

St. Augustine's CE (VA) Junior School



St Augustine's Relationships & Sex Education Policy

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Chair of Governors <i>Peter Ananicz</i>	Date	30.10.24

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Our Vision: To be guided by God's wisdom, to embrace challenge and to strive to achieve our best, enjoying all that we do together

Relationships & Sex Education Policy

Relationship Education in our School

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and the skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both off and on line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully. Relationships Education makes a major contribution to fulfilling our school's vision, which is **'to be guided by God's wisdom, to embrace challenge and strive to achieve our best, enjoying all that we do together'**. The Relationship and Sex Education Policy will be sensitive towards the established morals and values of the entire major world religions and philosophies with an emphasis on the Christian nature of the school. The Relationship and Sex Education Policy will be complementary with the Collective Worship Policy of the school and the Christian Ethos of the school. We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Economic Education (PSHE), which also includes statutory Health Education.

Relationship & Sex Education Programme

Governors and teaching staff will take particular care to ensure that the teaching materials used will be of a very high quality and that the aspects of the topics covered will be appropriate to the needs and ages of the pupils at St Augustine's within the context of moral considerations and the values of family life. At St Augustine's, our PSHE teaching, planning and resources are taken and adapted from Cambridgeshire's Primary Personal and Development Programme.

Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have

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family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference, and enable children to develop skills to do the same.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- *Diversity and Communities*
- *Family and Friends*
- *Beginning and Belonging*

Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse. In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Relationships & Sex

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Education enable us as a school to fulfil our duty to recognise and report abuse. All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

Consulting on our Policy

Parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education. Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

Intent

Through the continuous delivery of Relationships Education during PSHE lessons, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school. We intend to focus on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children, as well as adults. This will start with pupils being taught what a relationship is, what a friendship is, what family means and who the people are that can support them.

Implementation

Our RSE curriculum has been developed from the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)' and in consultation with stakeholders for the school, including staff, pupils, governors and parent/carers, who have taken into account the context of our school.

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Using the Cambridgeshire's Primary Personal and Development Programme, we ensure that all statutory elements of Relationships Education is taught. Through the long term coverage for each year group, elements of Relationship Education is taught during the course of the year.

ST AUGUSTINE'S PSHE LONG TERM COVERAGE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	Beginning & Belonging	Family & Friends Anti-Bullying	Working Together Financial Capability	Sex & Relationships	Managing Safety & Risk E Safety	Healthy Lifestyles
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 4	Rights, Rules & Responsibilities	My Emotions Anti-Bullying	Diversity & Communities	Sex & Relationships Education	Personal Safety Drug Education	Managing Change
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 5	Beginning & Belonging	Family & Friends Anti-Bullying	Working Together Financial Capability	Sex & Relationships	Managing Risk E-Safety	Healthy Lifestyles
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 6	Rights, Rules & Responsibilities	My Emotions Anti-Bullying	Diversity & Communities	Sex & Relationships Education Body Image	Personal Safety Drug Education	Managing Change

By the end of Primary School, the pupils at St Augustine's should know,

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- 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
- That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterised by love and care

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- 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
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations and how to seek help or advice from others if needed

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online

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Respectful relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
- 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
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact

The content that has been set out in this policy covers everything that primary schools are required to teach. This includes relationships and health (including puberty). The National Curriculum for Science also includes subject content related to areas associated with RSE, such as the names of the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and some animals. As a school, we

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are required to teach the content above and do so with consideration and sensitivity if needed.

At St Augustine's, we believe that pupils should also be given the opportunity to cover additional elements relating to Relationships & Sex Education. These elements are not necessarily statutory but we believe they are vital in the development and growth of our pupils.

In Year 3 and Year 4 (at the end of the unit), most pupils will be able to:

- Name the main external parts of male and female bodies using scientific names
- Give examples of the capabilities of their own bodies and have a positive attitude towards different body shapes and sizes
- Describe familiar hygiene routines and have a broad understanding of their own responsibilities for personal hygiene
- Explain how common illnesses such as colds or tummy bugs are spread and be able to describe how they can prevent this
- Identify the main stages of the human lifecycle
- Make generalisations about the responsibilities of adulthood
- Explain some ways that parents/carers are responsible for babies

In Year 5 (at the end of the unit), most pupils will be able to:

- Use the appropriate use of scientific names for the external and internal sexual parts of the body and be able to explain basic functions
- Describe the main changes that will happen at puberty and know some ways to manage them and how it affects people differently
- Reflect on their own body image and know some ways to support a positive body image for themselves and others
- Explain the importance of washing regularly and of maintaining other hygiene routines during puberty
- Explain ways they can prevent the spread of common diseases

In Year 6 (at the end of the unit) most pupils will be able to:

- Describe the main stages of how a baby is made using some scientific vocabulary
- Describe some emotions associated with the onset of puberty and have strategies to deal with these positively

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- Understand that puberty affects people in different ways both physically and emotionally
- Understand that the way they behave affects others and that they have some responsibility to others
- Describe some characteristics of a loving, trusting relationship
- Understand some basic reasons why a couple might choose to have children
- Show awareness of some family arrangements which are different from theirs

Equal Opportunities

As a school, we are obliged to comply with the requirements of the Equality Act 2010. St Augustine's do not discriminate against any pupils as a result of their age, sex, race, disability, religion, belief or sexual orientation. All children at St Augustine's will be given equal opportunities to benefit from a well-planned and structured Relationships Education programme.

Delivery

All members of teaching staff will be responsible for the teaching of Relationships Education throughout the year. During the specific Relationships & Sex Education unit, class teachers will be responsible for leading the sessions, with support and guidance from other staff members (SLT & TAs). Relationship Education (including Relationships & Sex Education) will be taught in mixed sex classes. During Year 5 and Year 6, opportunities will be provided for children to have single sex discussions during the Relationships & Sex Education unit if staff deem it necessary.

Impact

The impact of our RSE curriculum will be evidenced through pupils feeling more confident talking about their relationships and feelings. They will have the ability to value themselves and others. We will prepare children for puberty and give them an understanding of sexual development and the importance of hygiene. We continuously assess the intent, implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across all year groups. By doing this, we ensure that we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and sexual matters as well as a secure foundation of knowledge and skills to navigate their way through these, now and in the future. Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain

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positive relationships with a diverse range of family and friendship groups. Evidence will be collected through discussions with teachers, evidence in books and pupil evaluations.

Child Withdrawal Procedure

As mentioned above, Relationships Education is a requirement for all primary schools and as a result of this, there will be no opportunities for children to be withdrawn from these sessions (as per statutory status guidelines 2020), however during the specific Relationships & Sex Education unit there are opportunities for child withdrawal. Notification will always be sent to parents in advance of the Relationships & Sex Education unit. If a parent/carer feels it necessary to withdraw their child they must arrange a discussion with the headteacher to discuss their concerns. This discussion is necessary to ensure that all parties involved (parents/carers, headteacher and if appropriate the pupil) are informed of the nature and content of the unit. The school will always comply with the wishes of parent/carer in this regard. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until the Relationship & Sex Education lesson has finished. It is the sole responsibility of the parent/carer to assign appropriate work for his/her child to complete whilst the Relationship & Sex Education lesson is being completed by the other children and classroom adults.

Dissemination of the policy

The policy will be presented to all staff and a copy made available to them. The policy will be available on the website and from the school office if requested in advance.

Relevant Documentation

Collective Worship Policy

PSHE Policy

Safeguarding & Child Protection Policy

SEND Policy

SMSC Policy

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