



# ST WENN SCHOOL

## RELATIONSHIPS AND SEX EDUCATION

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Headteacher: Mrs Grace Smith

Chair of Governors: Ms Alix Farquhar

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## 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 life: puberty, 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
- Understand what healthy relationships look like.

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At St Wenn School we teach RSHE 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 led by SLW– teaching staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents were invited to online meetings class by class in September 2024
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
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 relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is about the teaching of equality, respect for diversity and the legal choices available in Britain.

RSE is not about the promotion of sexual activity.

## **5. Curriculum**

Our 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 they are fully informed and don't seek answers online which can make them vulnerable to misinformation.

Primary sex education at St Wenn School will focus on the statutory content:

- Prepare boys and girls for the changes that adolescence brings
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (statutory science Y5/6)
- Describe the changes as humans develop to old age (statutory science Y5/6)
- Describe the life process of reproduction in some plants and animals. (statutory science Y5/6)

For more information about our RSE curriculum, see Appendix 1 & 2.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education 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

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 (families can

include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them

Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **7. Roles and responsibilities**

**The governing board:**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

**The headteacher:**

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

**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

Teaching 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 headteacher.

Teaching RSE: RSE is taught by our class teachers:

Lauren Green, Samantha Bartlett, Sarah Lush-Williams, Clare Foley, Dan Bailey and Grace Smith.

**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 relationships education as per the statutory requirements of RHE set out by the government.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. At St Wenn School no non statutory sex education is taught.

## **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.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Headteacher and Health, Wellbeing Lead and SENCO  
Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Headteacher and teaching staff. At every review, the policy will be approved by the governing board.

## **Appendix 1: By the end of primary school pupils should know**

### **TOPIC PUPILS SHOULD KNOW:**

#### **Families and people who care about me**

- 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
- That marriage 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

#### **Caring friendships**

- 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

### **Respectful relationships**

- 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
- 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**

- 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**

- 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 (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
- 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

## Appendix 2: Curriculum Map:

As a school we have decided to deliver the RSE curriculum through the Jigsaw RSE resource. This means that the whole school will follow the same theme each half term albeit at the appropriate level for the age group of the class. When we deliver the units on puberty we will also incorporate the resources from the Christopher Winter project (the resource that we have used for a number of years) where helpful.

Each half term will have a theme that the whole school follows. This is as follows:

Autumn first half term	Being Me in my World
Autumn Second Half term	Celebrating Difference
Spring First half term	Dreams & Goals
Spring Second half term	Healthy Me
Summer First half term	Relationships
Summer Second half term	Changing Me

There are 6 sessions per half term. Each year's lessons build on what has been taught in the previous year. Each class is taught one lesson a week and all lessons are delivered in an age appropriate way so that they meet children's needs.

**Being in my world** covers a range of topics including a sense of belonging, welcoming others and being part of a school community, a wider community and a global community. It also looks at children's rights and responsibilities, working and socialising with others and pupil voice.

**Celebrating Differences** focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships and conflict; children learn to accept everyone's right to "difference", explore the concept of "normal" and bullying – what it is and what it isn't.

**Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via teamwork

skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures / countries and their dreams for the world.

**Healthy Me** covers two main areas of health; Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical Health ( eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs & alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.

**Relationships** has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this unit is about safeguarding and keeping children safe; this links to cyber safety and social networking; children learn how to deal with conflict, their own strengths and self esteem. They have chance to explore roles and responsibilities in families and look at stereotypes. This is all delivered in an age appropriate way so that they meet children's needs.

**Changing Me** deals with change of many types, from growing from young to old, assertiveness, self-respect and safeguarding. Each class thinks about looking ahead, moving year groups or classes or the transition to secondary school. All year groups learn about how people and bodies change. This unit of work links with the Science curriculum when teaching children about life cycles and anatomy.

Specifically the Changing Me unit will cover

EYFS	How we have changed since we were babies.
Y1	Boys and Girls bodies – naming body parts
Y2	Boys and Girls Bodies; body parts & respecting privacy.
Y3	How babies grow and how boys and girls bodies change as they get older.
Y4	Internal and external reproductive body parts, body changes in girls and menstruation.
Y5	Puberty for girls and boys, and conception
Y6	Puberty for boys and girls and understanding conception to a birth of a baby.

All lessons will be taught in a sensitive and age appropriate manner. At no point will a child be taught something that is inappropriate and if a question arises from a child and the teacher feels it would be inappropriate to answer (because of its mature or explicit nature) this information would be shared with the parents by your child's class teacher. The question would not be answered if it is outside of the remit of that year group's unit of work.