Relationships and sex education policy

St Peter-in-Thanet Church of England Junior School

Approved by:	Headteacher	Date:	Reported to the FGB 21.3.2023
Reviewed:	March 2023		
Next review due :	Spring 2024		

**At St Peter's we believe that all our Christian values stem from Love;
the Love that God has for us, that we have for God and that we show each other.**

Contents

1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 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
- Unlock learning whilst flourishing in God's love for people

2. Statutory requirements

There is a statutory RSE curriculum and a non-statutory RSE curriculum.

As a maintained primary school we must provide relationships education to all pupils as per section 65 of the RSE Statutory Guidance.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

At St Peter's we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a staff member pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – teaching staff were given the opportunity to look at the statutory requirements and make recommendations for the non-statutory.

3. Parent/stakeholder consultation – the policy was sent out to parents for consultation.

4. Pupil consultation – some pupils gave their views prior to the policy writing.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about healthy family relationships, healthy friendships, respect, safety, healthy lifestyles, mental wellbeing and the changing body.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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 that the children are fully informed and don't seek answers online.

Primary sex education will focus on:

- Foundations of the term 'consent'.
- Techniques to minimise stress that may arise from a negative perception of body image influenced by social media.
- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within stand-alone personal, social, health and economic (PSHE) education lessons and in weekly Collective Worship (RE) class assemblies using HeartSmart.

Pupils will also receive a stand-alone sex education session delivered by their class teacher at the end of the key stage using materials by Services for Education.

The statutory RSE curriculum 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
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information about our RSE curriculum, see Appendices 1 and 2.

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. At St Peter's, families include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers.

All sessions will have visual aids and clear definitions of terms used in order to make the learning accessible to all pupils.

7. Roles and responsibilities

7.1 The governing board

The governing board has delegated the approval of this policy to James Boulton, Chair of Governors and a Wellbeing Team Representative.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the SLT or RSE and Wellbeing Lead.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from the statutory relationships education.

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

10. Monitoring arrangements

The delivery of RSE is monitored by Sarah Healy, RSE and Wellbeing Lead through:

- Class assembly drop ins

- Meeting with year group leads to look at the HeartSmart scrapbooks

- Pupil and parent surveys

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by RSE and Wellbeing Lead. At every review, the policy will be approved by James Boulton, Chair of Governors and Wellbeing Team Representative.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	**Growing Up** - growth spurts and emotional changes	*Growing Up Kick the PJ -* https://www.youtube.com/watch?v=B_G-36tvcn8&list=PL-wgVjjWM93K337PchtZp3iztO8SBbKra&index=16
Year 4	Autumn	**Growing Up** - growth spurts and emotional changes	*Growing Up Kick the PJ -* https://www.youtube.com/watch?v=B_G-36tvcn8&list=PL-wgVjjWM93K337PchtZp3iztO8SBbKra&index=16
Year 5	Autumn	**Growing Up** - the growth and development of humans, indicating significant stages throughout their lives	To be decided by class teachers in science planning *Animals Including Humans.*
Year 6	Autumn	**Body Image** - recognise the impact of social media on body image - know who to ask for advice and where to look for guidance on body image and online stress, including the Rise Above website - use techniques to minimise stress that may arise from a negative perception of body image influenced by social media	*Helen talks body image -* https://campaignresources.phe.gov.uk/schools/resources/body-image-lesson-plan-pack

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring	**Consent** - what consent means and how to get consent - how to (not) give consent in different situations they might find themselves in	*Consent for kids* https://www.youtube.com/watch?v=h3nhM9UlJjc
Year 4	Spring	**Consent** - what consent means and how to get consent - how to (not) give consent in different situations they might find themselves in **Puberty** - growing pains, hair growth and spots - minds change as well as their bodies	*Consent for kids* https://www.youtube.com/watch?v=h3nhM9UlJjc *Kick the PJ talks about growing up* https://riseabove.org.uk/article/kickthepj-talks-about-growing-up/ *Can puberty affect your head as well as your body?* https://riseabove.org.uk/article/can-puberty-affect-your-head-as-well-as-your-body/
Year 5	Spring	**Consent** - what consent means and how to get consent - how to (not) give consent in different situations they might find themselves in **Puberty** - periods, pubic hair, cellulite and breasts - spots, differing growing rates, testosterone, body odour and hair	*Consent for kids* https://www.youtube.com/watch?v=h3nhM9UlJjc *Decoding puberty in girls -* https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack *All about boys' puberty -* https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Spring	**Consent** - what consent means and how to get consent - how to (not) give consent in different situations they might find themselves in **Puberty** - periods, pubic hair, cellulite and breasts - spots, differing growing rates, testosterone, body odour and hair	*Consent for kids* https://www.youtube.com/watch?v=h3nhM9UlJjc *Decoding puberty in girls* - https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack *All about boys' puberty* - https://campaignresources.phe.gov.uk/schools/resources/puberty-lesson-plan-pack
Year 6	Summer	**Transition to Secondary School** - many things in life change around us and how to manage the stress the changes could cause **Sexual Intercourse** - how babies are conceived - sperm meeting the egg - cross section diagram of intercourse (Appendix 4)	*Let's talk about dealing with change* https://riseabove.org.uk/article/lets-talk-about-change/ *Clued up for Growing Up* Picture book/animated video – Boys and Girls, Men and Women (*Lesson Three*)

Appendix 2: By the end of primary school pupils should know

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Families and people who care for me Pupils are taught… - that families are important for children growing up because they can give love, security and stability. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**Families and people who care for me** Pupils are taught… - that families are important for children growing up because they can give love, security and stability. - 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. - 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. - 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.	**Families and people who care for me** Pupils are taught… - that families are important for children growing up because they can give love, security and stability. - 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. - 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. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**Families and people who care for me** Pupils are taught… - that families are important for children growing up because they can give love, security and stability. - 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. - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Caring Friendships Pupils are taught… - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - 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. - 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.	**Caring Friendships** Pupils are taught… - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - 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. - 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.	**Caring Friendships** Pupils are taught… - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - 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. - 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.	**Caring Friendships** Pupils are taught… - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - 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. - 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.

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Respectful Relationships Pupils are taught… - practical steps they can take in a range of different contexts to improve or support respectful relationships. - the conventions of courtesy and manners. - what a stereotype is, and how stereotypes can be unfair, negative or destructive.	**Respectful Relationships** Pupils are taught… - 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. - practical steps they can take in a range of different contexts to improve or support respectful relationships. - the conventions of courtesy and manners. - the importance of self-respect and how this links to their own happiness. - 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. - 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. - the importance of permission-seeking and giving in relationships with friends, peers and adults.	**Respectful Relationships** Pupils are taught… - 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. - practical steps they can take in a range of different contexts to improve or support respectful relationships. - the importance of self-respect and how this links to their own happiness. - 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. - 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.	**Respectful Relationships** Pupils are taught… - 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. - practical steps they can take in a range of different contexts to improve or support respectful relationships. - the importance of self-respect and how this links to their own happiness. - 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. - 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.

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Online Relationships Pupils are taught… - that people sometimes behave differently online, including by pretending to be someone they are not. - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - how information and data is shared and used online.	**Online Relationships** Pupils are taught… - that people sometimes behave differently online, including by pretending to be someone they are not.	**Online Relationships** Pupils are taught… - that people sometimes behave differently online, including by pretending to be someone they are not. - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	**Online Relationships** Pupils are taught… - that people sometimes behave differently online, including by pretending to be someone they are not.
Being Safe Pupils are taught… - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to recognise and report feelings of being unsafe or feeling bad about any adult.	**Being Safe** Pupils are taught… - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - how to recognise and report feelings of being unsafe or feeling bad about any adult. - where to get advice e.g. family, school and/or other sources.	**Being Safe** Pupils are taught… - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard.	**Being Safe** Pupils are taught… - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - 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. - how to recognise and report feelings of being unsafe or feeling bad about any adult.

YEAR 3	YEAR 4	YEAR 5	YEAR 6
		- how to report concerns or abuse, and the vocabulary and confidence needed to do so. - where to get advice e.g. family, school and/or other sources.	
Mental Wellbeing Pupils are taught… - that mental wellbeing is a normal part of daily life, in the same way as physical health. - 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. - 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. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	**Mental Wellbeing** Pupils are taught… - that mental wellbeing is a normal part of daily life, in the same way as physical health. - 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. - 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. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	**Mental Wellbeing** Pupils are taught… - that mental wellbeing is a normal part of daily life, in the same way as physical health. - 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. - 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. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - that bullying (including cyberbullying) has a negative and	**Mental Wellbeing** Pupils are taught… - that mental wellbeing is a normal part of daily life, in the same way as physical health. - 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. - 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. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

YEAR 3	YEAR 4	YEAR 5	YEAR 6
	- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 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). - 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.	often lasting impact on mental wellbeing.	- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
Internet Safety and Harms Pupils are taught… - 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. - how to consider the effect of their online actions on others and know how to recognise and display	**Internet Safety and Harms** Pupils are taught… - that for most people the internet is an integral part of life and has many benefits. - 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.	**Internet Safety and Harms** Pupils are taught… - 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. - how to consider the effect of their online actions on others and know how to recognise and display	**Internet Safety and Harms** Pupils are taught… - 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. - 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

YEAR 3	YEAR 4	YEAR 5	YEAR 6
respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. -	- 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. why social media, some computer games and online gaming, for example, are age restricted. - 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. - where and how to report concerns and get support with issues online. -	respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. -	personal information private. - why social media, some computer games and online gaming, for example, are age restricted. - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
Physical Health and Fitness Pupils are taught… - the characteristics and mental and physical benefits of an active lifestyle. - the risks associated with an inactive lifestyle (including obesity). - how and when to seek support including which adults to speak to in school if they are worried about their health.	-		

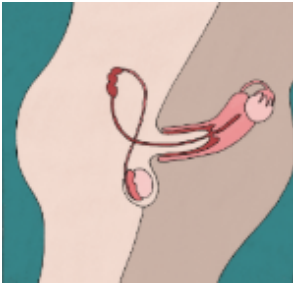| YEAR 3	YEAR 4	YEAR 5	YEAR 6
Healthy Eating Pupils are taught… - what constitutes a healthy diet (including understanding calories and other nutritional content). - the principles of planning and preparing a range of healthy meals.			**Healthy Eating** Pupils are taught… - the principles of planning and preparing a range of healthy meals.
	Drugs, alcohol and tobacco Pupils are taught… - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	**Drugs, alcohol and tobacco** Pupils are taught… - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	**Drugs, alcohol and tobacco** Pupils are taught… - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention Pupils are taught… - the facts and science relating to allergies, immunisation and vaccination.	**Health and prevention** Pupils are taught… - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	**Health and prevention** Pupils are taught… - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	**Health and prevention** Pupils are taught… - how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - the facts and science relating to allergies, immunisation and vaccination.

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Basic First Aid Pupils are taught… - how to make a clear and efficient call to emergency services if necessary. - concepts of basic first-aid, for example dealing with common injuries, including head injuries			
	Changing adolescent body Pupils are taught… key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	**Changing adolescent body** Pupils are taught… - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle	**Changing adolescent body** Pupils are taught… - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: Cross section diagram of intercourse

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