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Relationships and Sex ed Policy

We are involved in Relationships, Sex and Health Education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Church of England school.

The Church of England state that :-

"RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others."

At the heart of the Christian life is the Trinity- Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops and that is why we specifically place 'Relationships' before 'Sex' in the title of this policy.

The DFE guidance states,

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

At St. Maxentius CEP School, we consider that Relationships, Sex and Health Education (RSHE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. The main focus of the policy is around building healthy relationships in all aspects of life. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere built on the Christian value of Trust and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Guidance.



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Aims

The following aims complement those of the Science curriculum in KS1 and KS2.

Sex and Relationship Education is part of the wider responsibility of the school to help individuals to develop. It is an integral part of the wider school policy to promote in pupils :-

- Positive and secure personal identity and sense of their own value, regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, religious or cultural background
- To have the confidence and self-esteem to value themselves and others
- Grasp the Christian values of acceptance and forgiveness and to aim to reconcile differences
- Proper attention to moral considerations and the value of family life
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to name parts of the body and describe how their bodies work
- To provide information which is clear and appropriate to pupils' age and maturity; to offer an acceptable and accurate vocabulary for discussing their bodies
- To prepare children for, and enable them to cope with, the changes to their bodies, instincts and feelings as they enter puberty, and to understand the changes to the bodies, instincts and feelings of the opposite sex
- To encourage children to appreciate that sexual feelings and activity are an integral part of loving relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To provide an opportunity for children to become confident in talking and discussing honestly, openly, appropriately and responsibly about sexual matters
- To teach about the development and needs of babies
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses



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Christian Expectations of Guidance on Sex and Relationship Education

- Pupils should be taught from a very early age to understand human sexuality and to respect themselves and others. They should be given accurate information. This will enable them to understand differences and help to remove prejudice.
- Human sexuality finds perfect expression within a loving long term relationship.
- Traditional Christian marriage should be encouraged as the building block of society and of family life.
- Pupils have the right to develop without being subject to any physical or verbal abuse about sexual orientation or to the encouragement of sexual activity.
- Life-long human friendships are an important gift and should be honoured and cherished.

Objectives

As part of RSHE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

Teaching and Learning including delivery of the Curriculum

We teach RSHE through different aspects of the curriculum and carry out the main RSHE teaching in our PSHE curriculum. RSHE lessons are all delivered by school staff. External agencies may be used but they would be supplemental to the lessons taught by staff and invited in to enhance children's learning or by way of engaging children through different teaching styles.

The scheme of work for RSHE at St. Maxentius School maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

For example: Safe Relationships

Reception – Developing good relationships with peers and familiar adults, resolving conflict, learning to show sensitivity to others' needs and feelings

Y1 - Recognising privacy; staying safe; seeking permission



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Y2 - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour

Y3 - Personal boundaries; safely responding to others; the impact of hurtful behaviour

Y4 - Responding to hurtful behaviour; managing confidentiality; recognising risks online

Y5 - Physical contact and feeling safe

Y6 - Recognising and managing pressure; consent in different situations

We also teach RSHE through other subject areas (eg Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity
- In Key Stage 2 children learn:
- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In Year 5, we place a particular emphasis on Sex Education (Physical and emotional changes in puberty; external, genitalia; personal hygiene routines; support with puberty, human reproduction and birth), which is re-visited in Year 6. (The DfE recommendation is that Sex



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Education should be taught in Year 4 or Year 5). We encourage the children to discuss as a class because it is important that they understand each other. We offer opportunities for children ask questions using a 'question box', so there is no need to ask aloud, and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. We ensure that both boys and girls know how babies are conceived and born, how their bodies and emotions change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children.

In Reception and Years 1 to 6 the NSPCC 'Let's Talk Pants' material are used in SRE Week. Talk PANTS helps children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried. The materials are age appropriate and include materials for parents to work through with their children alongside work done in school.

The Role of Parents

The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSHE policy and practice (See appendix B for our RSHE Parent's Guide).
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. We hold a meeting about a month prior to lessons being taught so that parents can make an informed decision. Parents do not have the right to withdraw their child from Health Education lessons.
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.



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The Role of the Headteacher

It is the responsibility of the Head of School to:

- Ensure that parents and staff are informed about our RSHE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms such as 'poof', 'gay' and 'lesbian' as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.



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Advising Parents/Carers

Parents/Carers will be advised (by letter) about forthcoming sex education lessons following a parental meeting. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the Designated Safeguarding Lead. Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Needs

At St Maxentius School, we are mindful of the SEND Code of Practice (2015) which states that we should support children and young people with special educational needs (SEN) or disabilities to prepare for adult life, and help them go on to achieve the best outcomes in independent living, health and community participation. As such, pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

In teaching RSHE, we will ensure that the needs of all pupils are met and we will comply with the relevant provisions of the Equality act 2010. We will ensure quality of access for all pupils, regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, religious or cultural background.



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Monitoring and Evaluation

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

Complaints Procedure

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance be directed to the Head of School.

Resources

Resources are saved on the Google Shared Drive in the Curriculum folder. Any queries regarding resources should be directed to the PSHE and Citizenship Leader.

Dissemination

Copies of this policy will be provided for teachers, parents/carers will be informed of its availability upon request.

Further Policies

In conjunction with this policy, please also see:

- Behaviour policy and procedures
- Safeguarding policy
- Anti-bullying policy and procedures
- Confidentiality procedures
- Science policy
- Sexting Policy
- Transgender Policy
- P.E.
- R.E.
- P.S.H.E. and Citizenship
- Drug Education Policy



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Appendix A - Scheme of work outline

	Relationships			Health and wellbeing		
	Families and friendships	Safe relationships	Respecting ourSHElves and others	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Y1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Y2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Y3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Y4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
Y5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Human reproduction and birth; increasing independence; managing transition	Keeping safe in different situations, including responding in emergencies, first aid, CSE and inappropriate touching
Y6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Revision of Year 5 and a further opportunity to ask questions prior to transition to high school	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



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