



BDMAT
Birmingham Diocesan
Multi-Academy Trust



St George's
Church of England Primary School

Relationship and sex education policy

Approved by: Local Academy Board

Date: January, 2025

Next review due by: January, 2028



Contents

1.0	Aims	3
2.0	Statutory requirements.....	3
3.0	Policy development.....	3
4.0	Definition.....	4
5.0	Curriculum	4
6.0	Delivery of RSE.....	4
7.0	Use of external organisations and materials	6
8.0	Roles and responsibilities	8
9.0	Parents' right to withdraw.....	8
10.0	Training.....	9
11.0	Monitoring arrangements.....	9
	Appendix 1: Curriculum map	10
	Appendix 2: By the end of primary school pupils should know:.....	15
	Appendix 3: Parent form: withdrawal from sex education within RSE.....	18



1.0 Aims

- 1.1 The aims of relationships and sex education (RSE) 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

2.0 Statutory requirements

- 2.1 As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.
- 2.2 We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is like the National Curriculum, including requirements to teach science. This would include the elements of sex education contained in the science curriculum.
- 2.3 In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
- 2.4 We also have regard to legal duties set out in:
- Sections 406 and 407 of the Education Act 1996
 - Part 6, chapter 1 of the Equality Act 2010
 - The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- 2.5 At St George's Church of England Primary School, we teach RSE as set out in this policy.
- 2.6 As an academy, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.
- 2.7 In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

3.0 Policy development

- 3.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:



1. Review – a member of staff or working group 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 and materials shared.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4.0 Definition

- 4.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity.

5.0 Curriculum

- 5.1 Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.
- 5.3 Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6.0 Delivery of RSE

6.1 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).

At St George's Church of England Primary School, we believe that to further the aims and objectives outlined above, it is necessary to provide children with sex education lesson in addition to the lessons that are mandatory under the national curriculum for science. Our sex education programme includes one lesson in Year 6 covering conception to birth and respect and consent. This lesson builds on prior knowledge from puberty lessons in Year and Year 6.

During puberty and sex education lessons, children are split into two groups: boys and girls. We do this, so that the children feel more comfortable asking gender-specific questions. Ms Masih (Pastoral Manager) is asked to join these lessons as part of our safeguarding process.

Parents will be informed in writing before these lessons are taught so that they can notify school if they wish to withdraw their child from the specific lessons. There will also be opportunity for parents in Year 6 to view the teaching materials that will be used to teach puberty and sex education.

6.2 Relationships 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

6.3 For more information about our RSE curriculum, see Appendices 1 and 2.

6.4 These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families,

6.5 LGBT parents, families headed by grandparents, adoptive parents and 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).

6.6 We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.7 Inclusivity



6.8 We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

6.9 During lessons, it makes pupils feel:

- Safe and supported
- Able to engage with the key messages

6.10 We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

6.11 We will give careful consideration to the level of differentiation/adaptations needed dependent on a specific needs of individual children.

6.12 Use of resources

6.13 We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7.0 Use of external organisations and materials

7.1 We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality. At St George's Church of England Primary school, we use Kapow PSHE for our lessons. We will make sure that any materials used are appropriate and in line with our legal duties around political impartiality. The PSHE curriculum has been adapted to suit the needs of the school, and teachers adapt the resources to suit the individual needs of the class year on year.



7.2 The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

7.3 **We will:**

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers



7.4 We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8.0 Roles and responsibilities

8.1 The Local Academy Board

The Local Academy Board will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 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 sex education components of RSE (see section 9).

8.3 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 sex components of RSE

8.4 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

One female and one male teacher from across the school will deliver the sex education lesson with the support of the SENCO and the Pastoral Manager.

8.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9.0 Parents' right to withdraw

9.1 Parents do not have the right to withdraw their children from relationships education.

9.2 Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.



9.3 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

9.4 Alternative school work will be given to pupils who are withdrawn from sex education.

10.0 Training

10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

10.2 The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11.0 Monitoring arrangements

11.1 The delivery of RSE is monitored by SLT and PSHE subject leader through:

- Learning walks
- Pupil Consultation
- Book Looks (1 Floor book per class)
- Staff training

11.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

11.3 This policy will be reviewed annually by the SLT and PSHE subject leader. At every review, the policy will be approved by the Local Academy Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	<p>Relationships:</p> <p>To begin to understand how friendships can make us feel.</p> <p>To begin to understand that friendships can have problems, but we can overcome them.</p>	
Year 1	Spring	<p>Safety and Changing Body:</p> <p>To begin to understand the difference between acceptable and unacceptable physical contact</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn	<p>Relationships:</p> <p>To begin to understand the range of families they may encounter now and in the future.</p> <p>To recognise how others show feelings in different ways and how to respond.</p> <p>To begin to understand that some friendships might make us feel unhappy and how to deal with this.</p>	
Year 2	Spring	<p>Safety and Changing Body:</p> <p>To begin to understand the concept of privacy and the correct vocabulary for body parts</p> <p>To understand safe and unsafe touches</p>	
Year 3	Autumn	<p>Relationships</p> <p>To understand why trust is an important part of positive relationships.</p> <p>To begin to understand the differences between people and why it is important to</p>	
Year 3	Spring	<p>Safety and Changing Body:</p> <p>To begin to recognise who and what can influence our decisions.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	Relationships: To begin to understand the physical and emotional boundaries in friendships. To understand that my behaviour can have an impact on others.	
Year 4	Spring	Safety and Changing Body: To recognise that change is part of growing up To recognise the physical differences between children and adults.	
Year 5	Autumn	Relationships: To understand how to form and maintain positive relationships. To understand the concept of marriage. To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens	
Year 5	Spring	Safety and Changing Body: To understand physical changes during puberty. To understand the menstrual cycle. To understand emotional changes during puberty.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn	Relationships: To understand that respect is two-way and how we treat others is how we can expect to be treated.	
Year 6	Spring	Safety and Changing Body: To understand the changes that happen during puberty. To understand the biology of conception (parents can withdraw) To understand the development of the baby during pregnancy (parents can withdraw)	

Appendix 2: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

