



**With God nothing is impossible' – Luke 1:37**  
**You are the light of the world' – Matthew 5: 3**

# **Relationship and Sex Education Policy**

<b>Policy Author:</b>	Sonia Thompson
<b>Approved by/when:</b>	Governing Body Every year
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## 1. Aims

At St Matthew's C of E Primary School, the aims of our relationship and sex education (RSE) curriculum are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them 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

We aim to provide a Relationships and Sex Education (RSE) programme that enables children to become healthy, independent and responsible members of their community, and the wider society.

We aim to provide opportunities for children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they may encounter now and in the future. Our RSE education contributes to personal development, by helping pupils to:

- build their confidence, resilience and self-esteem,
- identify and manage risk,
- make informed choices
- understand what influences their decisions.
- recognise, accept and shape their identities,
- understand and accommodate difference and change
- manage emotions and to communicate constructively in a variety of settings

This policy reflects our Church of England Primary School ethos and the Christian foundations and philosophy for the teaching and learning of RSE. It should be read in conjunction with:

- 1) The Personal, Social, Health and Economic Education (PSHE) policy
- 2) Relationships and Sex Education (RSE) and Health Education document (DFE, 2019)

## 2. Statutory requirements

At St Matthew's C of E Primary School, RSE is not compulsory, however, we are required to teach the elements of sex education, contained in the science curriculum

### **Science and Sex Education**

Under the National Curriculum, **the basics of Sex Education fall within the science curriculum**. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction. Please see the DfE Science Programme of Study below which includes specific content for each year group.

#### **In Key Stage 1 (Year 1 and 2), pupils will:**

Be introduced to the process of reproduction and growth in animals. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

#### **Key Stage 2 pupils will:**

Be taught about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

We do teach RSE, in line with the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

## 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 – a member of staff or working group 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 and any interested parties were invited to attend a meeting about the policy
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4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

### What is RSE?

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 not about the promotion of sexual activity.***

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

## 6. Delivery of RSE

At St Matthew's RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others

- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8)

### **7.3 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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

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.

Dannielle Williams is the RSE/PHSE Lead at St Matthew's C of E Primary School

### **7.4 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 have the right to withdraw their children from the non-statutory/non-science components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

## **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 Dannielle Williams – PHSE/RSE Lead and DHT through:

- Journal scrutines
- Learning walks
- Lesson observations
- 1 to 1 PHSE/RSE surgeries

Pupils' development in RSE is monitored by class teachers, as part of our internal assessment systems.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	N/A		Use 3 Dimension PHSE Scheme
Year 1	Autumn Spring Summer	Friendship/Manner/Feelings/Opinions Hygiene – washing hands/Comparison/Bullying/Behaviour Kindness/Family	
Year 2	Autumn Spring Summer	Friendship/Fair and Unfair/Staying Safe/Right and Wrong/Co-operation Behaviour/Responding to others Connection/Family Tree/Religious Views/Celebrating Diversity	
Year 3	Autumn Spring Summer	Friendship Listening Before Puberty	
Year 4	Autumn Spring Summer	Reactions/Self-worth Persistence and Resilience Responding to others	
Year 5	Autumn Spring Summer	Online relationships/healthy lifestyle Confidentiality/Listening Physical Contact – sensitive touch/Shared goals/Community Spirit	
Year 6	Autumn Spring Summer	Race and Ethnicity/Gender Stereotypes/Culture Marriage Mental Well-being/Support and Care	