff may offer pupils the chance to contribute

questions anonymously in advance of specific lessons (e.g. on puberty). This will enable staff to research questions and respond with factually accurate information.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. If school staff do not feel in a position to immediately address questions, they may defer a question and seek more information before responding to pupils.

Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons. If school staff have concerns about pupil contributions or questions, they will inform parents/carers as appropriate.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.

An open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older pupils. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they can discuss issues openly with trained professionals and in a safe environment.

How Relationships (and Sex) Education is monitored and evaluated

At St John's pupils are assessed against the schools' Characteristics of Learning twice a year. These cover attitudes and behaviours such as adaptability, tolerance, respect, collaboration, empathy and communication. These are communicated to parents and help inform teachers' planning and identify any support required.

St John's also uses the post-unit assessment tasks included with the SCARF teaching resources, including for the 'Growing and Changing' units.

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

We are also committed to RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to LGBT+ ¹ inclusion and SEND² inclusion and are mindful of the SEND Code of Practice 2014 when planning for this subject. The curriculum may need to be adapted to meet the needs of some pupils with SEND or learning difficulties.

We will also ensure that we consider the religious and cultural background of all pupils when teaching RSE. Where appropriate, parents will be consulted.

Inclusive RSE at St John's Primary School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

Parental right to request their child be excused from sex education

‘All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.’

- [Department for Education](#) (2019, p.17)

As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of sex education lessons that are delivered as part of RSE.

Parents/carers do not have a right to withdraw their child from Relationships Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum.

Parents do not have the right to withdraw their child from Health Education.

Although parents/carers have the right to request to withdraw their child from any or all of sex education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

¹ LGBT+ refers to people who identify as lesbian, gay, bisexual, or transgender, and to people with gender expressions outside traditional norms, including nonbinary, intersex, and other queer people (and those questioning their gender identity or sexual orientation).

² SEND stands for Special Educational Needs and Disability.

Safeguarding and child protection

‘At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education [...] Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.’

- [Department for Education](#) (2019, p.42)

St John's Primary School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education (September 2021).

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse or have experienced abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concerns, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

Statement by the Governing Board/Trust

The governance board of St John's Primary School adopted this policy on

It will review the policy on or no later than

In adopting this policy, the Governing Board recognises its responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way that ensures that the school fulfils its legal obligations.

Reference:

- Department for Education (2019) *Relationships Education, Relationships and Sex Education (RSE) and Health Education*.
Available at: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Sources of Further Information

This policy has drawn on:

- DfES '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 Guidance (July 2019)

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

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2021)

Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

Appendix 1

St John's Primary School

Long term curriculum plan

Subject: PHSE

Year group(s): Years 1 and 2						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 planning cycle	Family Links (see also SCARF units Me and My Relationships and Valuing Difference)	Family Links (see also SCARF units Me and My Relationships and Valuing Difference)	Keeping myself Safe (SCARF unit – Year 1 or Year 2)	Rights and Responsibilities (SCARF unit – Year 1 or Year 2)	Being my Best (SCARF unit – Year 1 or Year 2)	Growing and Changing (Year 1 or Year 2)
Year 2 planning cycle	Family Links (see also SCARF units Me and My Relationships and Valuing Difference)	Family Links (see also SCARF units Me and My Relationships and Valuing Difference)	Keeping myself Safe (SCARF unit – Year 1 or Year 2)	Rights and Responsibilities (SCARF unit – Year 1 or Year 2)	Being my Best (SCARF unit – Year 1 or Year 2)	Growing and Changing (Year 1 or Year 2)

Year group(s): Years 3 and 4						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 planning cycle	Family Links (see also SCARF units Me and My	Family Links (see also SCARF units Me and My	Keeping myself Safe (SCARF unit – Year 3 or Year 4)	Rights and Responsibilities (SCARF unit –	Being my Best (SCARF unit – Year 3 or Year 4)	Growing and Changing (Year 3 or Year 4)

	Relationships and Valuing Difference)	Relationships and Valuing Difference)		Year 3 or Year 4)		
Year 2 planning cycle	Family Links (see also SCARF units Me and My Relationships and Valuing Difference)	Family Links (see also SCARF units Me and My Relationships and Valuing Difference)	Keeping myself Safe (SCARF unit – Year 3 or Year 4)	Rights and Responsibilities (SCARF unit – Year 3 or Year 4)	Being my Best (SCARF unit – Year 3 or Year 4)	Growing and Changing (Year 3 or Year 4)

Year group(s): Years 5 and 6						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 planning cycle	Family Links (see also SCARF units Me and My Relationships and Valuing Difference)	Family Links (see also SCARF units Me and My Relationships and Valuing Difference)	Keeping myself Safe (SCARF unit – Year 5 or Year 6)	Rights and Responsibilities (SCARF unit – Year 5 or Year 6)	Being my Best (SCARF unit – Year 5 or Year 6)	Growing and Changing (Year 5 or Year 6)
Year 2 planning cycle	Family Links (see also SCARF units Me and My Relationships and Valuing Difference)	Family Links (see also SCARF units Me and My Relationships and Valuing Difference)	Keeping myself Safe (SCARF unit – Year 5 or Year 6)	Rights and Responsibilities (SCARF unit – Year 5 or Year 6)	Being my Best (SCARF unit – Year 5 or Year 6)	Growing and Changing (Year 5 or Year 6)

