

# St John's CE VA Primary School



## Relationships & Sex Education Policy

At St John's we are Loved by God - Learning with Jesus - Living by the Spirit.

### 1. Aims

The aims of sex and relationship education (RSE) at St John's CEVAP 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

### 2. Statutory requirements

RSE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach RSE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St John's we teach RSE 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 – SLT 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
4. Ratification – once amendments were made, the policy was shared with Governing Body and ratified.

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships and personal identity.

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

**RSE is not about the promotion of sexual activity.**

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## 5. Delivery of RSE

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).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional, but parents would be notified of this.

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
- Emotional changes as we grow up and physical changes to the male and female body
- How personal hygiene has to adapt as the body changes and develops

These skills are taught within the context of Christian marriage and family life. For more information on the materials used visit [www.lovese.org.uk](http://www.lovese.org.uk) and see Appendix 1 for an overview of the areas of focus for each year group.

## 6. Roles and responsibilities

### 6.1 Responsibilities of the Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed.

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## 6.2 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 components of RSE (see section 7).

## 6.3 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 non-statutory components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

## 7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory 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.

## 8. 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 may invite appropriate visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

## 9. Monitoring arrangements

The delivery of RSE is monitored by the Head and Deputy Head Teacher through learning walks.

This policy will be reviewed by the Senior Leadership Team every 2 years. At every review, the policy will be approved by the Governing Body.

## 10. Other Relevant Documents

This policy should be read in conjunction with other school policies and National guidance listed below:

- [Keeping Children Safe in Education](#) (statutory guidance) and The Safeguarding Policy
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)

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- The Behaviour Policy
- The Equality Policy
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) and the Local Offer/SEN Policy
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools) and the Mental Health and Wellbeing Policy
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#)) and the Anti-Bullying Policy
- [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))
- [National Citizen Service](#) guidance for schools

St John's CEVA Primary will review and adapt this policy in light of any new statutory changes.

### 10.1 Linked in-school Policies

Due to the focus and purpose of this policy, there are also direct and intrinsic links to the following:

- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Online Safety Policy
- Safeguarding Policy
- Collective Worship Policy
- SMSC Policy
- RSE Policy
- Equalities Policy
- Science Policy
- RE Policy
- PE Policy
- SEN Policy

Please also refer to those named policies for more comprehensive information.

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Signed: Mrs J Betts

		Date
Version	1.3	24.02.2023
Drafted by	Mrs J Betts	13.02.2020
Reviewed by	All Staff	28.02.2023
Approved by	Curriculum Committee	03.03.2023
Ratified by	Governing Body	03.03.2023
Review period	2 years	
Date of Review	September 2025	Sept 2025

### Appendix 1

Year group	Term 1 & 2 (Autumn)		Term 3 & 4 (Spring)		Term 5 & 6 (Summer)	
<b>Y1 &amp; 2</b>	<b>School Values</b>	<b>Family and caring relationships</b>	<b>Friendship relationships</b>	<b>Respectful relationships</b>	<b>School Values Online relationships</b>	<b>Being safe in relationships</b>
		Your place in your family Importance of your family Protection in your family	Happy friendships Being a friend 'Having' friends Sharing	Valuing yourself Noting and respecting difference Politeness	Pretending in relationships Sharing activities on devices	Stranger danger Good and bad secrets Respect for own body Who can I talk to?

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<b>Y3 &amp; 4</b>	<b>School &amp; FBVs</b>	<b>Family and caring relationships</b>	<b>Friendship relationships</b>	<b>Respectful relationships</b>	<b>Online relationships</b>	<b>Being safe in relationships</b>
	Democracy Rule of law	Importance of sharing life in families  Care during times of difficulty  Marriages	Choosing friends  Truthfulness  Kindness  Sharing interests	Self-respect  Respecting people with different beliefs  Good manners	Modes of relationship communication on-line  Unpleasant content and what to do  Sources of information	Unsafe secrets  Appropriate physical contact  Reporting worries
<b>Y5 &amp; 6</b>	<b>School &amp; FBVs</b>	<b>Family and caring relationships</b>	<b>Friendships relationships</b>	<b>Respectful relationships</b>	<b>Online relationships</b>	<b>Being safe in relationships</b>
	Democracy Rule of law Individual liberty Tolerance for others	Marriages  Different families  Difficult family relationships  Forgiveness in families	Choosing friends  Welcoming others  Appropriate trusting  Generosity  Loyalty	Respecting people with different beliefs  Courtesy  Respect for authority	Pretending and deceiving online  Privacy and secrets  Unsafe online information & images  Respectfulness	Boundaries in friendships  Permission giving  Privacy  Safe adults  Reporting concerns