



St Paul's Church of England Primary School

Relationship, Sex, Health and Economic Education Policy

(R.S.H.E.)

Adopted by: Children, Families and Communities Committee

On: 9th February 2022

Review: Spring 2025

What is Relationship, Sex, Health and Economic Education?

Relationship, sex, health and economic education is a group of subjects with many links which aim to provide pupils with the knowledge and skills that they will need to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in order to become happy and successful adults.

Relationship education and health education are statutory subjects in primary education. The governors have also decided to continue to provide age-appropriate sex education and to incorporate age-appropriate economic education, both of which are non-statutory in primary education. We believe that these non-statutory elements will help our pupils as they move on to high school.

National Context

Relationship, sex and health education became compulsory under sections 34 and 35 of the Children and Social Work Act 2017, with effect from September 2020. The COVID pandemic pushed out the full implementation of the act, which will now be fully implemented in September 2021.

Elements of the RSHE curriculum have been taught in the 2020-21 academic year, particularly the mental health elements of the curriculum.

Context within a Christian Education

As a church school, the Christian ethos provides the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility will permeate the entire curriculum.

We recognise the importance of a secure environment to learn and develop emotionally. Whilst non-statutory we uphold the importance of well-planned and delivered sex and relationship education to give primary pupils the skills, understanding and experience needed to make safe, respectful and informed choices confidently. This can then be built upon in Key stage 3, where the subject is now compulsory.

Legislation and statutory guidance

This policy is based on the DfE's [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance](#), 2019. Other relevant guidance:

- SEND Code of Practice 0-25

This policy is also based on the following legislation:

- Section 80A of the Education Act 2002
- Section 403 of the Education Act 1996
- Equality Act 2010
- The Relationships Education, Relationships and sex education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017

Why is Relationship, Sex, Health and Economic Education important?

Our focus is 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

1. Effective sex and relationship education are essential if young people are to make responsible and well-informed decisions about their lives and should not be delivered in isolation. It should be firmly rooted within the framework for Science, PHSE and the wider curriculum.
2. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded across the curriculum, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.
3. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.
4. Pupils need to be given accurate information and helped to develop skills to enable them to understand differences and respect themselves and others and for the purpose also of preventing and removing prejudice.
5. Sex and relationships education should promote the spiritual, moral, cultural, mental and physical development of pupils and prepare pupils for the opportunities, responsibilities and experiences of adult life to make informed decisions.
6. All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

Subject content

At St Paul's CE Primary School, we teach Relationship Education (statutory), Sex Education (non-statutory in primary school), Health Education (statutory) and Economic Education (non-statutory), within our RSHE curriculum.

What is Relationship education?

In primary school, the focus is 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. Pupils are taught about what a relationship is, what family means and who the people are who can support them. Starting from the nursery, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and concept of personal privacy. We teach about establishing personal space and boundaries, showing respect and understanding the difference between appropriate and inappropriate or unsafe physical and other contact.

What is Health education?

In primary school, the focus is on teaching the characteristics of good physical health and mental wellbeing. We secure an understanding that mental wellbeing is a normal part of daily life, in same way as physical health. We teach children to understand how we can secure good physical and mental wellbeing and to develop habits and practices to secure good mental and physical health as they grow increasingly independent.

What is Sex education?

Sex education is not compulsory in primary schools, however we have a long history of teaching it in years 5 and 6, as a compliment to relationship education. Our sex education programme is tailored to the age and the physical and emotional maturity of the pupils. It aims to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

Details of the school's Sex education scheme of work are set out in Appendix 2.

What is Economic education?

Economic education is not compulsory in primary schools, however the theme as a whole remains vitally important for pupils' personal development and economic wellbeing, as well as in supporting schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy. It is largely covered in the 'Living in the wider world' element of our curriculum.

We have based our RSHE curriculum on the [PSHE Association](#) Thematic model (Appendix 1). This has been adapted by the RSHE subject leader in consultation with governors and parents to ensure that the curriculum content meets the needs of our pupils and parents, reflecting the community that we serve and the faith context of our school.

The curriculum content reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider implications of decisions they make.

There are three themes within the thematic model, taught in the same term across all year groups. These are:

Autumn: Relationships
Spring: Living in the wider world
Summer: Health and wellbeing

Some of the content within themes overlaps, enabling pupils to revisit ideas and concepts across the school year.

The RSHE curriculum has links with many other curriculum subjects, specifically science, computing and PE. The RSHE subject leader works closely with other subject leaders to ensure that cross curricular opportunities are exploited to support learning across the curriculum.

How is RSHE taught?

The majority of the RSHE curriculum is taught within discreet weekly RSHE lessons from Year 1 to Year 6. Teaching staff follow the school's RSHE Thematic scheme of work developed from the PSHE Association.

The units of work identify suitable resources to facilitate learning, however teaching staff need to be mindful that some resources may exceed the statutory requirement and the curriculum agreed by governors and parents. Staff should consult the RSHE subject leader for clarity if unsure.

RSHE may also be taught, where cross curricular opportunities allow, alongside other curriculum subjects such as science, RE, computing and PE.

Many RSHE themes may also be enriched through collective worship and other shared experiences.

The school's established routines and procedures: rules, expectations, rewards etc. underpin key elements of the RSHE curriculum and are taught from the very earliest stages in the school. RSHE builds on the Early Years curriculum.

Some elements of the RSHE curriculum may be supported by professional visitors, such as school nurses and other health professionals. In such circumstances, the class teacher retains responsibility for the content and context of delivery and should discuss this with the professional concerned, in advance of delivery.

How is RSHE monitored and evaluated?

The subject leader for RSHE is responsible for the monitoring and evaluation of teaching and learning in RSHE. The RSHE subject leader keeps records of monitoring and evaluation to support subject development, staff training and to inform SLT and governors of attainment in the subject.

Governors of the school each take on a subject responsibility. The subject leader and subject governor meet during the school year in order to monitor and evaluate RSHE.

The subject leader completes a 'Subject Leader Position Paper', drawing together monitoring and evaluation findings, to take forward further development in the subject and to determine attainment across the school.

Assessment of RSHE

The RSHE subject leader is developing a series of sample assessment tasks for classes to complete at the start and end of RSHE units. These sample assessment tasks will be used to secure a baseline of pupils knowledge and skills at the start of a unit of work and to identify progress and attainment at the end of a unit of work.

The RSHE lead will oversee the completion and analysis of these assessment tasks to determine cohort attainment and progress.

SEN Pupils

For many SEN pupils, the main RSHE curriculum plan can be differentiated to meet their needs and starting points. For some SEN pupils the main RSHE curriculum may not be appropriate. The PSHE association have published a planning framework for pupils with SEN. We shall use this curriculum with SEN pupils for whom the main RSHE curriculum is not appropriate. Whilst it covers the same statutory and non-statutory curriculum, it is organised in a different way, setting out a spiral curriculum in which pupils move through a progression of learning in each theme, from encountering to enhancing.

The curriculum is organised into six themes:

1. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
2. **Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
6. **The World I Live In** (Living confidently in the wider world)

Elements of the RSHE SEN planning framework may be delivered by an attached learning support assistant, a teaching assistant, mentor or the school's special needs coordinator, as well as the class teacher.

Roles and Responsibilities

The Governing Body:

- To ensure that the statutory requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education are met in the school's curriculum.
- To ensure that an appropriate RSHE policy is developed, monitored and evaluated at least every three years.
- To appoint an RSHE curriculum governor to work alongside the subject leader, to monitor and evaluate the school's provision, progress and attainment in RSHE.

The Headteacher:

- To identify a suitably qualified subject leader for RSHE.
- To support the RSHE subject leader in ensuring that the school meets the statutory requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The Subject Leader

- To provide leadership, guidance and support for staff in delivering and assessing the school's RSHE curriculum.
- To develop, publish and review the school's RSHE policy.
- To develop, publish and review the school's RSHE curriculum.
- To attend and participate in subject leader networks and other training opportunities to develop subject expertise and to ensure that the school's provision is of a high standard, meeting and exceeding current national requirements.
- To provide staff training in order to support colleagues in delivering the school's RSHE curriculum.
- To organise and lead workshops and support for parents and/or governors.
- To liaise with other professionals, including health, to support the delivery of the school's RSHE curriculum.
- To monitor and evaluate teaching and learning in RSHE.
- To provide reports and other evaluation of the subject to SLT and governors as appropriate.
- To develop a subject action plan, which builds on evaluation in order to enhance RSHE provision in the school.
- To identify and distribute resources to support effective delivery of RSHE.
- To meet regularly with the RSHE curriculum governor in order to share details of provision, progress, attainment, areas of development and curriculum information.

Class Teachers

- To teach and assess the school's RSHE curriculum, in line with the school's curriculum plan.
- To attend and participate in training to support the effective delivery of the school's RSHE curriculum.
- To seek the support of the RSHE subject leader where clarity or support is needed in order to deliver the RSHE curriculum effectively.

Academic Auxiliary Staff

- To support the delivery of the school's RSHE curriculum under the instruction of the class teacher and/or special needs coordinator.

Staff training and induction

High quality, effective RSHE teaching and assessment relies upon effective training. The RSHE subject leader will lead training for teaching staff during the school's scheduled CPD sessions. This will include induction to the new statutory orders, the RSHE policy, the school's curriculum and resources.

In advance of staff teaching the sex education curriculum, the RSHE lead, supported by senior staff if necessary, will provide induction training for staff and introduce them to the resources used in school. This training will include but not be limited to: establishing class ground rules, establishing appropriate levels of confidentiality in order that pupils are comfortable to speak during lessons, managing difficult questions and safeguarding advice, introduction to the curriculum and lesson materials and communication with parents.

The RSHE subject leader may also provide more bespoke one-to-one training and induction for staff where a need is identified.

Parental right to withdrawal

Parents do not have a right to withdraw their child from the statutory relationship or health education curriculum. Parents do have a right to withdraw their child from the non-statutory sex education curriculum. Our sex education curriculum aims to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. Many parents will share this aim and will want the curriculum to be taught. Others may wish to exercise their right to withdraw.

In advance of teaching the sex education curriculum in years 5 and 6, we write to parents. In this letter we set out the curriculum that will be taught, with details of the materials we shall use to teach the children, the learning intentions for each lesson and set out the right to withdraw. Parents are invited to come into school to view the materials and discuss how they will be used. These meetings often allay any fears or concerns that parents may have had regarding sex education.

If parents wish to exercise their right to withdraw, they should write to the headteacher, informing him/her of their wish to withdraw their child from the sex education lessons. The child will then be withdrawn to another class whilst these lessons take place. They will be provided with other learning materials whilst the sex education lessons are being delivered to their own class.

How the policy has been produced

The whole school community shares a responsibility in the successful implementation of this policy. Our school seeks to work in partnership with parents to provide effective RSE. Parents need to know that the school's RSE programme will complement and support their role as parents.

This policy has been drawn up using our previous SRE policy, the DfE's [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance](#), 2019 and curriculum materials from the PSHE Association.

This policy is developed with the support of parents through consultation and the involvement of parent governors.

With reference to the London Diocesan Board for Schools Policy on Relationships and Sex Education – November 2019.

Contributors to this policy:

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Appendix 1 – RSHE Scheme of Work

Key Stage 1

| | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
|--------|--|--|---|---|---|---|---|---|--|
| | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
| Year 1 | Roles of different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful | What rules are; caring for others' needs; looking after the environment | Using the internet and digital devices; communicating online | Strengths and interests; jobs in the community | Keeping healthy; food and exercise, hygiene routines; sun safety | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online |
| Year 2 | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | Belonging to a group; roles and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | What money is; needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies |

Key Stage 2

| | Autumn: Relationships | | | Spring: Living in the wider world | | | Summer: Health and Wellbeing | | |
|--------|--|---|---|--|--|--|--|---|--|
| | Families and friendships | Safe relationships | Respecting ourselves and others | Belonging to a community | Media literacy and digital resilience | Money and work | Physical health and Mental wellbeing | Growing and changing | Keeping safe |
| Year 3 | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | The value of rules and laws; rights, freedoms and responsibilities | How the internet is used; assessing information online | Different jobs and skills; job stereotypes; setting personal goals | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and reframing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| Year 4 | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care | Start to discuss physical and emotional changes in puberty; external genitalia; personal hygiene routines; And support with puberty | Medicines and household products; drugs common to everyday life |
| Year 5 | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and discrimination | Protecting the environment; compassion towards others | How information online is targeted; different media types, their role and impact | Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid |
| Y | Attraction to others; romantic relationships; civil partnerships | Recognising and managing pressure; consent in different | Expressing opinions and respecting other points of view, | Valuing diversity; challenging discrimination and stereo- | Evaluating media sources; sharing things online | Influences and attitudes to money; money and financial | What affects mental health and ways to take care of it; | Human reproduction and birth; increasing indepen- | Keeping personal information safe; regulations and |

| | | | | | | | | | |
|--|-------------------|------------|--|-------|--|-------|--|-------------------------------|---|
| | ship and marriage | situations | including discussing topical issues | types | | risks | managing change, loss and bereave- ment; managing time online | dence; managing transition | choices; drug use and the law; drug use and the media |
|--|-------------------|------------|--|-------|--|-------|--|-------------------------------|---|

Appendix 2 – Sex Education

Sex Education is not compulsory at primary school, however we believe it plays an important role, complimenting Relationship and Health Education, which are statutory. It aims to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

School Context

At St Paul's sex education is taught within the context of the school's aims and values. Whilst we inform children about the nature of sexual behaviour it is firmly rooted within a moral code underpinned with Christian values as follows:

- Sex education should be taught in the context of a secure, loving family unit.
- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for themselves and others and each other's bodies.
- Children should learn about responsibility towards themselves and others and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others involving trust and respect.
- Children should learn to develop the following skills: communication, assessing risks, managing relationships, making decisions, assertiveness and knowing where to seek support (from appropriate adults, other agencies and support groups).
- We are aware of many sources of sexual material which do not all promote the aims of this policy and children should learn to discriminate between reliable and inaccurate (unhelpful) sources of information.

The sex education programme:

- Uses carefully selected, educational materials. It follows a unit of work developed and agreed in school.
- Provides information, which is easy to understand, relevant and appropriate to the age and maturity of the pupils.
- Includes the development of communication and social skills.
- Encourages the exploration and clarification of values and attitudes.
- Is taught in the context of relationships. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development and the spiralling curriculum building on skills, knowledge and understanding.
- Teachers delivering the Sex Education curriculum are given training and advice through the CPD programme and specific subject leader support.

General Principles

- a. The teaching of positive relationships is an essential aspect of a child's all-round development. It is an integral aspect of school life and forms part of a broad and balanced curriculum.
- b. The school must show sensitivity to those parents who for religious reasons find the delivery of some explicit teaching of Sex Education in school unacceptable.
- c. It is essential to regard parents as partners in the delivery of sex education in the school and recognise their valuable role. Many pupils learn more about family, marriage and relationships from their own homes than they do anywhere else. For most this will be

predominantly positive. For some children their experience of relationships may be confusing and be open to aspects of neglect and abuse. At St Paul's we want to encourage all children to have positive self-esteem and aspire to relationships based on love, respect, commitment and faithfulness.

- d. As children grow older their experiences of relationships are influenced by external factors such as friends and family, the media (television, film, celebrities etc) and literature. It is important that school plays a part in this aspect of children's learning and understanding.
- e. It is important to include the scientific aspects of reproduction within the wider framework of moral, social, Christian and other religious values.
- f. Children need to be encouraged to be responsible for their relationships and sexual behaviour.
- g. It is essential that teachers feel confident delivering this area of the curriculum and can foster a safe secure environment with a spirit of sharing and openness. It may be necessary for some discussions to be managed in gender groups or smaller groups.
- h. Arrangements are put in place for children to raise queries, share information and ask questions anonymously. Where CP concerns are raised the school's Child Protection policy is followed.

Aims and objectives

The aims of sex education at our school 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.
- › To establish what pupils, know, understand, think and feel and identify their needs.
- › To inform and promote equality and respect towards all.
- › To develop understanding and respect for their own bodies, accepting variations in rates of growth, assisting in adjustment to changes and reassurance that this is part of the cycle of life.
- › To explore family life, especially different family structures and parental roles and responsibilities.

Discrete Sex Education lessons in Upper Key Stage 2

Discrete Sex Education lessons are usually taught in the second half of the Summer term. The school uses agreed, age-appropriate resources in line with the requirements of this policy. They are shared with the teacher delivering the lessons in advance for them to familiarise themselves with the content of the materials. The school sends a letter to parents (appendix 3) informing them of the content of the Sex Education lessons, an outline of the materials to be used and inviting them to come into school to view materials in advance of the lessons. Parents are also given the opportunity to withdraw their child from the lessons, should they wish to do so, as set out above.

Sex Education needs to be delivered in a safe, secure and supportive learning environment. Teachers need to feel confident in delivering the materials and should seek advice from subject leaders in preparing the units of work.

Sex Education is about physical, moral, spiritual and emotional development.

It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care and the role of sexual activity within committed relationships.

It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. It has three main elements:

- Attitudes and values
- Personal and social skills, relationship skills and emotional literacy
- Knowledge and understanding

It is essential that clear ground rules are negotiated with pupils and young people regarding confidentiality, rights to privacy and respect and boundaries. Young people should be actively encouraged to participate in their own learning and to question and think critically.

Sex Education will be taught in a moral and values framework, which focuses on the following aspects:

- Self-respect and self control.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- Taking account of other people's feelings.
- Mutual support and co-operation.
- Truthfulness and honesty.
- Accepting responsibility for the consequence of our own actions.
- The right of people to hold their own views.
- Not imposing our own views on other people.
- Not infringing the rights of other people.
- The right not to be abused (for definitions of abuse see the school's Child Protection Policy) by other people or taken advantage of.
- To inform children of the law regarding sexual activity.
- A responsibility to develop relationships, including sexual relationships, based on mutual consent rather than coercion.
- The right to accurate information about sex-related issues.
- An entitlement to an appropriate and balanced Sex and Relationship Education.

Delivery should include a wide range of teaching and learning approaches and the core principles of these include:

- Ensuring that every pupil succeeds through the provision of an inclusive education within a culture of high expectations.
- The purpose of each lesson is made clear.

- Time is given for pupils to reflect, consolidate and apply their learning.
- Pupils are encouraged to take responsibility for their own learning and record their own progress.
- Building on what learners already know - structure and pace of the lesson so that pupils know what has to be learnt and how.
- Identifying reliable sources from which to gain knowledge about sexual reproduction and relationships – recognising that pornography and other popular information sources may not be reliable and may not promote the values set out in this policy
- Making learning relevant – develop understanding through enquiry, e-learning and group problem solving.
- Making learning an enjoyable and challenging experience – stimulate learning by matching teaching techniques and strategies to a range of learning styles and reinforcing skills.
- Enriching the learning experience across the curriculum.
- Promoting assessment for learning – make pupils/young people partners in their own learning.

A wide range of active learning approaches should be used to ensure that all young people actively participate.

Relationships education, which is statutory and taught alongside sex education, focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Teaching Methods

- Active learning methods encouraging participation by all pupils.
- Discussion groups and activities.
- Gender groups, small groups or individual discussion applied where appropriate and relevant.
- Videos with follow up discussion opportunities.
- Outside visitors may have a role to play in SRE if appropriate.

Teachers should ensure that the resources they use are relevant, up to date and appropriate to meet the needs of the pupils in its care. They should be the approved materials, provided by the school.

Lessons should provide an opportunity for children to ask questions in a safe and secure environment, with the opportunity to ask a question anonymously, through a question box. These questions will give staff an insight into pupils' prior knowledge and any misconceptions or values that may conflict with the aims of this policy. Teachers should answer questions honestly, seeking support from senior staff or the school nurse if needed. Teachers should record questions asked to support future delivery of Sex Education.

Appendix 3 – Letters to Parents (Sex Education)

Sex Education Letter – Y5

Dear Parents,

Sex Education

We shall shortly be starting a discreet unit of work on sex education for the year 5 pupils. Sex and relationship education forms part of the Science and Relationship, Sex, Health and Economic Education Curriculum. The purpose of this letter is to set out what will be taught, how it will be taught, to invite you to come and view the materials we shall be using to deliver these discreet lessons and to explain your right to withdraw your pupil from Sex Education lessons.

When the National Curriculum became statutory in September 2014, the requirement to teach sex education moved from Key Stage 2 to Key Stage 3. This means that the teaching of sex education is non-statutory in primary schools. The science curriculum for Key Stage 2 was also modified in the curriculum change of 2014. The current curriculum requires that: *[Year 5] Pupils should be taught to: describe the changes as humans develop to old age.*

From September 2021, Relationship and Health Education become statutory for all primary schools.

At St Paul's school we recognise the fundamental importance of sex education and are committed to teaching this subject regardless of its statutory status. We have adopted the PSHE Association programme of study for RSHE across the school. This is a well-respected, national organisation, which has devised a comprehensive curriculum for schools.

The governors of the school recognise that good quality sex education, taught within the RSHE curriculum, is important for children in a primary school and have committed to retain it across the school, with discreet lessons for children in Years 5 and 6. Our sex education programme is tailored to the age and the physical and emotional maturity of the pupils. It aims to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

The planning and content of these discreet lessons is set through our Relationship, Sex, Health and Economic Education Policy, supported by the programme of study from the PSHE Association and through the BBC Active *Sex and Relationship Education* curriculum pack.

Below, I have set out the topics and study themes for the unit of work for year 5:

| RSE Lesson Focus | Key Learning Objectives | Core Resource Materials <i>These are drawn from the BBC Active Sex and Relationship Education curriculum pack.</i> |
|---|---|--|
| Changes in puberty, physical, emotional awareness of our developing bodies Mixed Lesson | Pupils will have the opportunity to learn: <ul style="list-style-type: none">• how their bodies change as they approach and move through puberty;• About the biological changes that happen to males and females during puberty.• About the importance of personal hygiene during puberty and to respond to questions about puberty.• How and why emotions may change.• To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. | Physical changes in Puberty Video sequence explaining the changes that take place at puberty to boys and girls. No nudity. Some reference to genitals, with correct terminology used and explained, but no footage. Hand drawn image of children changing in a swimming pool, explaining that we all enter puberty at different ages and that the impact of changes will be different for us all. |
| Changes in puberty, physical, emotional | Pupils will have the opportunity to learn: <ul style="list-style-type: none">• how their bodies change as they approach and move through puberty; | Physical changes - Periods Computer graphic of womb with a narrative explaining what happens |

| RSE Lesson Focus | Key Learning Objectives | Core Resource Materials <i>These are drawn from the BBC Active Sex and Relationship Education curriculum pack.</i> |
|--|--|--|
| awareness of our developing bodies Lesson for girls Female teacher | | during a period, video footage explaining when periods start, tampons, liners and period pain. |
| Changes in puberty, physical, emotional awareness of our developing bodies Lesson for Boys Male teacher | Pupils will have the opportunity to learn: <ul style="list-style-type: none"> • how their bodies change as they approach and move through puberty; | Physical changes - Wet Dreams What is a wet dream? Video sequence in which three boys talk about their experience of wet dreams. |
| Changes in puberty, physical, emotional awareness of our developing bodies Lesson for Boys Male teacher | Pupils will have the opportunity to learn: <ul style="list-style-type: none"> • how their bodies change as they approach and move through puberty; • that bacteria and viruses can affect health and that following simple routines can reduce their spread | Physical changes - Keeping Clean Video sequence explaining the importance of cleanliness for boys during puberty. A computerised graphic demonstrates how to keep the penis clean. |
| Changes in puberty, physical, emotional awareness of our developing bodies Lesson for Girls Female teacher | Pupils will have the opportunity to learn: <ul style="list-style-type: none"> • how their bodies change as they approach and move through puberty; • that bacteria and viruses can affect health and that following simple routines can reduce their spread | Physical changes - Keeping Clean Class based discussion on the importance of cleanliness during and after puberty. Facial washes, deodorants, hair washing etc. |
| Changes in puberty, physical, emotional awareness of our developing bodies Mixed Lesson | Pupils will have the opportunity to learn: <ul style="list-style-type: none"> • what positively and negatively affects their physical, mental and emotional health (including the media) • to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals | Emotional changes at Puberty and into adolescence Video sequence explaining the importance of a positive self-image during puberty. |
| Moral issues and core values Mixed lesson | Pupils will have the opportunity to learn: <ul style="list-style-type: none"> • to recognise and respond appropriately to a wider range of feelings in others • to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships | Respecting other people's feelings, understanding the impact of our own actions on others Video excerpt from <i>Grange Hill</i> in which two boys pick on a classmate by calling her names and laughing at her when she struggles to read. |

As part of the delivery of Sex Education, we will give the pupils an opportunity to ask their own questions anonymously. This is a useful activity as it can help to dispel myths, misconceptions and guide children to trusted and accurate sources of information.

We believe that these areas of learning are relevant for pupils in Year 5. Some pupils may already be experiencing puberty, whilst for others this may be a number of years off. The learning set out above should help to place a context and explain clearly what happens in puberty and the emotional issues around adolescence. We believe that delivering

the programme of study above will complement your discussions as parents with your own child around Sex and Relationship education.

We shall hold a meeting for parents on XXXX at XXXX to enable you to come in to school to view the materials in advance of the lessons starting.

None of the above sex education curriculum is statutory and as a parent you do have a right to withdraw your child from these lessons, should you wish. If you wish to exercise this right, please write to me by email or letter by XXXXX. Children who are withdrawn will be placed in a different class in the school, with a set piece of work, for the duration of the sex education lesson.

A copy of the school's RSHE policy can be found in the policy section of the school's website and a hard copy can be requested from the school office.

There are many resources to support parents in discussing puberty and sex and relationships at home.

The NHS has a number of resources at: <http://www.nhs.uk/Livewell/puberty/Pages/pubertyhome.aspx>

There are also many, many books that children and parents can share together. One popular series is the 'What's happening to me?' series from Usborne Books. There is a version for girls and a version for boys. This book can be bought online and at bookshops.

Please speak with your child's class teacher if you have any concerns.

Many Thanks,

John Wright
Headteacher

Dear Parents,

Sex Education

We shall shortly be starting a discreet unit of work on sex education for the year 6 pupils. Sex and relationship education forms part of the Science and Relationship, Sex, Health and Economic Education Curriculum. The purpose of this letter is to set out what will be taught, how it will be taught, to invite you to come and view the materials we shall be using to deliver these discreet lessons and to explain your right to withdraw your pupil from Sex Education lessons.

When the National Curriculum became statutory in September 2014, the requirement to teach sex education moved from Key Stage 2 to Key Stage 3. This means that the teaching of sex education is non-statutory in primary schools. The science curriculum for Key Stage 2 was also modified in the curriculum change of 2014. The current curriculum requires that: *[Year 5] Pupils should be taught to: describe the changes as humans develop to old age.*

From September 2021, Relationship and Health Education become statutory for all primary schools.

At St Paul's school we recognise the fundamental importance of sex education and are committed to teaching this subject regardless of its statutory status. We have adopted the PSHE Association programme of study for RSHE across the school. This is a well-respected, national organisation, which has devised a comprehensive curriculum for schools.

The governors of the school recognise that good quality sex education, taught within the RSHE curriculum, is important for children in a primary school and have committed to retain it across the school, with discreet lessons for children in Years 5 and 6. Our sex education programme is tailored to the age and the physical and emotional maturity of the pupils. It aims to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

The planning and content of these discreet lessons is set through our Relationship, Sex, Health and Economic Education Policy, supported by the programme of study from the PSHE Association and through the BBC Active *Sex and Relationship Education* curriculum pack.

Below, I have set out the topics and study themes for the unit of work for year 6:

| RSE Lesson Focus | Key Learning Objectives | Core Resource Materials <i>These are drawn from the BBC Active Sex and Relationship Education curriculum pack.</i> |
|--|--|---|
| Adulthood: what is "grown up" Changing relationships Mixed lesson | Pupils will have the opportunity to learn: <ul style="list-style-type: none">about change, including transition (between key stages and schools), loss, separation, divorce and bereavement.how their body will change as they approach and move through pubertyAbout managing change – new roles and responsibilities as we grow up.About adult relationships. | How do we change as we grow older? A series of still images showing human life cycle from baby, child, teenager, young adult, middle aged adult, older aged adult and death. |
| Human reproduction and the possibility of pregnancy and paternity Mixed lesson | Pupils will have the opportunity to learn: <ul style="list-style-type: none">how their body will change as they approach and move through puberty.about human reproduction and the human lifecycle. | Sexual Reproduction Video sequence on puberty and sex – explaining why puberty occurs. There is a clip of a naked teenage boy and a second clip of a naked teenage girl in the shower to demonstrate the physical change during puberty for boys and girls. |

| RSE Lesson Focus | Key Learning Objectives | Core Resource Materials <i>These are drawn from the BBC Active Sex and Relationship Education curriculum pack.</i> |
|---|---|---|
| | | <p>Computerised graphic of male and female genitals.</p> <p>Computerised graphic of sexual intercourse and explanation of conception. Animation of sperm surrounding an egg, conception and growth of baby.</p> <p>Video clip from a frontal view of a baby being born along with an explanation.</p> <p>Hand-drawn sequence showing a couple 'making love' with an explanation. Video clips from inside the female body of sperm finding the egg, surrounding the egg and conception..</p> <p>Animated video clips showing how a baby grows and changes in the womb.</p> |
| <p>Human reproduction and the possibility of pregnancy and paternity</p> <p>Adulthood: what is "grown up" Changing relationships</p> <p>Mixed lesson</p> | <p>Pupils will have the opportunity to learn:</p> <ul style="list-style-type: none"> to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To understand how relationships change over time. to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage. | <p>Birth</p> <p>Video clip explaining how parents of a new born baby feel about the birth of their baby.</p> |
| <p>Human reproduction and the possibility of pregnancy and paternity</p> <p>Adulthood: what is "grown up" Changing relationships</p> <p>Mixed lesson</p> | <p>Pupils will have the opportunity to learn:</p> <ul style="list-style-type: none"> how their body will change as they approach and move through puberty about human reproduction. | <p>Sexuality – Sexual Feelings</p> <p>Series of still images and narration which explains sexual feelings and making love in relationships, masturbation, contraception, and having sex because it feels nice, not just to make a baby.</p> |
| <p>Sex in loving marriage relationships</p> <p>Moral issues and core values</p> <p>Mixed lesson</p> | <p>Pupils will have the opportunity to learn:</p> <ul style="list-style-type: none"> to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability | <p>Different family patterns</p> <p>Video sequence in which teenagers talk about arguments they have had with different members of their families, where teenagers describe the emotions they faced as they went through puberty, where teenagers give advice on how to manage family life and emotions when going through puberty.</p> <p>Celebration Events – Marriage</p> |

| RSE Lesson Focus | Key Learning Objectives | Core Resource Materials <i>These are drawn from the BBC Active Sex and Relationship Education curriculum pack.</i> |
|--|---|--|
| | | No video sequence, a teacher led input on marriage celebrations and marriage vows. |
| <p>Adulthood: what is “grown up” Changing relationships</p> <p>Moral issues and core values</p> <p>Mixed lesson</p> | <p>Pupils will have the opportunity to learn:</p> <ul style="list-style-type: none"> to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability | <p>Marriage, partnerships, commitment</p> <p>Video sequence in which a young couple talk about why they chose to get married with scenes of their wedding ceremony.</p> <p>A key poem ‘Turn off the TV’</p> |
| <p>Adulthood: what is “grown up” Changing relationships</p> <p>Mixed lesson</p> | <p>Pupils will have the opportunity to learn:</p> <ul style="list-style-type: none"> to recognise and respond appropriately to a wider range of feelings in others to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. | <p>Managing feelings</p> <p>A key poem to explore feelings</p> |
| <p>Moral Issues and Core Values</p> <p>Adulthood: what is “grown up” Changing relationships</p> <p>Mixed lesson</p> | <p>Pupils will have the opportunity to learn:</p> <ul style="list-style-type: none"> to judge what kind of physical contact is acceptable and unacceptable and how to respond the concept of ‘keeping something confidential or secret’; when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language how to respond to and ask for help). | <p>No video or imagery – a class based discussion</p> |
| <p>Moral Issues and Core Values</p> <p>Mixed lesson</p> | <p>Pupils will have the opportunity to learn:</p> <ul style="list-style-type: none"> to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language how to respond to and ask for help). to recognise and manage ‘dares’ | <p>Keeping safe:</p> <ul style="list-style-type: none"> -resisting negative peer pressure -asking for help -the helping hand <p>No video – a class based discussion</p> |

| RSE Lesson Focus | Key Learning Objectives | Core Resource Materials <i>These are drawn from the BBC Active Sex and Relationship Education curriculum pack.</i> |
|------------------|---|---|
| | <ul style="list-style-type: none"> about people who are responsible for helping them stay healthy and safe and ways that they can help these people. | |

As part of the delivery of Sex Education, we will give the pupils an opportunity to ask their own questions anonymously. This is a useful activity as it can help to dispel myths, misconceptions and guide children to trusted and accurate sources of information.

We believe that these areas of learning are relevant for pupils in Year 6. Some pupils may already be experiencing puberty, whilst for others this may be a number of years away. The learning set out above should help to place a context and explain clearly what happens in puberty and the emotional issues around adolescence. We believe that delivering the programme of study above will complement your discussions with your own child around SRE as parents.

We shall hold a meeting for parents on XXXX at XXXX to enable you to come in to school to view the materials in advance of the lessons starting.

None of the above sex education curriculum is statutory and as a parent you do have a right to withdraw your child from these lessons, should you wish. If you wish to exercise this right, please write to me by email or letter by XXXXX. Children who are withdrawn will be placed in a different class in the school, with a set piece of work, for the duration of the Sex Education lesson.

A copy of the school's RSHE policy can be found in the policy section of the school's website and a hard copy can be requested from the school office.

There are many resources to support parents in discussing puberty and sex and relationships at home.

The NHS has a number of resources at: <http://www.nhs.uk/Livewell/puberty/Pages/pubertyhome.aspx>

There are also many, many books that children and parents can share together. One popular book is the Usborne Facts of Life, Growing Up (All about Adolescence, body changes and sex) by Susan Meredith. This book builds on the Usborne books on puberty and can be bought online and at bookshops.

Please speak with your child's class teacher if you have any concerns.

Many Thanks,

John Wright
Headteacher

Appendix 4 – Outcomes for Relationship Education

By the end of primary school pupils should know:

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> • 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 from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • 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 | <ul style="list-style-type: none"> • 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, 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 manage these situations and how to seek help or advice from others, if needed |
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are 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 wider society they can expect to be treated with respect by others, and that in turn they should show due 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 |

| TOPIC | PUPILS SHOULD KNOW |
|----------------------|---|
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • 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 have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • 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 is 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 or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |