



St. Martin's Primary School RSE policy

RATIONALE:

At St. Martin's Primary School, we seek to teach pupils how to make and manage a range of different positive relationships with:

- Family
- Friends
- Adults in school
- Other members of the local community

The DfEE and we believe that Relationships and Sex Education 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 activity - this would be inappropriate teaching." (Department for Education and Employment, SRE Guidance, 2000)

We believe that positive relationships are also essential to learning, progress and achievement; help children to develop social and emotional resilience and contribute to a happy, successful school.

INTRODUCTION:

This document is a statement of aims, values and delivery of teaching and learning about Relationships and Sex Education (RSE) at St. Martin's Primary School.

The policy is based on the requirements of the National Curriculum (2014); advice from the PSHE Association; the Sex and Relationship Education Guidance DfEE 0116/2000 (July 2000); the Science National Curriculum, Relationships Education and Relationships and Sex Education (RSE) and Health Education (Draft 2018)

The Church of England relationships and education guidance (March 2018) supports our school vision:

“Relationships and sex are good gifts of God and should bring joy. In our experience, young people most desire to learn about (and have modelled for them) good, healthy relationships. They want to learn how to *secure, develop and sustain healthy relationships* and how to be able to recognise when and how relationships go wrong. They must be prepared for the *opportunities, challenges and responsibilities* ahead of them to thrive within good, *stable long-term relationships* of all kinds. In Church of England schools, like all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives. RSE should teach the *diversity of healthy relationships*, lifestyle choices and beliefs and schools must be given the flexibility to reflect their own ethos and values as well as that of their local context.”

AIMS:

The aims of our RSE are to help and support young people through their physical, emotional and moral development. Our programme is firmly rooted in the Personal, Social and Health Education (PSHE) framework of the National Curriculum and aims for our children to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

All schools must provide a broad and balanced curriculum and have a statutory duty to promote pupil well-being throughout their time at school.

We have a responsibility in safeguarding all of our children. RSE is a protective factor supporting children in asking for help, keeping themselves safe and helping them understand what is appropriate and inappropriate behaviour. Our lessons will teach children about their bodies and growing up; build self esteem and provide knowledge and skills which can help safeguard them. The majority of these sessions will be conducted in a whole class group but on some occasions the children may be split into same sex groups.

We will use the correct language and vocabulary for body parts, including genitalia. This is not only important for children to know the correct terminology for their body parts but it can also enable children who experience abuse to talk about abusive behaviours safely and be understood. This can also be a protective factor in regards to female genital mutilation. (FGM) Teachers conduct RSE in a sensitive manner but recognise that some lessons may lead to a disclosure of a child protection issue. If a child makes a reference to being involved or likely to be involved in sexual activity or indicates that they may have been an victim of abuse this will be dealt with in line with our child protection policy.

EQUAL OPPORTUNITIES:

Our school believes that in order to allow each child to gain the maximum benefit from the curriculum they should be given an equal opportunity regardless of race, gender, ability, sexuality or religion. Its inclusive approach to teaching will promote understanding, respect and tolerance for the diversity of relationships, including same sex relationships (LGBT), within its school community fully meeting the requirements of the Equalities Act 2010. The DfEE recommend 'LGBT is integral throughout the programmes of study. As with all RSE teaching schools should ensure that their teaching is sensitive, age appropriate and delivered with reference to the law. With all RSE teaching, schools should ensure that their teaching is sensitive and age appropriate.' (RSE and Health Education draft

July 2018) Children with SEND may need a tailored programme which has been developed in consultation with parents.

CONTENT:

RSE will be taught specifically within PSHE in Term 6 across the school and also in Science throughout the year. The Science curriculum aspects from the National Curriculum 2014 are compulsory for all pupils.

Compulsory Science Content:

Key stage 1 (age 5-7)

Pupils should be taught to:

- 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 of exercise, eating the right amount of different types of food and hygiene.

Key stage 2 (age 7-11)

Pupils should be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.
- Learn about the changes experienced in puberty.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

RSE content (Statutory from September 2020)

By the end of Primary School:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 for them. • 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. • that marriage¹²/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, 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, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • the conventions of courtesy and manners.
	<ul style="list-style-type: none"> • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter who they do not know. • how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • where to get advice from e.g. family, school and/or other sources.

At St. Martin's Primary School, we will be learning about these objectives through JIGSAW which is an integrated PSHE programme promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupil at the school for opportunities, responsibilities and experiences of later life. This includes looking at all relationships including friendships, families and RSE.

			Safeguarding
1	Piece 1 Life Cycles	start to understand the life cycles of animals and humans understand that changes happen as we grow and that this is OK	Neglect

1	Piece 3 My Changing Body	know how my body has changed since I was a baby understand that growing up is natural and that everybody grows at different rates	Neglect Poor parenting <i>An alternative activity may be necessary for children who do not have access to a photo of themselves as a baby (adopted, in care, refugee, asylum seeker etc.)</i>
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private	Female genitalia mutilation Physical abuse Sexual abuse
2	Piece 1 Life Cycles in Nature	recognise cycles of life in nature understand there are some changes that are outside my control and to recognise how I feel about this	Poor parenting Neglect Emotional abuse
2	Piece 2 Growing from Young to Old	tell you about the natural process of growing from young to old and understand that this is not in my control identify people I respect who are older than me	Physical abuse <i>An alternative activity may be necessary for children who do not have access to photos of their grandparents.</i>
2	Piece 3 The Changing Me	recognise how my body has changed since I was a baby and where I am on the continuum from young to old feel proud about becoming more independent	Poor parenting Neglect Physical abuse Emotional abuse Sexual abuse
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl	Gender -based violence Physical abuse Female genitalia mutilation

2	Piece 5 Assertiveness	understand there are different types of touch and tell you which ones I like and don't like be confident to say what I like and don't like and ask for help	Physical abuse Sexual abuse Emotional abuse Personal Safety Neglect <i>Ensure children know some touches we may like and some we might not. Some are acceptable and some are unacceptable. Reinforce that it is OK to speak up and say you don't like being touched in a certain way.</i>
3	Piece 1 How Babies Grow	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 express how I feel when I see babies or baby animals	Poor parenting Neglect <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i>
3	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family	Neglect Poor parenting Emotional abuse Physical abuse
3	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings	Physical abuse Sexual abuse Emotional abuse Neglect

3	Piece 5 Family Stereotypes	start to recognise stereotypical ideas I might have about parenting and family roles express how I feel when my ideas are challenged and be willing to change my ideas sometimes	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying <i>Be mindful of cultural difference.</i>
4	Piece 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 I appreciate that I am a truly unique human being	Neglect <i>Be mindful of children in your class who are fostered, adopted or who may not know information about their birth parents. In that instance, talk to them before the lesson so that they are prepared and can participate as and how they feel able.</i>
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult	Physical abuse Emotional abuse Sexual abuse Gender -based violence <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations. *(Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.)</i>
4	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Bullying
3	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings	Physical abuse Sexual abuse Emotional abuse Neglect Female genitalia mutilation <i>If appropriate, clarify that babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them.</i>

This Year 3 lesson will be taught in Year 4.

5	<p>Piece 1 Self-Image and Body- Image</p>	<p>be aware of my own self-image and how my body image fits into that know how to develop my own self esteem</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>It will be important at an appropriate point in this lesson to raise the issue of celebrity and body image expectations. *(Be aware that this process could be painful and sensitive to some children. Be vigilant and ensure any issues are followed up on a one to-one basis.)</i></p>
5	<p>Piece 2 Puberty for Girls</p>	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>	<p>Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal safety</p>
5	<p>Piece 3 Puberty for Boys and Girls</p>	<p>describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty</p>	<p>Physical abuse Emotional abuse Sexual abuse Neglect Racist, disability, homophobic or transphobic abuse <i>Note that with the statement about fancying people, it is important to introduce the idea that for some people normality will mean fancying their own sex whereas for others this will mean fancying someone of the opposite sex. If it has not come up previously, clarify the meaning of the word 'gay', which they will certainly have heard.</i></p>

5	Piece 4 Conception	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p>	<p>Physical abuse</p> <p>Emotional abuse</p> <p>Sexual abuse</p> <p>Neglect</p> <p>Racist, disability, homophobic or transphobic abuse</p> <p><i>* The exercise may prompt discussion of various significant issues such as whether teenagers can be good parents, whether people with disabilities should have a family, whether parents need to be married, whether it is right for same sex couples to bring up children. Always be aware of factors in the children's own backgrounds and quickly challenge any tendency to stigmatise or condemn.</i></p>
6	Piece 1 My Self Image	<p>aware of my own self-image and how my body image fits into that</p> <p>know how to develop my own self-esteem</p>	<p>Physical abuse</p> <p>Emotional abuse</p> <p>Sexual abuse</p> <p>Neglect</p>
6	Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>	<p>Gender -based violence</p> <p>Physical abuse</p> <p>Emotional abuse</p> <p>Sexual abuse</p> <p>Female genitalia mutilation</p>

6	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive	Gender -based violence Physical abuse Emotional abuse Sexual abuse Female genitalia mutilation Personal Safety <i>*This Piece should, if it can be arranged, provide the opportunity for a single gender session, preferably working with a teacher or facilitator of their own sex and to ask questions.</i>
6	Piece 4 Babies - Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby	Neglect Physical abuse Emotional abuse Sexual abuse <i>Be mindful of any families that have suffered bereavements around new babies or miscarriages.</i>
6	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	Neglect Physical abuse Emotional abuse Sexual abuse Child sexual exploitation <i>When discussing relationships make sure they know that the age of consent for sexual intercourse is 16.</i>

In addition to the above, which is taught in Term 6, the children will also cover the following topics in Term 5 as part of their relationships:

- Year 2: keeping safe and physical contact
- Year 5: boyfriends and girlfriends (what attracts people to others)
- Year 6: loss, love and grief

PARENTS:

Our teaching of RSE is age appropriate in an atmosphere of mutual trust and based on good practice. However uncomfortable adults may feel, children and young people grow up in a more sexualised society; the lyrics of many pop songs and accompanying films; stories in the media and the adult themes of many programmes on TV; playground conversations; adult style

clothing for sometimes very young children and the easy availability of adult and inappropriate materials on the internet, all add to pressures on children and young people.

Parents will be invited to an information session prior to teaching the RSE aspects of the curriculum in Term 5. However, a parent has the right to withdraw their child from RSE lessons outside of the science curriculum but the school would urge the parents to discuss this with us first as it is an important part of their development. Parents should also be aware that the school cannot prevent a withdrawn child from picking up information from other children.

MONITORING and EVALUATION:

The policy will be monitored every three years by the PSHE subject leader. Teaching staff will be expected to feedback any potential improvements, comments or concerns.