

# Welwyn St Mary's Primary School

**Believe and Achieve**

*We encourage all our pupils to have confidence to believe in their own ability, and that of others, and to challenge themselves so they may achieve their best*



## Relationships and Sex Education (RSE) Policy

<b>Frequency of review (unless there are changes to legislation or LA policy)</b>	Every 4 years
<b>Reviewed by staff</b>	March 2024
<b>Approved by Governors</b>	March 2024 (C&S Committee)
<b>Date of next review</b>	March 2028

# WELWYN ST MARY'S PRIMARY SCHOOL

## RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

### Our Vision – Believe and Achieve (Matthew 19)

At Welwyn St Mary's our school vision is 'Believe and Achieve' taken from St Matthew's gospel (chapter 19, verses 16-18). By this, we believe in the teaching of Jesus so that all members of our community may flourish and be the best version of themselves. We also believe in others to enable their success and build up self-belief so that all can achieve.

### Intent

#### 1. Our Statement of Values

At Welwyn St Mary's Primary School, Relationships and Sex Education reflects the Christian values of the Personal, Health and Social Education programme and is taught in the context of relationships. In addition, Relationships and Sex Education promotes children's self-esteem and emotional well-being and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community.

#### 2. What is Relationships and Sex Education?

Relationships and Sex Education is lifelong learning about physical, moral and emotional development, embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

#### 3. Our Statement of Aims for Sex and Relationship Education

Relationships and Sex Education contributes to the foundation of Personal, Social, Health and Economic Education and Citizenship, by ensuring that all children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- are able to name parts of their body and describe how their bodies work;
- can protect themselves and ask for help and support; and
- be prepared for puberty.

Relationships and Sex Education will:

- provide information, which is easy to understand and relevant and appropriate to the age and maturity of the children;
- include the development of communication and social skills;
- encourage the exploration and clarification of values and development of positive attitudes.

### Implementation

#### 4. Delivery of Relationships and Sex Education

At Welwyn St Mary's, Relationships and Sex Education is delivered as part of our PSHE programme of study. We follow the Jigsaw scheme of work for these lessons. The *Relationships* and *Changing Me* topics are taught during the Summer term, however, the skills needed for building healthy relationships are revisited throughout the year.

## 5. RSE Programme Content

The Jigsaw scheme of work teaches Relationships and Sex Education through two topics, both taught in the Summer term.

Year Group	Relationships	Changing Me
EYFS	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Dealing with bullying</li> </ul>	<ul style="list-style-type: none"> <li>Respecting my body</li> <li>Growing up</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities of good friends</li> <li>Self-acknowledgment</li> <li>Being good friends to ourselves</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between male and female bodies</li> <li>Using correct words to describe our bodies</li> <li>Growing and learning</li> <li>Transitions</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Different types of families</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets and trust</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences between male and female bodies</li> <li>Using correct words to describe our bodies</li> <li>Assertiveness</li> <li>Preparing for transitions</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Babies needs</li> <li>External and internal bodily changes</li> <li>Family stereotypes</li> <li>Challenging ideas</li> <li>Preparing for transitions</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories</li> <li>Getting on and falling out</li> <li>Girlfriends and boyfriends</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> </ul>

	<ul style="list-style-type: none"> <li>• Appreciating people and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for transitions</li> <li>• Environmental changes</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Building self-esteem</li> <li>• Being safe online</li> <li>• Online grooming awareness</li> <li>• Online games and gambling</li> <li>• Reducing screen time</li> </ul>	<ul style="list-style-type: none"> <li>• Self and body image</li> <li>• Media influence</li> <li>• Puberty for girls and boys</li> <li>• Conception</li> <li>• Growing responsibility</li> <li>• Coping with change</li> <li>• Preparing for transitions</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Identifying mental health worries and sources of support</li> <li>• Love and loss</li> <li>• Managing feelings</li> <li>• Power and control</li> <li>• Assertiveness</li> <li>• Technology safety</li> <li>• Responsibilities with technology use</li> </ul>	<ul style="list-style-type: none"> <li>• Self and body image</li> <li>• Puberty and feelings</li> <li>• Conception to birth</li> <li>• Reflecting on change</li> <li>• Physical attraction</li> <li>• Respect and consent</li> <li>• Boyfriends and girlfriends</li> <li>• Sexting</li> <li>• Transitions</li> </ul>

## 6. **Teaching and Learning Approaches**

At Welwyn St Mary's, activities are planned so the pupils can draw on previous knowledge and understanding.

These activities are also structured, in order that the children may practise their personal and social skills, consider their beliefs and attitudes about different topics, reflect on their new learning and plan and shape future action.

Teaching in single sex groups may be appropriate at times, if it is deemed beneficial to children's learning and offers them the best situation to ask questions and have open and honest discussion.

Relationships and Sex Education is generally delivered using participatory methods of learning and these include:

- whole class discussions
- use of circle time
- small groups

## 7. **Equality**

**This policy informs the school's Equality Policy and Action Plan.** The DfE Guidance 2019 (p.15) states:

*"36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."*

*37. ...At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the*

*curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.*

Any one of these characteristics could form the basis of a discrimination, prejudice or bullying allegation (cf. the school’s anti-bullying policy), which demonstrates the importance of teaching equality, respect and acceptance of these characteristics within the PSHE Education and RSE curriculum.

## **Impact**

The Church of England document “Valuing all God’s Children”, 2019, states:

*“Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously.” (Page 5)*

It also asserts:

*“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (Page 1)*

*“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)*

Central to our policy, is our goal of happy and fulfilled pupils. At Welwyn St Mary’s School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

## **8. Resources, Materials and Approaches**

Welwyn St Mary’s employs and uses a range of resources, materials and approaches to deliver its Relationships and Sex Education curriculum:

- Jigsaw PSHE materials
- Visitors such as health professionals
- Fiction (story) books and picture books
- Puppets
- Videos
- Factual material
- Role play

- Structured, pre-planned debates
- Games and quizzes
- Theatrical performances by outside companies or pupils' own productions

## 9. **Teaching Sensitive Issues**

### 9.1 **Puberty**

At Welwyn St Mary's, we aim to provide accurate information about the physical and emotional changes that take place during puberty.

Both boys and girls are given a basic knowledge of what happens to each gender. We also explain that it is normal for everyone to develop at different rates.

We provide an accurate education about menstruation in Year 4. Sensitive arrangements are organised to prepare the girls for menstruation. Sanitary disposal facilities are available in one toilet cubicle in the KS2 girls' toilets. All our staff, including non-teaching staff, are prepared to deal with requests for sanitary towels in a helpful manner and without embarrassment. All girls in and above Year 4 know where in the school they can go to obtain emergency supplies.

## 10. **Partnership with Parents**

At Welwyn St Mary's, we seek to work in partnership with our parents, consulting them regularly on our Relationships and Sex Education programme and encouraging their involvement in the determination of it.

We aim to assure our parents that our school's Relationships and Sex Education programme will complement and support their role as parents. We also reassure parents that all the adults, who contribute to the implementation of our Relationships and Sex Education in school, do so within the framework and according to the values, described in this policy and in our policy for Personal, Social, Health and Economic Education and Citizenship.

### 10.1 **Parents' right to withdraw their children from RSE lessons**

Parents have the right to withdraw their children from Relationships and Sex Education lessons within school, except for those parts included in the statutory National Curriculum. In such cases, alternative arrangements will be made.

## 11. **Confidentiality**

Please see Appendix 1.

## 12. **Teaching Relationships and Sex Education to all children including those with Special Needs**

Please refer to our PSHE and Citizenship Education Policy and our school's PSHE Education Scheme of Work.

## 13. **Monitoring and Review**

The Governing Body will review this policy every 4 years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

### Confidentiality

Teachers cannot offer or guarantee absolute confidentiality.

#### Policy on confidentiality

Our commitment to confidentiality within this RSE policy includes:

- Ensuring all pupils and parents are aware of the existence of such a policy
- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported, as appropriate
- If there is any possibility of abuse, the school's child protection procedures will be followed
- Providing information on sources of confidential help, for example the school nurse, counsellor, GP
- Agreeing ground rules that support respect for confidentiality

#### Child Protection

Children cannot learn effectively if they are concerned or frightened about being abused or being the victims of violence in the home and have a right to expect schools to provide a safe and secure environment. Teachers need to be aware that effective RSE, which promotes understanding of what is and what is not acceptable in a relationship, can lead to a disclosure of a child protection issue. Any fears or worries that pupils bring into a classroom should not go unnoticed by staff.

If a member of staff suspects that a child is a victim of abuse or they have reasons to believe that a pupil is at risk of abuse, they should be aware of the procedures and know they have to report their concerns to the Headteacher or Designated Safeguarding Lead.

Headteachers need to make it wholly clear to staff the circumstances, under which they must inform the Headteacher or Designated Safeguarding Lead. If a pupil makes a disclosure at an inappropriate time or place, the teacher should talk on an individual basis to the pupil before the end of the school day. The teacher must discuss the issue with the Headteacher or designated member of staff.

### DfE Documents

Our policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England's: "[A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION \(RSE\) AND HEALTH EDUCATION \(RSHE\)](#)" and draws on the advice given in the Church of England document '[Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying](#)' (Church of England Education Office, [second edition updated summer 2019](#)).



## Relationships Education, Relationships and Sex Education (RSE) and Health Education – DFE Guidance 2019

### Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> </ul>

	<ul style="list-style-type: none"> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>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.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>

### **Physical Health and Mental Well-Being Education**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Healthy Me</li> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> </ul>

	<p>of hobbies and interests.</p> <ul style="list-style-type: none"> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs,</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as</li> </ul>	<p>All of these aspects are</p>

<b>alcohol and tobacco</b>	<p>weight loss, or unexplained changes to the body.</p> <ul style="list-style-type: none"> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	<p>covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>