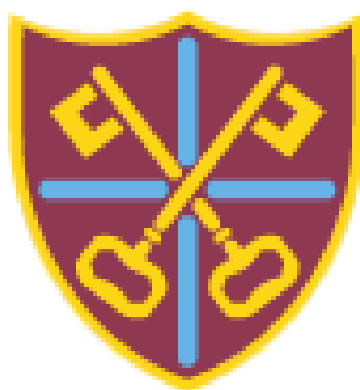


SURREY COUNTY COUNCIL  
DIOCESE OF ARUNDEL AND BRIGHTON

## **St. Peter's Catholic Primary School**



### **Relationships and Sex Education Policy (from 2020)**

#### **Mission Statement**

**St Peter's – building firm foundations for life**

**We care for others**

**We achieve our best**

**We grow in faith**

Approved:

Autumn 2023

Children & Learning

Next Review:

Autumn 2024

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## 1. Aims

Here at St. Peter's, Relationship and Sex Education (RSE) - is an integral part of our curriculum. The aims 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. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#)

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At St. Peter's, we teach RSE as set out in this policy.

### **3. Policy development**

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

- a. Review – an RSE ‘working group’ pulled together all relevant information including relevant national and local guidance.
- b. SLT, governor and staff consultation – all were given the opportunity to look at the curriculum map and policy - and make recommendations.
- c. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the curriculum map and policy - and make recommendations.
- d. Ratification – once amendments were made, the policy was shared with governors and ratified.

### **4. Definition**

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. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

It is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes. At St. Peter’s, RSE is delivered via discrete sessions, as well as through elements of the National Curriculum.

### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it, as and when necessary.

We have developed the curriculum in consultation with SLT, governors, staff and parents, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.

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. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) curriculum. ‘A Journey in Love’ is a developmental RSE programme for children in the primary years, which is supported by the Bishops’ Conference and is in accordance with the teaching of the Catholic Church. In each year group, overriding knowledge, understanding and skills, are developed - within the following areas: Physical, Social,

Emotional, Intellectual and Spiritual. Biological aspects of RSE are taught within the science curriculum.

Other aspects are included in religious education (RE). 'Come and See' is a Catholic Primary Religious Education programme for Foundation and Key Stages 1 and 2 that fulfils the RE National Curriculum content. Also, 'British Values' - either discrete sessions or via elements of the National Curriculum - are taught in accordance with our British Values Policy. This satisfies the requirements of the 2010 Equality Act and includes materials from a range of sources. In addition, the Computing and PE curriculum, as well as 'other' in-school initiatives (See appendix 1) cover aspects of RSE.

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

Schools retain the freedom to determine an age-appropriate, developmental curriculum, which meets the needs of young people. Where appropriate, this may require a differentiated curriculum i.e. schools have specific duties to increase the extent to which pupils can participate in the curriculum, such as SEN children. Flexibility is important as it allows schools to respond to local public health and community issues, as well as meet the needs of their community and adapt materials and programmes to meet the needs of pupils (for example, in teaching about local prevalence or impact of recent COVID-19 cases).

In addition to the science curriculum, in Year 6, reproduction in humans is taught as part of the 'animals including humans' topic.

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

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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **7.2 The Headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff 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.

All teaching staff are responsible for the delivery of RSE at St. Peter's.

## 7.4 Pupils

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

## 8. Parents' right to withdraw

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

Parents **have the right to withdraw their children from some or all** of the non-statutory components of sex education within RSE.

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

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

## 9. Training

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

The headteacher 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 – as necessary and appropriate.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Kelly (RSHE Lead team) as well as the RSE 'working group', through: learning walks, staff training etc.

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

This policy will be reviewed by Mrs Kelly (RSHE lead), as well as the RSE 'working group', annually.

At every review, the policy will be approved by the governing board and the headteacher.

## Appendix 1: Relationships and Sex Education Curriculum Map

RESOURCES	YEAR GROUPS			
<p><b>A Journey In Love</b></p> <p><i>Discrete sessions. This is a developmental RSE programme for children in the primary years. 'A Journey in Love' is supported by the Bishops' Conference and is in accordance with the teaching of the Catholic church.</i></p> <p><i>In each year group, overriding knowledge, understanding and skills, are developed - within the following areas:</i></p> <p>Physical Social Emotional Intellectual Spiritual</p>	<p><b>Year R</b></p> <p>Children know and understand that God has made them unique and that although we are all different we are all special to him.</p> <p>Skills - listening, observing, relating, speaking, respecting, reflecting, praying, and understanding.</p> <p>Making relationships Managing feelings and behaviour Health and self-care Understanding People and communities</p>	<p><b>Year 1</b></p> <p>Children know and understand that they are growing and developing as members of their own family and God's family.</p> <p>Skills - listening, observing, relating, speaking, respecting, reflecting, praying, and understanding.</p>	<p><b>Year 2</b></p> <p>Children know and understand that they are growing and developing in a God-given community.</p> <p>Skills - listening, observing, relating, speaking, respecting, reflecting, praying, and understanding.</p>	
	<p><b>Year 3</b></p> <p>Children know and understand the virtues essential to friendship e.g. loyalty, responsibility... and experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness.</p> <p>Skills - listening, observing, relating, speaking, respecting,</p>	<p><b>Year 4</b></p> <p>Children know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change.</p> <p>Skills – sensitivity and respect.</p>	<p><b>Year 5</b></p> <p>Children know and become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc. They grow further in their understanding of God's presence in their daily lives.</p> <p>Skills - categorising, observing, classifying, listening, questioning, relating, speaking, respecting, reflecting, thinking, identifying, accepting, empathising, understanding,</p>	<p><b>Year 6</b></p> <p>Children develop, in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.</p> <p>Skills - categorising, observing, classifying, listening, questioning, relating, speaking, respecting, reflecting, thinking, identifying,</p>

	reflecting, praying, and understanding.		communicating, presenting, evaluating and researching.	accepting, empathising, understanding, communicating, presenting, evaluating and researching.
<p><b>'Come and See'</b></p> <p><i>A Catholic Primary Religious Education programme for Foundation and Key Stages 1 and 2 – fulfils the Religious Education National curriculum content.</i></p> <p><i>*Key aspects – as linked to RSHE - are listed, along with all the overriding topics.</i></p> <p><b>From the Early Years Foundation Stage Framework.</b></p>	<p><b>Year R</b></p> <p>*Baptism: an invitation to belong to God's family.</p> <p>Topics: Myself, Welcome, Birthday, Celebrating, Gathering, Growing, Good News, Friends, Our World, Judaism, Islam.</p> <p><b>Understanding People and communities</b></p>	<p><b>Year 1</b></p> <p>*Family: God's love and care for every family</p> <p>*Baptism: an invitation to belong to God's family</p> <p>*Universal Church: Neighbours share God's world</p> <p>Topics: Families, Belonging, Waiting, Special People, Meals, Change, Holidays and Holy Days, Being Sorry, Neighbours, Judaism, Islam.</p>	<p><b>Year 2</b></p> <p>*Baptism: An invitation to belong to God's family</p> <p>*Community: Different people in our parish family</p> <p>Topics: Beginnings, Signs and Symbols, Preparations, Books, Thanksgiving, Opportunities, Spread the Word, Rules, Treasures, Judaism, Islam.</p>	
	<p><b>Year 3</b></p> <p>*Family: God's dream for every family.</p> <p>*Reconciliation: Building Bridges. The importance of the examination of conscience.</p> <p>Topics: Homes, Promises, Visitors, Journeys, Listening and Sharing, Giving All, Energy, Choices, Special Places, Judaism, Islam.</p>	<p><b>Year 4</b></p> <p>*Family: The family of God in scripture</p> <p>*Loving: God's gift of love and friendship in Jesus</p> <p>*Giving &amp; receiving: Living in communion with others</p> <p>*Giving: Celebrating growth to new life</p> <p>*Serving: To hear and live the message of Easter</p> <p>*Building Bridges: Admitting wrong and building bridges</p> <p>Topics: People, Called, Gift, Community, Giving &amp; Receiving, Self-discipline, New life, Building Bridges, God's People, Judaism, Islam.</p>	<p><b>Year 5</b></p> <p>*Baptism/Confirmation: Marriage commitment and service</p> <p>Topics: Ourselves, Life Choices, Hope, Mission, Memorial sacrifice, Sacrifice, Transformation, Freedom and Responsibility, Stewardship, Judaism, Islam.</p>	<p><b>Year 6</b></p> <p>*Giving &amp; receiving: Eucharist enables people to live in communion</p> <p>*New life: The Holy Spirit enables people to become witnesses</p> <p>Topics: Loving, Vocation and Commitment, Expectations, Sources, Unity, Death and New life, Witnesses, Healing, Common Good, Judaism, Islam.</p>

<p><b>British Values</b></p> <p><i>Delivered through discrete sessions and through elements of the National Curriculum. Taught in accordance with our British Values Policy. Satisfies the requirements of the 2010 Equality Act. Includes materials from a range of sources.</i></p> <p><b>From the Early Years Foundation Stage Framework.</b></p>	<p><b>Year R</b></p> <p>Around the World Topic: Children explore diverse ethnic, cultural and religious backgrounds, emphasising that all should be valued and celebrated equally.</p> <p>Managing feelings and behaviour Making relationships Understanding People and communities</p>	<p><b>Year 1</b></p> <p>That different types of families can include parents of the same gender. This may be approached through the sharing of stories with different types of families in or through images which show different types of families.</p>	<p><b>Year 2</b></p> <p>No specific content for this year group</p> <p>Driven via a combination of PSHE and RE and similar content to EYFS/Y1.</p>	
	<p><b>Year 3</b></p> <p>No specific content for this year group</p>	<p><b>Year 4</b></p> <p>Organise a visit from a pregnant or recently- delivered woman to talk about the physical, emotional and practical issues surrounding pregnancy, e.g. seating on public transport, nausea. Ask children to think about ways in which we can be considerate to the needs of pregnant women.</p> <p>Explain that it is unlawful to treat a woman differently e.g. at work because she is pregnant.</p>	<p><b>Year 5</b></p> <p>Understand what is meant by the terms to describe people, for example:</p> <p>A person's <b>sex</b> (biological and physical anatomy) is male or female. A person's <b>gender</b> ( behaviours, roles, societal norms) can be masculine or feminine</p> <p>Discuss 'gender norms' and whether it is appropriate that some behaviours or roles are considered 'masculine' or 'feminine' in wider society e.g. girls are no good at sport, can a man can be just as good at looking after a baby?</p> <p>Understand that some people who have been born as male or female can identify/ feel as if they are of a different gender and may wish to express that by living as (or becoming) a person of the opposite sex.</p>	<p><b>Year 6</b></p> <p>Exploring attitudes and values - what do we think? E.g. - Girls should not play with cars - It is OK for a girl to ask a boy out - Women should do most of the housework - If people are homosexual that is their business - Only men should be allowed to be fire-fighters - Two men can love each other - Two women can love each other - Girls grow up quicker than boys - It is OK for men to wear make-up - All women want to have children</p> <p>Understanding terms that define sexuality and types of relationships, such as: celibate; heterosexual; homosexual; bisexual; gay; lesbian; monogamy; Civil Partnership;</p>



			The term used to describe this is transgender.	marriage; affair.  Explore some of the issues and pressures related to becoming a young adult through imagined scenarios/ role play.
<b>Science</b>  <i>From the Science National Curriculum.</i>  <b>From the Early Years Foundation Stage Framework.</b>	<b>Year R</b>  <b>Understanding the world</b>	<b>Year 1</b>  Animals, including humans: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Year 2</b>  <b>Animals, including humans:</b> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	
	<b>Year 3</b>  No specific content for this year group.	<b>Year 4</b>  No specific content for this year group.	<b>Year 5</b>  Living things and their habitats: Describe the life process of reproduction in some plants and animals.  Animals, including humans: Describe the changes as humans develop to old age.	<b>Year 6</b>  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
<b>Computing</b>  <i>From the Computing National Curriculum.</i>  <b>From the Early Years Foundation Stage Framework.</b>	<b>Year R, Year 1 and Year 2</b>  <b>Technology:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.  Children can: <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school.</li> <li>Use technology safely and respectfully, keeping personal information private</li> <li>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>			

	<p><b>Year 3, Year 4, Year 5 and Year 6</b></p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly.</li> <li>• Recognise acceptable/unacceptable behaviour.</li> <li>• Identify a range of ways to report concerns about content and contact.</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>
<p><b>PE</b></p> <p><i>From the Physical Education National Curriculum.</i></p> <p><i>From the Early Years Foundation Stage Framework.</i></p>	<p><b>Year R, Year 1 and Year 2</b></p> <p>Physical Development: Moving and Handling and Health and Self-care. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>
	<p><b>Year 3, Year 4, Year 5 and Year 6</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

	<p>Swimming and water safety. All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul>
Other	<p><b>Whole school (on-going):</b></p> <ul style="list-style-type: none"> <li>• <b>Values-based assemblies</b>, SEAL, British Values and NSPCC content i.e PANTOSAURUS.</li> <li>• <b>Other assemblies</b>, i.e. hymn practise, collective worships.</li> <li>• <b>ELSA sessions</b>, providing social and emotional support and development <a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a></li> <li>• <b>Anti-bullying week</b>, including visiting drama group 'be as one' and school charter.</li> <li>• <b>Forest school</b>, training via Surrey Wildlife Trust.</li> <li>• <b>Buddy bench</b>, located in the whole school playground.</li> <li>• <b>Online safety week</b>, via Discovery Education, 'Safer Internet' and Childnet.</li> <li>• <b>Now Press Play</b>, including Bullying, Online Safety and Mental Health resources.</li> <li>• <b>After school clubs</b>, including science, sport and arts based activities, as well as junior first aider (amongst others).</li> <li>• <b>Worry boxes and monsters</b>, placed in-class and central (SENCO office).</li> <li>• <b>School trips</b>, including residential stays for Y4, 5 and 6.</li> <li>• <b>Daily mile</b>, Y1-Y6</li> <li>• <b>Golden boot challenge</b>, KS1 and KS2</li> <li>• <b>Business Enterprise</b>, Y6.</li> <li>• <b>Buddy system</b>, YR and Y6 - together.</li> <li>• <b>Sports day</b>, YR to Y6.</li> <li>• <b>Communications to parents i.e.</b> school newsletter, YR round up, home learning, Facebook page.</li> <li>• <b>School pets</b>, chickens, guinea pigs (YR) and TBC - Winnie (Educational Assistance Dog - in training) and rabbits (YR).</li> <li>• <b>Events</b>, via FOSP (charity and fundraising) or other focus i.e. Grandparents Days, visiting authors.</li> <li>• <b>Prayer room</b>, children able to access during lunch hour.</li> <li>• <b>Curriculum focus weeks/days</b>, science, world book day, charity mufti events.</li> <li>• <b>Student 'voice' committees</b>, school council, science reps, St. Peter's pal (RE).</li> <li>• <b>Josh Evans</b>, football coaching – delivered to Y1 and Y2 (weekly).</li> <li>• <b>Staff training</b>, INSETS and staff meetings - including annual safeguarding, Well-being (for staff Jan 2020).</li> <li>• <b>School policies</b>, including anti-bullying, behaviour management, equality, SEND and e-safety (amongst others) made readily available on the school's website <a href="http://www.stpeters-leatherhead.co.uk/page/?title=School+Policies&amp;pid=16">http://www.stpeters-leatherhead.co.uk/page/?title=School+Policies&amp;pid=16</a></li> </ul> <p><b>Whole school (periodic):</b></p> <ul style="list-style-type: none"> <li>• <b>Dementia Friends</b>, via Alzheimer's UK (2019/2020).</li> <li>• <b>Hand hygiene workshops</b>, via Unilever (2019/2020).</li> <li>• <b>Cookery workshops</b>, via Abel &amp; Cole (2019/2020).</li> <li>• <b>Health eating week</b>, via British Nutrition Foundation's (2019/2020) - postponed until 2020/2021.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Feel good week</b>, via Healthy Surrey (2019/2020) – postponed until 2020/2021.</li> <li>• <b>NHS focus week</b>, via nhs.org online resources and including ‘thank you NHS’ competition (2019/2020).</li> <li>• <b>Big Pedal Initiative</b>, via Sustrans (2018/2019) – 2019/2020 postponed.</li> <li>• <b>Healthy Habits Challenge</b>, via SLT (HH 2020/2021).</li> <li>• <b>Rock Steady</b> (External provider 2019/2020).</li> </ul> <p><b>Class based:</b></p> <ul style="list-style-type: none"> <li>• Class rules and charters, cooking areas, snack shack areas, water fountains, emotional registers, feelings charts, mindfulness sessions (i.e. meditation and yoga), show and tells, class liturgies, PSHE-based circle time, games and story times.</li> </ul> <p><b>Additional in-school resources:</b></p> <ul style="list-style-type: none"> <li>• <b>RNLI</b> - water safety <a href="https://rnli.org/youth-education/education-resources">https://rnli.org/youth-education/education-resources</a></li> <li>• <b>Jigsaw</b> - PSHE / health and well-being <a href="https://www.jigsawpshe.com/">https://www.jigsawpshe.com/</a></li> <li>• <b>Discovery Education</b> - health and relationships <a href="https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-espresso">https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-espresso</a></li> <li>• <b>PSHE Association</b> - <a href="https://www.pshe-association.org.uk/">https://www.pshe-association.org.uk/</a></li> <li>• <b>NSPCC</b> - <a href="https://www.nspcc.org.uk/">https://www.nspcc.org.uk/</a></li> <li>• <b>Now Press Play</b> - <a href="http://nowpressplay.co.uk/">http://nowpressplay.co.uk/</a></li> </ul>
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## Appendix 2: 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

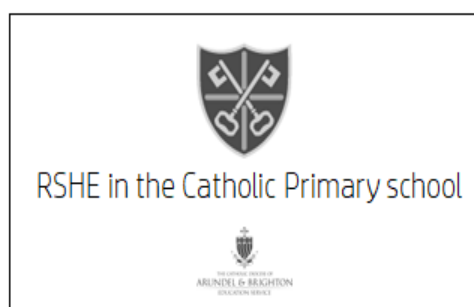
TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### 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			

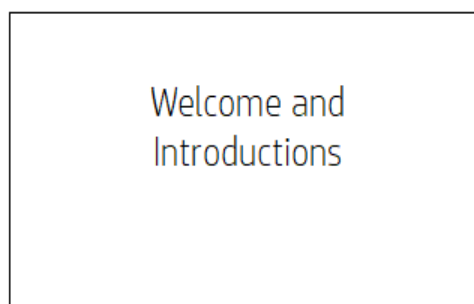
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i>

## Appendix 4: Parent consultation presentation – delivered 01.10.20



Content of today's session...

- What is RSE / RSHE?
- RSE at St. Peter's
- Supporting all pupils
- Working with external agencies
- Statutory guidance
- Sex Education in primary schools
- Forming partnerships



What is RSE?

- Relationships & Sex Education
- Health Education has now been added so you will see the acronym **RSHE** also being used
- Programmes that support the teaching & learning of RSHE in the Diocese of Arundel & Brighton
  - A Journey in Love
  - See curriculum map

RSE at St. Peter's

Our role is to support you in the education of your child and not to replace you.

*"We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education".*

Ofsted, 2011. In: Review of the National Curriculum Framework for Relationships and Sex Education. The National Curriculum Framework for Relationships and Sex Education. Department for Education, 2011. Available at: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/201111/national-curriculum-framework-for-relationships-and-sex-education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/201111/national-curriculum-framework-for-relationships-and-sex-education.pdf)

RSE at St. Peter's

Right to withdraw

- Parents/carers have the right to withdraw their children from **elements** of Sex Education that are not in line with the National Curriculum for Science.
- They may **not** withdraw their children from any elements of Relationships Education and Health Education.

RSE at St. Peter's

- RSE will naturally overlap with PSHE, RE & Science.
- In ALL schools teaching MUST reflect the law including the Equality Act 2010.
- Schools with a religious character are able to teach their distinctive faith perspective on relationships.
- The religious/other backgrounds of all pupils will be taken into account when planning lessons.

Supporting all pupils

- We will ensure that RSE & Health Education is accessible for all pupils including those with Special Educational Needs &/or Disability - SEND.
- We will ensure that all pupils understand the importance of equality and respect and comply with the relevant provisions of the Equality Act 2010.
- We will work in partnership with the family, school and the Church.



<h3>Working with external agencies</h3>	<ul style="list-style-type: none"> <li>• We will ensure any outside visitor is familiar with our school ethos and RSE Policy.</li> <li>• We will ensure all visitor credentials are fully checked.</li> <li>• We will always see materials and lesson plans in advance and ensure they are age-appropriate and accessible to all pupils.</li> <li>• We will ensure that any delivery from an outside visitor will enhance our planned programme.</li> </ul>
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<h3>Sex Education in Primary Schools</h3>	<ul style="list-style-type: none"> <li>• The focus for all primary schools is Relationships Education.</li> <li>• Puberty is now included in Health Education.</li> <li>• Sex Education beyond that stated in the National Curriculum for Science is <b>NOT COMPULSORY</b>.</li> </ul> <p>HOWEVER – DfE guidance states ...</p> <p><u>Statutory Guidance</u></p> <p><i>"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement."</i></p>
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<h3>Statutory Requirements by the end of Primary School for Relationships Education</h3> <p><b><u>COMPULSORY</u></b></p>	<p>All Pupils should know about:</p> <ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul> <p><u>Statutory Guidance</u></p> <p><small>The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021. (Covid-19 related postponement)</small></p>
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<h3>WORKING IN PARTNERSHIP</h3>
<p>Requirements:</p> <ul style="list-style-type: none"> <li>• Schools will be required to have a policy; published on the school website. The policy must show how they intend to approach the subject, how they are teaching and the resources they are using and how they will monitor impact.</li> <li>• Schools are now required to consult on their Relationships &amp; Sex Education Policy.</li> <li>• From Sept 2020 schools are also required to teach Health Education BUT they are not required to have a separate policy for this; but may do if they wish.</li> </ul>

<h3>WORKING IN PARTNERSHIP</h3>
<p>We will support you:</p> <ul style="list-style-type: none"> <li>• In how to talk to your children about Relationships and Sex Education.</li> <li>• By signposting you to age-appropriate resources that can be used at home.</li> <li>• By offering links to what is being taught in school in other areas of the curriculum.</li> </ul>

<h3>Forming partnerships...</h3> <p>What we will ask of you.</p>	<ul style="list-style-type: none"> <li>• Consultation and feedback when revising or creating policies related to RSE.</li> <li>• Consultation and feedback on the RSE curriculum:             <ul style="list-style-type: none"> <li>• When/how it is being taught.</li> <li>• What resources are used to support teaching and learning.</li> <li>• Links with outside agencies/resources.</li> <li>• <b>How – what might the consultation and partnership look like?</b></li> <li>• Current – provide policy and curriculum map for consultation. Collect feedback on this and today's meeting, via Google form.</li> <li>• Future/on-going – working groups, consultation evenings, face to face, written etc...</li> </ul> </li> </ul>
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<h3>Forming partnerships...</h3> <p>We are committed to.</p>	<ul style="list-style-type: none"> <li>• Building strong partnerships with our parents/carers.</li> <li>• Parents/carers understanding what is being taught, when and how.</li> <li>• Helping parents/carers to support their child's learning at home.</li> <li>• Developing a shared set of values between school and parents/carers.</li> <li>• Dispelling myths around the teaching of RSE and Health Education - RSE.</li> </ul>
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<h3>Forming partnerships...</h3> <p>What we will do with the feedback.</p>	<ul style="list-style-type: none"> <li>• Listen</li> <li>• Reassure</li> <li>• Discuss</li> </ul>
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N.B. A copy of the above presentation and the (draft) policy, was provided to all parents in attendance at the consultation meeting, as well as via the school's weekly newsletter/website.

Opportunity given to ALL to feed back, including via Google Form. No comments or feedback to action.