

*'Shine like stars in the world.'*  
*Philippians 2:15*



## **St Paul's CE Primary School**

### **Relationships and Sex Education Policy**

#### Our Vision

"Our school is one family, united in love and deeply rooted in our Christian values, where together on life's journey we flourish, striving for excellence in all that we do. Inspired by the transformation of St Paul, and enlightened by the glory of God, we will shine like stars to make the world a better place."

#### Values

*Love, Forgiveness, Faith, Friendship, Hope and Peace.*

## **CONTEXT**

**It is a statutory responsibility of the Governing body to have an up to date RSE policy which sets out the context, organisation and approach to teaching RSE at St Paul's C of E School.**

St. Paul's is a Church of England School and as such the Christian foundation and ethos are at the heart of all that happens in the school. It is our belief that the starting point for any Christian understanding of relationships and sex is the Bible, which is normative for all Christians. It is within this context that the RSE Policy and the teaching of RSE at St Paul's happens, with the emphasis placed first on relationships.

### **DEFINITION OF RSE**

At St. Paul's we acknowledge that RSE is more than just teaching about the physical and emotional changes of puberty and reproduction. A successful RSE programme helps pupils to develop positive attitudes and beliefs, underpinned by accurate knowledge and skills, to navigate a successful path to adulthood and to recognising and building successful, healthy relationships. 'RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of children at our school and prepare them for the opportunities, responsibilities and experiences of adult life.' (LDBS Guidance 2009). RSE 'gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships' (SRE for the 21<sup>st</sup> Century 2014 – Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000)).

### **1. Aims**

Our RSE teaching and learning is delivered within this context, underpinned by our core values of love, forgiveness, faith, friendship, hope and peace. RSE supports our pupils in understanding the importance of marriage, as well as stable and loving relationships; teachers will focus on traditional Christian views on marriage for family life and bringing up children.

Care will be taken, however, to ensure no child feels stigmatised based on their different home circumstances. Teachers should be aware of and sensitive to the different types of families and will strive to promote inclusion and reduce discrimination. St. Paul's School welcomes pupils from diverse backgrounds and includes families of all faiths and none and as such we aim to ensure all children feel their family is valued. Our teaching will reflect the broad range of experiences of our pupils. However, as part of our policy and RSE curriculum we emphasise that all major world faiths believe that sexual relationships should occur within the context of marriage. RSE is an important part of a broad and balanced curriculum. We

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have a responsibility to enable children to grow and develop both in terms of attitudes and understanding, enabling them to eventually make informed, mature choices about their relationships and how to keep themselves safe and healthy within the context of relationships.

**2. Purpose of the policy**

All primary schools are required to teach Relationships Education and to produce a Relationships Education policy.

The purpose of the policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it.
- Enable parents and carers to support their children in learning about Relationships Education.
- Give a clear statement on what the school aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school pupils.
- Sets out how Relationships Education meets schools' legal requirements to: -
  - Promote well-being (Children Act 2004).
  - Prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006.)
  - Meet the school's safeguarding obligations.
  - Comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.

The policy also includes a statement on Sex Education which covers a definition, what is taught, who teaches it and parents right to withdraw.

**3. Development of the school policy**

This policy was developed by a working group with representation from Senior Leaders, staff, parents and carers and governors and involved consultation with pupils, the wider staff group, parents and carers. We also consulted with the London Diocesan Board for Schools.

Our working group organised a series of consultations with

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- Parents and carers
- Governing body
- Staff

We have taken account of: -

- Statutory guidance on Relationships Education, RSE and Health Education (DfE Feb 2019).
- Valuing All God's Children: Guidance for Church of England Schools.
- Equality Act 2010 and the Public Sector Duty.

#### **4. Definition of Relationships Education**

The requirements for teaching Relationship Education in primary are described in the DfE statutory guidance and based on the guidance, we have defined Relationships Education as learning about: -

- Different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships.
- The importance of families for caring for children.
- How to recognise when a relationship is unhealthy or unsafe and how to seek help and report concerns or abuse (including online).
- The importance of respecting others who are different from themselves whether physically, their family structure, their race, religion, belief, disability or sexual orientation.
- Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help.
- Stereotypes and how they can lead to prejudice and discrimination eg based on gender, race, religion, disability or sexual orientation.
- How to recognise risk and be safe online.

#### **5. Why teach Relationships Education at primary school?**

The government has made Relationships Education a statutory part of the curriculum and we agree that this is a crucial aspect of the primary curriculum.

We want children to develop the skills to make positive, caring, respectful and healthy relationships; in their friendships, within their families and with other children and adults.

We recognise that many children in primary already have active online lives and that the knowledge and skills they learn in Relationships Education will enable them to navigate the online world safely and understand what is and is not appropriate behaviour.

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Through Relationships Education, pupils also gain the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse and keep themselves safe.

For all these important reasons, the government has made Relationships Education a compulsory part of the school curriculum in which all pupils are required to participate and parents do not have the right to withdraw them.

**6. Values promoted through Relationships Education**

We are committed to creating an inclusive school that promotes diversity and equality and fundamental British Values. Teaching relationships education will ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society they are growing up in and for every child at St Paul's to thrive in modern Britain.

We believe that Relationships Education promotes the aims and values of our school which include: -

- Respect for self and others.
- Kindness and consideration for others.
- Commitment, trust and love within relationships.
- Promoting equality and respecting rights and responsibilities in relationships.
- Respecting and celebrating difference and diversity.
- Preventing prejudice and discrimination based on religion or belief, disability, sexual orientation, gender and gender reassignment.
- Promoting gender equality, challenging gender stereotypes and inequality.
- Valuing family life and stable, loving and caring relationships, including marriage and civil partnerships, for bringing up children.
- Everyone has the right to a healthy and safe relationship democracy, individual liberty, the rule of law and mutual respect and tolerance protected characteristics as enshrined in law through the Equality Act 2010.

**7. Aims for Relationships Education**

Our Relationships Education programme aims to help children: -

- Develop the confidence to talk about relationships.
- Develop the skills to make and maintain healthy and respectful friendships and family relationships.
- Recognise unhealthy or unsafe relationships, including friendships (and online), within the family and with known or unknown adults.
- Recognise the differences between appropriate and inappropriate or unsafe contact; physical or otherwise, and to know how to report it and get help.
- Understand the importance of respecting others even when they are

different from them.

- Understand and respect different types of families, including families with one parent, with same sex parents, families that foster and adopt children.
- Challenge and prevent discrimination based on difference eg race, religion, gender, gender identity, disability or sexual orientation.
- Recognise bullying and discriminatory language based on race, religion, gender, disability or sexual orientation and develop the confidence to prevent it and report it.
- Challenge gender stereotypes and inequality and promote equality and respect in relationships.
- Know how to be safe online and behave respectfully and appropriately.
- Know where and how to seek information and advice when they need help.

## **8. Content and Organisation of Relationships Education**

### **Where is Relationships Education taught?**

Relationships Education will be taught through a planned programme of PSHE taught as timetabled lessons in all Years. Sometimes this will be organised as blocks of teaching eg teaching about preventing bullying to coincide with anti-bullying week or integrated into topics such as Celebrating Difference, All About Me and Online Safety.

### **What is taught in Relationships Education?**

Our Relationships Education programme: -

- Reflects the statutory requirements in the DfE Guidance that describes what needs to be taught by the end of the primary phase of education.
- We have planned the curriculum so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years.

### **Teaching about difference and diversity**

The Government guidance expects all pupils, at some point during their school career, will have been taught LGBT content as part of this area of the curriculum. Teaching will help children to understand the society in which they are living and growing up in, as well as being respectful of others and difference.

This will mean that when pupils learn about families, this will include families with two mums and two dads and when pupils learn about marriage, they will learn that marriage can be between opposite sex and same sex couples. When children learn about bullying and discriminatory language they will learn that this can happen because people are different or perceived to be different, and this can be because they have a different religion, are a different race, have a disability, or a different

sexual orientation.

### **Teaching about different relationships**

In Year 6 pupils learn that there are different types of romantic relationships, and that these can be between couples of the same and different sex. They learn a basic meaning of the words heterosexual, gay and lesbian.

### **Teaching about preventing bullying and discriminatory language**

We do not tolerate any type of bullying or discriminatory language, including using the word lesbian, gay, bisexual or transgender in an insulting or derogatory way. The Equality Act 2010 requires schools to prevent all types of discrimination.

When we teach about bullying in Years 5 and 6, we cover all types of bullying and discriminatory language, including bullying based on race, religion, disability, gender, gender reassignment and sexual orientation. They also learn what homophobic, biphobic and transphobic bullying mean.

Pupils learn about the impact that bullying and discriminatory language have on people, how these can cause prejudice and discrimination and mental health problems and what we can do to prevent this happening.

### **How is Relationships Education taught?**

- We recognise that teaching about some aspects of Relationships Education is sensitive. All teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality, are respectful of one another and do not discuss or ask private information of each other or the teacher.
- We will emphasise the importance of strong and supportive relationships, including marriage and civil partnerships (between opposite and same sex couples), and that caring and loving relationships are at the heart of happy and secure family life.
- Teaching resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies,

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stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.

- We ensure that the Relationships Education teaching programme is inclusive and is appropriate and relevant to all pupils, including those with SEN and disabilities. Where needed, Relationships Education is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups.
- Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and wider society, and help all pupils feel valued and included, regardless of their gender, race, religion, ability, disability and family structure.
- Teachers do not discuss details of their personal relationships with pupils.

### **Answering children's questions**

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher or parents. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

### **Who teaches Relationships Education?**

Relationships Education will be taught by the class teacher but sometimes outside Organisations are involved eg a theatre company during anti-bullying week.

If visitors are involved in Relationships Education, we will: -

- Ensure their contribution is integrated into our scheme of work
- Provide the visitor with an up-to-date copy of the school's Relationships Education Policy and ensure they adhere to it
- Ensure that the class teacher is present throughout the lesson/session, taking responsibility for class management
- Follow up the learning in later lessons

### **Sex Education and the right to withdraw children**

#### *Right to withdraw children from sex education*

We hope that parents and carers will support this important part of children's education and we will make sure that all parents and carers know what we will be teaching and when. However, we understand that some parents may want to



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educate their children about these aspects of sex education and parents have the right to request that their child is withdrawn from any or all parts of sex education.

If a parent wishes to withdraw their child from the sex education lessons they must arrange a meeting with a the Headteacher who will talk through their concerns and discuss the benefits of their child learning about sex education. If they decide to withdraw their child, work will be provided to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the PSHE Coordinator about the resources to support this.

### **Science National Curriculum**

All primary schools are required to teach the Science National Curriculum which covers the biological aspects of sex education; growth and development, naming body parts, a basic understanding of the life process of reproduction and the human life cycle. Parents do not have the right to withdraw from Science.

### **Health Education and Puberty**

All primary schools are required to teach statutory Health Education that includes teaching about puberty. In Year 5 we cover with detailed information about what happens at puberty including the physical and emotional changes and revisit this in Year 6.

### **How is sex education, biological aspects of science and puberty taught?**

These are taught through PSHE and Science in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.

When we teach the biological aspects of science, we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher if they are relevant and appropriate.

## **9. Involving pupils**

To ensure that the Relationships Education programme meets the needs of pupils, the PSHE Coordinator involves the school council in reviewing and evaluating the programme each year.

The PSHE Coordinator also gathers feedback from teachers about pupils' engagement in the curriculum.

**10. Confidentiality, safeguarding and child protection**

Although Relationships Education is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

**11. Assessing Relationships Education**

Pupils' progress in learning in Relationships Education is assessed as part of the assessment in PSHE.

**12. Monitoring and evaluating Relationships Education**

The PSHE Coordinator monitors teachers' planning to ensure Relationships Education is being taught.

Pupils and staff are involved in evaluating the Relationships Education teaching programme as part of the annual review of PSHE. There are discussions with staff about the impact of the curriculum on pupil's learning and their engagement in the learning and the school council are involved in giving feedback about the PSHE curriculum.

**13. Training for Staff**

It is important that Relationships Education and Sex Education are taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers have received up to date training and provide a range of training opportunities including school-based INSET, team teaching, classroom observations and external training courses delivered by Enfield LA.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

**14. Engaging and Involving Parents/Carers**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships Education and compliance with the statutory guidance and Equality Act.

We will let parents know what will be taught and when and the resources that will be used.

We will take every opportunity to inform and involve parents and carers by

- Consulting with parents when developing the Relationships Education policy and when it is reviewed.
- Publishing the Relationships Education policy on the school website.
- Including a summary of the content and organisation of Relationships Education and Sex Education in the school prospectus/information.
- Providing information about content of the Relationships Education and Sex education teaching programme as part of the information on the curriculum.
- Inviting Year 5 and 6 parents to a drop-in session about what will be taught in relationships education, science and sex education.

**15. Disseminating the policy**

A copy of this policy is on the school website. It is included in the policies folder on the server and is available upon request from the school office.

The policy will be reviewed every two years. Parents and carers will be informed via newsletter and school website.

**16. Complaints Procedure**

If anyone in the school community feels that this policy is not being followed then they should raise the matter first with the Headteacher and, if concerns persists, with the Chair of Governors who will facilitate the appropriate action, which may include an investigation. If there is a formal complaint, then the school's complaints procedure will be followed.

**17. Additional Information to be appended**

Appendix 1 Content Headings for Relationships and Sex Education

Appendix 2 Guidance on answering children's questions.

Appendix 3 PSHE Resources

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Approved by Governing Body	Autumn Term 2020		
Reviewed by Clare Cresswell	Autumn Term 2022		
Next Revision (Please highlight as appropriate)	Annual	Bi-annual	Tri- annual
To be reviewed	Autumn Term 2023		

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## Appendix 1

### Content Overview

The programme covers all areas of PSHE for the primary phase, as the following table shows:

<b>Term</b>	<b>Puzzle name</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations and resilience building
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

## **Appendix 2**

### **Relationships and Sex Education**

#### *Notes for Guidance – Answering Children's Questions*

Questions should only be invited from the children in the context of work they have been involved in – ie watching a video, part of a topic.

It is better to ask the children to generate questions as a group and ask them to be written down anonymously. The teacher is then able to group the questions under appropriate headings.

Children should be encouraged not to use “slang” or “family” names and terms. The teacher should always use correct biological terminology. This may mean that a teacher has to interpret a question before reading it out and answering it.

Where a question is deemed inappropriate either because it is not connected to the subject matter being dealt with or because it goes beyond the scope of the school sex education policy/age/stage of development of the pupils, the teacher must either decide to

- Explain that they are only answering questions on a particular topic. The most appropriate action may be for the teacher to suggest that the child asks his/her parents.

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**Appendix 3**

**PSHE Resources**

All resources are to be found in the PSHE co-ordinators classroom/cupboard. Please come and browse or borrow resources.

<b>General</b>	<u>I am I can I know</u>	KS1 & 2
	General health education & citizenship lesson plans	
	<u>Learning for Life</u> (Co Op)	KS2
	General health education and citizenship lesson notes	
	<u>My Body Pack</u> (HEA)	KS2
	General health education and science lesson notes, work cards and activities	
	<u>Health for Life 1&amp;2</u> (HEA)	KS1 & 2
	Book 1 – Teachers’ guide to health education – ideas and suggestions for progression	
	Book 2 – Teachers’ guide to 3 key topics of keeping safe, relationships and drugs – lesson notes and worksheets	
	<u>Happy Heart 1 &amp; 2</u> (HEA)	KS1 & 2
	Book 1 – KS1 lesson notes and worksheets for general health education	
	Book 2 – same for KS2	
	<u>Personal &amp; Social Education in the Primary School</u> (PEP)	KS1 & 2
	Teachers’ guide to personal and social education (self-esteem and relationships) and worksheets	
	<u>Circle Time</u> (Lame Duck Publishing)	KS1 & 2
	Guide to developing circle time – ideas for games etc	
	<u>Developing Circle Time</u> (Lame Duck Publishing)	KS1 & 2
	Similar to above, plus worksheets	
	<u>Firework Safety Pack</u> (DTI)	KS1 & 2
	Teachers’ notes and poster	
	<u>Understanding Disability</u>	KS2
	Video and notes	
	<u>General leaflets and information on asthma</u>	KS2
	<u>Resuscitation Manikins</u> – Adult	KS2
	- Junior	
<b>Drug Education</b>	<u>The Primary School Drugs Pack</u> (Health Wise)	KS2
	Background information and pupil activities	
	<u>The World of Drugs</u> (Tacade)	KS2
	Similar to above	
	<u>Drugs and the Primary School Child</u> (Tacade)	KS2
	Slide set and lesson notes – Y5 & 6 – somewhat dated	
	<u>Basic Drug Facts</u> (Health Wise)	KS2
	Card game re identification of substances and their effects – Y6	
	<u>The Primary School Drug Education Guide</u>	KS1 & 2
	Teachers’ guide to progression and lesson notes	
	<u>The Dragon’s Breath</u> (Birmingham LEA)	KS2
	Anti smoking resource pack	

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<b>Sex Education</b>	<u>Growing Up</u>	KS2
	Video re puberty – Y5	
	<u>Sex Education</u> (BBC)	KS2
	Video and lesson notes re puberty and reproduction – Y6	
	<u>Knowing Me, Knowing You</u> (LDA)	KS2
	Teachers' guide to sex education, relationships and puberty – ideas for activities and worksheets – Y5 & 6	
	<u>Changes</u>	KS2
	Resource notes on puberty – Y5 & 6	