



St Erth Primary School

Relationships & Sex Education Policy



St Erth School

Caring, Sharing, Preparing for Life

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Reviewed On	Every 3 Years
Last Review	March 2021
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This policy has been reviewed and adopted by LGB	
Date: May 2021	

ST ERTH COMMUNITY PRIMARY SCHOOL

SEX AND RELATIONSHIPS EDUCATION POLICY

Sex and relationships education is the right and responsibility of the parent. St Erth School provides sex and relationships education to support parents in fulfilling their responsibility. If parents are not happy with what the school provides in its basic curriculum with regard to sex and relationships education, they have a right to withdraw their child / children from those aspects of sex and relationships education not covered by:

- the National Curriculum Science Order (NCSO)
- The statutory guidance for Relationships and Health Education [statutory guidance](#)

Defining Relationships and Sex Education (RSE)

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. (DfE Guidance 0116/2000)

‘The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.’ (DFE guidance – Relationships Education, Relationships and Sex Education (RSE) and Health Education)

PSHE and RSE

From 2021 it became compulsory for Primary Schools to teach Relationships and Health Education as set out in the [statutory guidance](#). The school has developed a Personal, Social, Health and Economic curriculum (PSHE) to cover these requirements. Details can be found in the schools PSHE policy, available from the school website or school office.

The [statutory guidance](#) creates many cross-overs with the schools existing SRE curriculum. However, lessons that fall within the SRE curriculum and are in addition to the [statutory guidance](#) will be maintained, as they have been identified as meeting the aims of this policy and the guidance referenced above.

The Aims of Sex Education

The aims are firstly those of our mission ‘caring, sharing, preparing for life’.

Based on the above definition the aims of SRE at St Erth School are:

- to enable our pupils to better understand the nature of human relationships;
- to enable pupils to see the importance of marriage and stable loving relationships for the bringing up of children;
- to prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.

In St Erth School SRE has three main elements, all of which are important for a balanced SRE programme:

attitudes and values:

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

personal and social skills:

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

knowledge and understanding:

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning the reasons for delaying sexual activity and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.

Moral Dimension

St Erth School recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that SRE can be a sensitive subject and through the relationship strand of its PSHE curriculum the school teaches children about different types of families. Through this teaching the school promotes a view that stable, loving relationships are the best context for sexual relationships and the bringing-up of children.

Content of the School's RSE Programme

The content of St Erth School's programme is based on the National Curriculum Science Order, the [statutory guidance](#) for Relationships and Health Education and the non-statutory guidance for PSHE contained in the National Curriculum. Here is a summary of that content as set out in the DfE's Guidance 0116/2000:

At primary school level sex and relationship education should contribute to the foundation of PSHE and by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of the body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- are prepared for puberty.

National Curriculum Science

Key Stage 1

- That animals including humans move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and treat others with sensitivity.
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Key Stage 2

- That the life processes common to humans and other animals include
- nutrition, growth and reproduction
- About the main stages of the human life cycle

The school recognises that SRE must be taught at both Key Stages and not left until Year 6. Whenever SRE appears in the school's PSHE programme the class teacher will inform parents in a discreet fashion about the issues to be covered and seek their support in exploring these issues in the home context.

The Delivery of RSE

- All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour policy.
- It is also the responsibility of the whole staff to deliver the National Curriculum Science Order according to the Scheme of Work and Relationships and Health education according to the schools PSHE policy.
- Where specific sex education occurs, which is outside or beyond the National Curriculum Science Order and the schools PSHE curriculum all members of staff have been appropriately trained and are competent to deliver this part of the school's basic curriculum.
- It is recognised that in this school teachers are best placed to deliver RSE given their knowledge of the specific needs of their pupils. They do this with the close support of other agencies, particularly the school nurse.

Bill Coleman is responsible for the overall leadership and monitoring of RSE within the school's curriculum.

RSE is delivered in the second half of the summer term each year. Parents will be reminded of this and the curriculum's content yearly, before teaching commences.

Teaching and Resourcing

RSE teaching is an extension of the National Curriculum science work that all pupils will be doing when looking at life processes and the schools PSHE curriculum, covering Relationships and Health education.

In the delivery of SRE teachers will use a variety of teaching methods. Resources will be drawn from the Jigsaw PSHE programme and the CIOS PSHE programme. The following are recognised methods for the effective delivery of SRE:

- discussion

- drama and role play
- research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about RSE, which are age appropriate and take into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used.

St Erth School uses a wide variety of resources, including videos and books, which we shall build up over time. Parents are welcome to view these materials and may borrow them from school to support the sex education of their children in the home context. We may also borrow resources from Healthy Schools or Health Promotion. Resources used by the school are produced for schools by educational publishers and are intended for pupils in the light of best current research into RSE.

Monitoring and Evaluating RSE

As stated above Bill Coleman is the subject leader for PSHE and RSE. It is the subject leaders' responsibility to:

- ensure that RSE occurs in the school's curriculum according to the schemes of work for Science and PSHE;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of the school's programme.

The subject leader will be given time to monitor and evaluate the schools RSE programme as it occurs in the school's schemes of work for each Key Stage. He will liaise with the science subject leader to monitor and evaluate the appropriate parts of the curriculum that relate to this policy.

Dealing with Sensitive Issues

As stated above it is recognised that in a small school such as St Erth teachers, parents and pupils have close relationships. Therefore it is necessary that teachers are clear about their professional approach to this area of the curriculum. As such the governors expect teachers and pupils to follow the protocols set out below in sessions that are based on discussion:

- ***no one (teacher or pupil) will have to answer a personal question;***
- ***no one will be forced to take part in a discussion;***
- ***only the correct names for body parts will be used by staff;***
- ***meanings of words will be explained in a sensible and factual way; and***
- ***Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.***

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter to the letter.

Parental Right to Withdrawal from RSE

Parents have the right to request that their child be withdrawn from some or all of the sex and relationship education that is delivered in Primary School which is not covered by either:

- The National Curriculum Science Order (NCSO)

- The statutory guidance on, Relationships Education, [statutory guidance](#)

The school provides an RSE curriculum developed to meet the needs of its pupils and ensure they are prepared for the next stage of their education. A curriculum overview can be found in the appendices to this policy.

When a request is received the head teacher will meet with parents to discuss their wishes and ensure they are understood, as well as clarifying the nature and purpose of the curriculum. If the parent's wishes cannot be accommodated then the child will be withdrawn from non-statutory elements of the RSE curriculum and provided with suitable work and supervision.

Policy review

This policy will be reviewed by the head teacher 2 yearly. At every review, the policy will be approved by the governing body. At each review staff and parents will be consulted as appropriate.

Links to other policies

This policy links to the following policies and procedures:

PSHE policy

Behaviour Policy

Equality and Diversity

Appendix

Sex and relationships education curriculum map

Year Group	Topics
Reception	No SRE teaching is delivered to pupils in Reception.
1	<ol style="list-style-type: none"> 1. Life Cycles – I am starting to understand the life cycles of animals and humans 2. Changing Me – I can tell you some things about me that have changed and some things that have stayed the same. 3. My Changing Body - I can tell you how my body has changed since I was a baby. 4. Boys’ and Girls’ Bodies – I can identify the parts of the body that make girls different to boys. I can use the correct names for these and understand that some parts of my body are private. 5. Learning and Growing – I understand that every time I learn something new I change a little bit. 6. Coping with changes – I can tell you about changes that have happened in my life.
2	<ol style="list-style-type: none"> 1. Life cycles in nature – I can recognise cycles of life in nature. 2. Growing from Young to Old – I can tell you about the natural process of growing from young to old and understand that it is not in my control. 3. The Changing Me – I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. 4. Boys’ and Girls’ Bodies – I can recognise the physical differences between girls and boys, use the correct names for parts of the body and appreciate that some parts of my body are private. 5. Assertiveness – I understand there are different types of touch can tell what I do not like.
<p>Year 3&4 will be taught in separate year groups for each lesson in the scheme of work, unlike regular PSHE which is taught in mixed age on a 2 yearly cycle.</p>	
3	<ol style="list-style-type: none"> 1. How babies grow – I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. 2. Babies – I understand how babies grow and develop in the mother’s uterus. I understand what a baby needs to live and grow. 3. Outside body changes – I understand that boys’ and girls’ bodies change so that when they grow up their bodies can make babies. 4. Inside body changes – I can identify how girls’ and boys’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

4	<ol style="list-style-type: none"> 1. Unique me – I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. 2. Having a baby – I can correctly label the internal and external parts of the male and female bodies that are necessary for making a baby. 3. Girls and puberty – I can describe how a girls' body changes in order for her to have babies when she is an adult, and that menstruation is a natural part of this.
<p>Year 5&6 will be taught in separate year groups for each lesson in the scheme of work, unlike regular PSHE which is taught in mixed age on a 2 yearly cycle.</p>	
5	<ol style="list-style-type: none"> 1. Self and Body Image – I am aware of my own self-image and how my body fits into that. 2. Puberty for girls – I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. 3. Puberty for Boys - I can describe how Boys' and Girls' bodies change during puberty. 4. Conception - I understand that sexual intercourse can lead to conception and that is how babies are usually made. 5. Looking ahead – I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
6	<ol style="list-style-type: none"> 1. Self-image - I am aware of my own self-image and how my body fits into that. 2. Puberty - I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. 3. Girl talk/ Boy talk (delivered in separate groups) – I can ask the questions I need answered about changes during puberty. 4. Babies – conception to birth - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. 5. Attraction – I understand how being physically attracted to someone changes the nature of the relationship.