



Trinity St. Peter's

Church of England Primary School

where children shine

**Relationships Education,  
Relationships and Sex Education  
Policy**

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum. Through ensuring pupils' RSE development, we are also actively promoting fundamental British values where pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. This policy should be read in line with the school's Behaviour, Anti-Bullying, Online Safety, Mental Health and Wellbeing, Equality, Global Citizenship and RE policies.

### **Purpose of Study**

At Trinity St. Peter's we regard RSE as an important, integral component of our whole curriculum. We strongly believe through our unique set of school values, our broad and balanced curriculum, SMSC development and discrete RSE sessions, we support our pupils to become empowered, well informed individuals who are equipped with the knowledge and understanding needed to stay safe and healthy, in line with our school's vision and values.

<b>VALUES</b>	<b>VISION</b>	<b>INTENT</b>
<p>Serve with a kind heart</p> <p>Service</p>	<p>Follow Jesus' example</p>	<p>Act with integrity and honesty</p> <p>Have a strong sense of fairness, justice and respect for individuals, groups and communities</p> <p>Take responsibility for their own actions and the consequences that accompany them</p> <p>Grow spiritually through experience of prayer, stillness, worship and reflection</p>
<p>HOPE with open eyes</p>	<p>Have a positive outlook on life</p>	<p>Have self belief</p> <p>Be optimistic</p> <p>Be resilient</p> <p>Strive for accuracy</p>
<p>Imagine with a curious mind</p> <p>Creation</p>	<p>Think critically and creatively</p>	<p>Think and communicate with clarity and precision</p> <p>Ask questions and explore concepts, ideas and possibilities</p> <p>Create original and ingenious ideas,</p> <p>Form new solutions and techniques</p>

<p>Nurture with helping hands</p> <p>Kindness</p>	<p>Be kind to yourself and to others</p>	<p>Be present and in control – paying attention to what is happening right now with kindness</p> <p>Have a personal commitment to make a positive difference to their own life, the lives of others and the environment</p> <p>Demonstrate compassion and have a concern for justice for themselves and for others</p> <p>Work well independently as well as effectively and willingly in collaboration with others</p>
<p>Enjoy with happy feet</p> <p>Joy</p>	<p>Enjoy and appreciate every step of the journey</p>	<p>Enjoy coming to school</p> <p>Have a love for learning and a thirst for knowledge</p> <p>Thankful for opportunities and experiences and respond with wonderment and awe</p> <p>Find humour and have fun</p>

## Context

The DfE Guidance (2019) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in primary schools’. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

We have based our school’s Relationships and Sex Education Policy on guidance from the Liverpool Diocese, Jigsaw, PSHE Association - as well as feedback from staff, governors, parents and children each year.

This policy operates in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance);
- [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);
- Other school policies, including: PSHE, Safeguarding, SEN, Mental Health and Wellbeing.

## **Safeguarding**

All staff also receive thorough training in all areas of safeguarding. Such training includes: recognising areas of abuse; child-on-child abuse and contextual safeguarding.

The school's safeguarding and SEMH posters are displayed in all classrooms, as well as ChildLine posters. The children are aware of the key members of staff they can speak to if they have any concerns.

## **Aims**

At Trinity St. Peter's, our Relationship and Sex Education programme will be delivered in the context of the school's Christian ethos and values. The Governors seek to provide a well-balanced programme of sex education that reflects the age and maturity of both girls and boys. Sex is not only a given fact of human existence but, in Christian belief, a gift of God as part of creation. It is important that as children grow up, they understand their own bodies, instincts and feelings. As the pupils mature and become more sexually aware, our school aims to teach sex education within a Christian context of love, faithfulness and forgiveness.

Our aim is to provide a balanced and broad curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.
- Where pupils develop an understanding of what is and what is not acceptable in a relationship.
- Teaches children to respect differences and diversity within the context of relationships and family structures;
- Promotes positive mental health wellbeing.

The school will work towards these aims in partnership with parents. This policy will ensure that each child receives accurate non-biased information, which will enable them to make decisions about their own sexual health and to be sensitive and understanding of the decisions that other people make. This programme will be developmental according to the age and ability of the children, and will provide a foundation for future work within secondary school.

## **Morals and Values Framework**

The Relationships and Sex Education programme will reflect the school Christian ethos and demonstrate and encourage the following values. Part of maturity is learning to deal with failure in ourselves and others and realising that in strong relationships, mistakes or wrong choices can be followed by repentance.

- Respect for self.

- Respect for others.
- Responsibility for their own actions.
- Responsibility for their family, friends, school and the wider community.

All children should learn what respectful behaviour looks like through our RSE curriculum, including how to recognize stereotyping, prejudiced behaviour and harassment. They are encouraged to be courageous advocates and taught how to seek help or guidance if such issues arise.

Through our school values and RSE programme, children should understand the importance of respecting themselves as well as others. This includes matters regarding body confidence and self-esteem, personal hygiene and understanding what is inappropriate touch.

### **Spirituality**

Through our RSE curriculum, children are given plenty of opportunities for reflection. They learn to appreciate that each individual is unique and has gifts and talents. They are able to develop dignity and a sense of belonging and consider how diversity in society helps us live today. Our pupils are able to connect with / value others and experience the awe and wonder of our physical bodies, common humanity as global citizens and incredible planet.

### **Equal Opportunities**

This Relationships and Sex Education programme is an entitlement for all pupils. Under the Equalities Act 20210 – as well as the ethos of the School - nobody will be excluded from RSE.

We strive to do the best for all of the students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation.

### **Pupils with Special Educational Needs**

We strongly recommend that all children should have the opportunity to experience a programme of Relationships and Sex Education at a level which is appropriate for their age and physical development.

Pupils who are identified as having additional learning needs will access RSE learning through Quality First Teaching resources and additional strategies as outlined in the child's SEN Support Plan.

Staff receive training on how to deliver the RSE curriculum for those children with SEN.

### **Organisation**

RSE is delivered in discrete PSHE lessons with links to the wider curriculum (in particular Science). We welcome support from our School Nurse when appropriate though most lessons will be taught by the class teacher. If the School Nurse does lead a session, class teachers will be present.

New content for each year group will be taught as part of 'RSE Week' in the final week of the Summer 1 half-term every year. The rationale behind this is that by this point in the academic year, all children in each year group should have the level of maturity required to access the content taught and have had over two terms to build a good, professional rapport with the class teacher delivering the lessons. The children then have a half-term break to reflect on the content taught and have the opportunity to discuss the learning at home with a trusted adult, before returning to school and having the opportunity to ask any follow-up questions to the class teacher.

**In Foundation Stage, children:**

- Show sensitivity to others' needs and feelings;
- Form positive relationships with adults and peers;
- Talk about how they and others show feelings;
- Understand family diversity (including same sex couples/parents, single parents, foster families, adoptive families, extended families);
- Understand that their body belongs to them;
- Identify trusted adults who they can talk to if they feel upset.

**At Year One, children:**

- Be able to name parts of the body (including external genitalia);
- Discuss some differences between boys and girls;
- Recognise and discuss some stereotypes;
- Understand where they can go for help and advice.

**At Year Two, children:**

- Understand ways they have changed since birth;
- To understand the difference between secrets and surprises and to know that they don't need to keep secrets for adults;
- Learn about life cycles of animals;
- Understand the idea of growing from young to old and learn that all living things reproduce;
- Understand where they can go for help and advice.

**At Year Three, children:**

- Understand what homophobic language is;
- Understand what inappropriate touch is;
- Recognise the importance of personal hygiene (including dental);
- Understand where they can go for help and advice.

**At Year Four, children:**

- Consider stereotype in media (including gender stereotypes);
- Understand physical and emotional changes they will experience during puberty;
- Understand the importance of personal hygiene;

- Understand what inappropriate touch is;
- Understand where they can go for help and advice.

#### **At Year Five, children:**

- Recognise and discuss pressure from the media to look a certain way and understand that celebrity images are not always reflective of society;
- Understand physical and emotional changes they will experience during puberty;
- Understand animal reproduction;
- Understand where they can go for help and advice.
- *Understand what to expect as they begin their menstrual cycle (girls only).*

#### **At Year Six, children:**

- *Understand the menstrual cycle (boys).*
- Substance misuse (see Y6 Science Curriculum);
- Understand the importance of personal hygiene;
- Understand human sexual reproduction;
- Recognise when relationships are not positive;
- Know British Law (legal age of sexual intercourse);
- Understand their right to say no (resisting peer pressure / consent);
- Know where to go for help and advice.

Once objectives are taught in a particular year group, they may be referred back to in following year groups as part of PSHE lessons or general class discussions. For example, children are reminded of family diversity (single parents, same-sex parents etc.) throughout primary school and posters relating to different family structures are displayed around school. The NSPCC's 'Underpants Rule' is revisited in Reception and KS1 at the start of the year to remind children of the importance of respecting themselves and others.

All year groups will also recap prior knowledge and content taught at the start of their RSE Week, if relevant to the learning taking place that week.

Other aspects of RSE - such as online safety and bullying – are covered throughout the year in every year group. For example, all children revise and learn new knowledge about how to keep safe online in their first Computing unit of each academic year.

### **Mental Health and Wellbeing**

One of the primary aims of this curriculum is to promote positive mental health and wellbeing. Key objectives are covered in each year group and recapped in following year groups. As early as Foundation Stage, children are taught to 'talk about how they and others show feelings' and to 'show sensitivity to others' feelings and needs'. By Year 6, children are taught to 'understand their right to say no (peer pressure)' and to know where they can go for help and advice, particularly in regards to their mental health.

By the end of primary school, pupils should at least know:

#### Families

- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for their security as they grow up;
- How to recognize if family structures are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

#### Friendships

- How important friendships are in making us feel happy and secure;
- How people choose and make friends.

#### Relationships

The importance of self-respect and how this links to their own happiness.

### **Teaching Methods**

Teaching & learning will be sensitive to individual needs and will focus on and support the children's self-esteem. The work will always start with the children's understanding and the work will be planned appropriately.

Ground rules will be established at the start of each unit of work. These will be:

- No-one (teacher or pupil) will have to answer a personal question.
- No-one will be forced to take part in any discussion.
- Only the correct name for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Single sex groups will be used as deemed appropriate and relevant, depending on age and content.

### **Resources**

The range of books and videos used will be available to view by parents upon request to the Assistant Headteacher (Curriculum) or class teacher. Supplementary books, fiction and non-fiction will be available to the children in classrooms. The school nurse, on occasions, provides advice for teachers in their planning. There is also the opportunity for teachers to attend training on Relationships and Sex Education where necessary through Liverpool Diocese or Sefton LA.

As per our PSHE Policy, the school also uses Jigsaw's scheme of work, which also provides RSE resources.

Through our PSHE calendar of events, certain RSE objectives and topics are re-visited on an annual basis across the school. For example, every year group recognises Hate Crime Awareness Week and learns about prejudiced behaviour, equality and diversity, in an age-appropriate manner. All classes participate in 'Hello Yellow' Day and Children's Mental Health Week yearly and are reminded of how to be kind to themselves and where to seek support if necessary.



## **Specific Issues Statements:**

### Child Protection

The school has a safeguarding policy, which is available on request. Should a teacher be directly approached by a child who is sexually active, then this will be dealt with as a safeguarding issue and will be reported to the designated safeguarding teacher.

### Confidentiality

Although parents and children are encouraged to talk to each other, a teacher may keep information and discussions confidential if requested to do so by a pupil. They may then seek guidance from the designated teachers without breaking confidence. Teachers must break confidences if it is in the child's best interest to do so. Pupils will be made aware that staff cannot offer unconditional confidentiality, however pupils will be reassured that if confidentiality has to be broken, then they will be told and supported appropriately. In seeking to support the welfare of pupils the usual course for the school is to involve parents. Occasionally this may be against the wishes of the child and/or may place the child at greater risk. On these occasions the school may, in the best interest of the child, act without informing the parents.

### Answering Children's Questions

Children's questions will be dealt with, as in other lessons, in an honest and sensitive manner appropriate to the level of the pupils understanding and religious and cultural background.

### Using Visitors

In accordance with the school policy, visitors will be invited to school in order to supplement or complement the programme of work. For example, a mother who is pregnant or who has just had a baby may be invited in, or a midwife.

The school liaise with local police / community support officers and organisations such as Aerial Trust, who will support the school in matters such as outdoor safety and online safety.

Any materials used by visitors, including health professionals, will be viewed by the class teacher beforehand. The class teacher will remain with the class during the visitor's contribution to the lesson. A senior member of staff will have been informed.

### Parents

We are well aware that the primary role in children's sex education lies with parents/carers. We endeavour to maintain positive and supportive relationships with our parents/carers by:

- Keeping parents/carers informed of upcoming lessons. All RSE programmes will be delivered during Summer 1 term, ensuring children have a half-term break to discuss any issues with their parents and have an additional half-term to raise any worries with their class teacher.

- Giving parents the opportunity to provide feedback on our RSE curriculum and policy documents.\*
- Signposting parents/carers to materials/agencies that can offer support. This includes a directory of services for mental health, which can be found on the school website.
- Ensuring parents/carers are aware of their legal right to withdraw their child from lessons.
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for sex education in the school.

\* 'FAQs' from parent feedback over recent years can be found in Appendix 1.

### Withdrawing Pupils

From September 2020, Relationships Education is compulsory in primary schools, although sex education is not. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Under the Education Act 1992, pupils can be withdrawn by their parents from any part of the Relationships and Sex programme which is not within the National Curriculum. Parents wishing to exercise this right should discuss their concerns and arrangements for the child with the head or class teacher. There is no right to withdraw from Relationships Education or Health Education.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### Concerns

Any complaints should be taken to the class teacher, if the teacher cannot resolve the situation then the head teacher should be informed.

### **Monitoring:**

The coordination and planning of the RSE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in RSE and by providing a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses in RSE and indicates areas for further improvement and;
- reviews the policy every year (following parent and governor feedback) to ensure that it complies with the latest legislation, guidance and best practice.

Revised and adopted by Governing Body – Spring 2024

## **Appendix 1:**



### **Relationships and Sex Education**

#### **FAQs:**

*(Based on feedback and questions from parents)*

#### ***How can I support my child at home?***

Class teachers have been made aware of all the parents in their class who noted in the survey that were unsure of how they could support their child at home. They will be getting in touch shortly to discuss the content of work with you and offer advice.

We have now also created a section on our website for Relationships and Sex Education. This includes many age-appropriate materials and resources to help you further support your child at home.

#### ***Will teachers revisit previous learning before teaching the children new content?***

All class teachers will be revisiting previous content before teaching the new content for their year group. This is especially important this year, given the new amendments made to our policy and the likelihood that some previous content may not have been taught before this year.

#### ***Will the NSPCC's "Underpants Rule" be taught to younger children from Reception onwards?***

Yes, the "Underpants Rule" is first taught in Nursery is revisited throughout EYFS and Key Stage One.

#### ***Will 'inappropriate touch' be taught to all year groups from Foundation and reinforced during RSE for all year groups including Y5 and Y6?***

Yes, class teachers understand the importance of some objectives being revisited in every year group, including 'inappropriate touch'.

#### ***Will pupils learn about homosexuality in order to be taught about homophobic language?***

Yes, our pupils are made aware of homosexuality from an early age, using many age-appropriate story books and posters around school. Pupils learn that there are many different types of families

and that all are equally important e.g. a family where the child is being brought up by grandparents, a single parent family, a family with same sex parents and a family with adopted parents.

Events we celebrate through the year as part of our PSHE curriculum also open up discussions around equality and diversity in our community, including Anti-Bullying Week, Hate Crime Awareness Week and International Day Against Homophobia and Transphobia.

***Can Y5 boys be taught about menstruation and the menstrual cycle so they understand what changes the girls in their class will be going through?***

Both the school and Governing Body feel that in Year 5, both the boys and girls will be learning a lot of new knowledge about how their own bodies will be changing as they go through puberty. For some children, this can be quite an overwhelming experience and so we feel that at this stage, the main focus should be on their own bodies and the changes they will go through.

However, if any parents wish to further educate their son at home about menstruation and the menstrual cycle, we have included materials and resources in the RSE section of our website for support.

***Will personal hygiene be discussed in UKS2?***

Yes, personal hygiene will be discussed in both Year 5 and Year 6 RSE lessons.

***Can children be taught about masturbation?***

Both the school and Governing Body feel that this can be a highly sensitive subject and goes beyond the expectations of a primary school teacher in line with the government guidance at this time. However, resources have been shared in the RSE section of our school website to support parents on how to discuss masturbation with their child.