

# St Clement Danes Primary School



## Relationships & Sex Education Policy

# ST CLEMENT DANES CE PRIMARY SCHOOL

## RELATIONSHIPS & SEX EDUCATION POLICY

### 1. Introduction

This document is a statement of the aims, principles and strategies for teaching Relationship and Sex Education (RSE) at St Clement Danes School. It has been written in consultation with governors, staff, pupils, parents and outside agencies.

This policy should be read with reference to the school PSHCE, Anti-Bullying, Child Protection, Online Safety, Equal Opportunities, Behaviour, Confidentiality, Alcohol and Drugs and Inclusion policies. In accordance with the law this policy is available to both Ofsted and parents.

This policy takes into account national and local guidance.

### 2. Background Information

St. Clement Danes School is a Church of England school in Westminster. It is a one form entry school with children aged 3 -11 years on the roll. There is an average of 225 pupils on roll at the school, with eight classes ranging from Nursery to Year 6. Pupils from different backgrounds, cultures and ethnicities attend the school.

### 3. Key Contacts

Designated Safeguarding Lead:	Patricia Coxhead
Deputy Designated Safeguarding Leads:	Anna Fostir, Vivienne Sanassy
Safeguarding Governor:	Daniel Bentham
PSHCE Lead:	Jessica Crook

### 4. Purpose of the RSE Policy

The purpose of this Policy is to:

- outline statutory Relationships Education and Health Education
- set out our definitions of Relationships Education and Health Education and statutory and non-statutory Sex Education.
- explain our approach to, and aims for, delivering statutory curriculum and RSE in the context of the broader PSHCE curriculum
- provide information for parents and carers about what is taught and when in PSHCE, along with specific information about their involvement with RSE and the right to withdraw.
- define how PSHCE and RSE will be monitored and evaluated, including arrangements for policy review.

### 5. What is Relationship and Sex Education?

Definitions for Relationships Education, Health Education and Sex Education

#### ***Relationships Education***

Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.

### ***Health Education***

Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.

### ***Sex Education***

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in Science.

## **6. Aims of RSE**

At St Clement Danes we believe that Relationship and Sex Education will:

- support children in being safe
- support children through their physical, emotional and moral development
- support the personal and social development of all children by allowing them to explore their feelings and relationships to promote self-knowledge, self-respect, self-esteem and respect and sensitivity to others
- help pupils develop the skills and understanding they need to live confident, healthy and independent lives
- offer balanced and factual information appropriate to the age and maturity of our children and acknowledge the moral and ethical issues involved
- create a respect for self and others
- provide an acknowledgement and understanding of diversity regarding religion and culture
- give additional consideration to more vulnerable children and ensure that they understand all aspects of RSE in a meaningful way
- promote responsible citizenship and help children to understand their rights and responsibilities in contributing positively to society
- support children to develop skill and confidence in listening, thinking and speaking about feelings and relationships
- enable children to seek support, address concerns and protect themselves when needed
- help all pupils to develop an understanding of the importance of being safe in relationships that may exist through new and emerging technologies
- pupils are able to protect themselves and ask for help and support that pupils develop confidence in talking, listening and thinking about feelings and relationships
- that pupils are able to name parts of the body and describe how their body
- pupils are prepared for puberty.

## **7. Compliance with Statutory Requirements**

The guidance from DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary Schools. This policy complies with the following statutory requirements and recommendations, in delivering our PSHCE curriculum:

7.1 Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) - this includes academies, free schools and independent schools.

7.2 Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) - this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

7.3 In addition to statutory requirements, the DfE continues to recommend that all Primary Schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.

As a school, we are fully complying with the DfE recommendation to deliver Sex Education beyond Statutory Relationships, Science and Health Education requirements. Please refer to Section 11 for details. As such we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE). Please refer to sections 9 and 11 below, which gives details of statutory and non-statutory content and parental rights of withdrawal.

## **8. The RSE Curriculum**

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).’

[RSHE Charter](#)

Our PSHCE curriculum is planned and adapted from units published by [Cambridgeshire Primary Personal Development Programme](#),

Our RSE curriculum is planned and adapted from units published by [CWP RSE](#) is taught in both key stages and some topics are revisited and built upon to revise and enhance prior learning.

## **9. Content of PSHCE Curriculum**

We deliver our comprehensive PSHCE curriculum under the 3 areas:

- Relationships Education
- Health Education
- Living in the Wider World

See our website for our [PSHCE and RSE Curriculum Overview](#)

## 9.1 Statutory Content

### **Relationships Education (KS1 and 2: age 5-11 years)**

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

### **Science Curriculum** (*contributes to Sex Education within RSE*)

#### **Key Stage 1 (age 5-7 years)**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans to exercise, eating the right amounts of different types of food, and hygiene

#### **Key Stage 2 (age 7-11 years)**

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

### **Health Education (KS1 and 2: age 5-11 years)**

- Mental Wellbeing
- Internet Safety and harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Basic First Aid
- The Changing Adolescent Body (Puberty)

## 9.2 Non-Statutory Content

### **Living in the Wider World (KS1 and 2: age 5-11 years)**

- Economic Wellbeing
- Being a Responsible Citizen
- Careers

### **Sex Education**

*(Year 6 only - these are the only lessons that parents can withdraw their children from)*

- Lessons on Sex Education in Year 6

## 10. Values and Principles underpinning RSE

### **10.1 Principles of Teaching and Learning**

- pupils are able to understand their rights and responsibilities; develop enduring values and their integrity and autonomy in developing respect for themselves and their communities

- it promotes pupils' physical and emotional development and helps them to form and maintain positive relationships
- it enables pupils to develop a healthier, safer lifestyle and to make informed decisions
- it enables children to use appropriate vocabulary for all parts of the body and to be able to describe how their bodies work
- it reassures children that change is part of the life cycle of humans and gives support to children in adjusting to these changes
- it enables pupils to develop the knowledge and understanding of their own and different beliefs in an equal opportunities framework
- support children to appreciate the diverse community in which they live and the different forms that support structures can take in their Lives

## **10.2 School Aims**

As part of the delivery of effective teaching and learning, the school aims to:

- Create a Safe and Supportive Learning Environment
- Uphold Confidentiality (*refer to 11.3*)
- Engage a range of Learning Approaches
- Utilise Relevant Resources and External Organisations
- Respond to Pupils Questions (*refer to 12.4*)
- Meet the need of children who have SEND needs in line with the SEND Code of Practice
- Take an inclusive approach

## **10.3 Inclusion and British Values**

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHCE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures

- Some children may have a different structure of support around them (for example: looked after children or young carers)

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHCE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

## **11. Delivering the Curriculum**

### **11.1 DfE recommendations**

We are fully complying with the DfE recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education (refer to section 9), we deliver lessons in Year 6 which go beyond the science curriculum and look at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. Parents of Year 5 and Year 6 children are invited to attend an initial meeting to hear information about the content of the Sex Education lessons. Parents of SEND children, and other vulnerable groups, may request additional meetings with teachers and/or the Inclusion Leader to discuss how the learning needs of their children are met sensitively and appropriately.

### **11.2 Lessons**

RSE is taught primarily by class teachers with the support of outside agencies if and when required, such as the school nurse and in consultation with the school Family Practitioner and SENDCo. The Class Teacher and Family Practitioner work together to prepare and deliver these lessons.

Resources such as DVDs provided by outside agencies will be checked and approved fully in the normal way before use in school.

Teachers and guest speakers establish clear parameters through agreeing ground rules in discussions. However, if a teacher is asked a question by a pupil that they think is age inappropriate or raises concerns, the question will be acknowledged and followed up after the discussion.

### **11.3 Confidentiality**

In the course of PSHCE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if

confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

## **12. Equal Opportunities**

All children will be given access to RSE regardless of gender, ethnic origin or ability, unless specifically withdrawn from this provision by their parents. Any discrimination will be dealt with in line with the school's Equal Opportunities Policy.

## **13. Monitoring and Evaluation of RSE Teaching**

The planning and delivery of RSE is monitored regularly against the objectives listed in the school scheme of work by the school senior leadership team (SLT) and the PSHCE subject leader.

## **14. Assessment of Learning in RSE**

Assessment is carried out in line with the school's assessment policy. This assessment is then used to inform future planning and discussion.

In addition to this on-going assessment, teachers will carry out formal assessments of PSHCE annually to ensure progression. These assessments should be used to inform report writing at the end of the academic year and for discussions at parent/carer meetings.

## **15. Parental Right of Withdrawal**

### **15.1 DfE Sex Education Recommendation**

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education (*refer to section 9*), we have chosen to deliver further lessons in year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meeting for year 6 we will make clear which lessons sit within sex education and outline your right to withdraw your child from these specific additional lessons, as outlined below.

### **15.2 Definition of Sex Education**

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science



### **15.3 Engaging Parents/Carers and the Right to Withdraw from Sex Education**

On entry to the school, parents are invited to read the PSHE policy, including specific references to our additional Sex Education provision within PSHE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents, who we regularly keep informed about content of the sex education programme and who are invited to meetings at school in the summer term to view resources and address any questions or issues they have in relation to the content of these additional lessons.

From September 2020 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum, as outlined in *Section 9.1*. In accordance with this, it is made clear to parents of year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6, as outlined in *Section 9.2*

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the Headteacher and then complete a 'Request for Withdrawal from Sex Education Lessons' form, Appendix 1 of this policy, and send this to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

### **15.4 Answering Pupils' Sex Education Questions**

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

## **16. School Governors**

The school governors will review this policy in line with the review policy timetable. Governors will be advised annually/on the review of this policy by the Headteacher about the levels of withdrawal of pupils from RSE lessons.

**Reviewed by: Jessica Crook**

**Last Review Date: February 2021**

**Next Review Date: February 2024**