

ST MARGARET'S COLLIER STREET CE SCHOOL

RELATIONSHIPS AND SEX  
EDUCATION

Review: September 2020

Agreed by Governors: September 2020

Next Review: September 2023

**Relationships Education, RSE and Health Education**  
**at**  
**St Margaret's Collier Street**  
**Church of England Primary School**

**Statutory requirements:**

As a maintained primary school, we are required to provide relationships educations to all pupils as part of the Children and Social Work Act 2017. This is not to be confused with Sex Education where parents have the right to withdrawal their child.

**The aims of relationships and sex education (RSE) are to:**

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

**Relationships Education**, which all children will receive, focuses on teaching and fundamental building blocks and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships/Internet safety and harms
- Being safe
- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health prevention
- Basic first aid
- Changing adolescent body

(See appendix 1 at the end of this policy for detailed coverage for each area listed above)

**What is our rationale?**

1. Our Relationships and Sex Education is based upon the premise that all life is from God and we are created in the image of God. The Christian values of friendship, fairness, respect and helpfulness are lived out in our school each day. Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of this church school, where care, understanding and respect for each other are paramount. It is in the context of the absolute value of all persons, and the infinite love of God, that RSE is taught at St Margaret's Collier Street CE Primary School.

2. Sex education should be seen in school as part of promoting health and well being through the curriculum. Sex education is more than just biological facts and hygiene, it has moral, legal, cultural and ethnic dimensions. Sex education does involve knowledge of how the human body functions, but it also involves feelings about love, sexuality and responsibility towards oneself and towards others.
3. A well-developed SRE programme contributes towards a schools ethos, supporting children and young people in their development.
4. By the end of Key Stage 2 children have been bombarded with all sorts of information about and images of 'sex'. Very little of this will be of value to them in their adult life. Unless home and/or school make a specific effort to put these images into perspective and context, pupils may well grow up with misapprehensions, taking them into adulthood.
5. Some children are taught sex education at home. Many, however, are not. The school's responsibility is to take nothing for granted and, in a caring, matter-of-fact manner, explain to the children the facts concerning how bodies change during puberty and facts about reproduction. Education about sexuality and relationships will also be covered.

### **Objectives**

1. To recognise the importance of appropriate relationships.
2. To respect themselves and others.
3. To help young people move with confidence from childhood through adolescence into adulthood.
4. To value family and marriage as the foundation of a civilised society, and a firm basis for the nurturing of children.
5. To develop a healthy, safer lifestyle.
6. To know and understand their physical development, sexuality and reproduction.
7. To develop good relationships and respect the differences between people.
8. To be able to manage emotions and relationships confidently and sensitively.
9. To recognise and be able to avoid exploitation and abuse.
10. To encourage and develop young people to be responsible for their actions and the consequences.
11. To discuss moral questions.

### **Aims**

- To provide reassurance that body changes, physical, emotional and social are normal and acceptable
- To counter myths and misinformation – to examine opinions and encourage discussion

- To inform the children of the changes that male and female bodies undergo during puberty
- To inform the children what happens when sexual intercourse takes place
- To explain to the children that sexual intercourse can lead to pregnancy
- For pupils to respect their own bodies and to recognise the importance of sexual activity being within a committed, long term and loving relationship
- To encourage awareness, respect and responsibility to oneself and to others

Children and young people grow up in a complex and ever faster changing world, in which they are exposed to an increasing range of influences and pressures. St Margaret's School aims to build on and complement the learning that has already started at home, in relation to developing moral values and attitudes, and an awareness of themselves as responsible young people. Parents or adults who care for the young people we teach are the 'first time educators' of their children. Schools work in partnership with them, in developing children personally and emotionally, and as young citizens.

In relationships and sex education, the skills, knowledge and attitudes developed will enable young people to lead healthy, fulfilling and meaningful lives, in which they:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- Value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- Learn to live and enjoy a healthy lifestyle
- Develop an active role as a member of a family, and of the community
- Value family and marriage as the foundation of a civilised society and a firm basis for the nurturing of children
- Respect the rule of law and encourage others to do so
- Respect religious and cultural diversity, develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our history, culture, language and architecture

## **Teaching**

A programme of learning for Relationships and Sex Education has been built around our children's needs and parental wishes. The explicit sex education elements where parents can withdraw their children are identified with an \*.

The overarching theme is for RSE is good relationships and celebrating diversity. This starts in Year 1 delivered through PSHE lessons in a six-week block. Each year group has a further six, which are broken down into:

Year 2 – What can I do?

- Achievements
- Everyone needs caring for
- Helping hands
- Girls Vs Boys – respecting differences
- Naming body parts \*

Year 3 – Feeling good about being different and to recognise their own worth as individuals and to challenge stereotyping x2

- Life cycles
- My family
- What is love?

- Naming body parts
- Year 4 – Feelings
  - Changing feelings
  - Changes
  - Puberty x2
  - Boys – keeping clean and sperm production \*
  - Girls – Menstruation \*
- Year 5 – Relationships
  - Loving relationships
  - Puberty
  - Naming body parts
  - Menstruation and erections \*
  - How does a baby start? \*
- Year 6 – Changing the way we keep clean
  - Building good relationships
  - Sexual relationships \*
  - Changes
  - Puberty and periods
  - Attitudes and values

### **Teaching and Learning**

PSHE takes place at appropriate times (planned) and as the necessity arises. It also takes place in other subjects. Pupils' learning in RSE is interlinked by the ethos of the school.

We place great emphasis on active learning by including the children in the discussions, investigations and problem-solving activities. A range of opportunities are provided for children to learn including group work, debate, discussion, role play and the use of visitors and outside agencies.

Where visitors are used to support and extend classroom teaching, they should be used to complement the learning objectives. A teacher should always remain present and retain overall responsibility in the classroom. We offer our children the opportunity to hear visiting speakers, such as the local police community support officers, fire brigade and the PCSO.

### **Differentiation and Special Education Needs**

Pupils will be at different levels of maturity, will have different life experiences and very different attitudes and feelings. Lessons should be planned to allow different perceptions to be articulated, with all contributions being valued and respected.

### **Cross curricular links**

All teachers and curriculum areas, may make a contribution to RSE. Some subjects make a clear, focused contribution, such as science, whilst the contribution of other subjects is important, but less obvious, Examples are:

- Discussion of specific relationships and moral dilemmas through English
- Discussion of family and marriage through RE
- Wider social issues through geography or history
- Discussion of feelings and emotions within relationships in art or music

### **Assessment recording and reporting**

Much of the learning in RSE is sensitive and of a highly personal nature so assessment needs to be carried out with considerable discretion. Any assessment made will contribute to the overall assessment of the pupils' progress in terms of personal development/PSHE.

### **Handling difficult questions**

When teaching RSE it is important to set clear ground rules to ensure that pupils understand what is appropriate in a class setting. However, the school's policy and training should support teachers, and others contributing to RSE in how to handle unexpected questions. For example:

- Children have the opportunity to ask questions through the use of a question box. This provides time for the adult to prepare/ adapt the following session.
- Profession judgement will be made with regard to how to answer questions and if deemed necessary parents will be consulted on a one to one basis regarding the best way forward
- If a question is too personal, remind the pupil of the ground rules, ie. The right to "pass" on questions. If the pupil needs further support, he/she can be directed to an appropriate person or agency outside of the classroom setting
- If the adult does not know the answer it will be important to acknowledge this and use the opportunity as a collaborative learning experience
- If the question is too explicit for the majority of the class, the adult should acknowledge it and promise the return to it later individually
- If the question raises concerns of sexual abuse, the adult should follow the school's safeguarding procedures

### **Working with parents**

Parents are the key people in teaching their children about RSE, and helping them cope with the physical and emotional aspects of growing up. They are the main contributors to children's development of values and attitudes and their understanding of feelings.

Annually, parents have the opportunity to view the material and raise questions with the RSE Subject Leader.

**Parents have the right to withdraw their child from all or part of the Sex Education provided at the school identified as an \* on page 3 of this document and therefore each year, permission slips are sent to each parent providing them with the opportunity if they do not wish their child to view the material.**

**Parents do not have the right to withdraw from the national curriculum.**

### **Equal Opportunities**

St Margaret's Collier Street Church of England Primary School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious and cultural difference should also be respected.

We believe that God has made each of us as a unique human being and we are all equally valued. We recognise and celebrate this. We also recognise and respect cultural differences within the school and the wider community. Abusive, disrespectful

and judgmental comments or attitudes will never be tolerated. We will always give due regard to the age of the class or group taught.

### Monitoring and Review:

Through a report from the Headteacher or subject leader the Governing Body monitors the RSE policy on an annual basis.

### Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>