



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Relationships and Sex Education (RSE) Policy

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Relationships and Sex Education (RSE)

Aspects of RSE are taught as an integral part of the school's PSHE provision throughout the school from (Reception to Year 6). In this way, children are able to develop their ideas, knowledge, skills and attitudes gradually and appropriately.

Statement of Aims for RSE

RSE contributes to the foundation of PSHE by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Recognise and understand what a healthy relationship is;
- Are able to name parts of their body and describe how their bodies work;
- Are prepared for puberty by RSE being delivered before the onset of puberty;
- Can protect themselves and ask for help and support;
- Understand the pressures and outside influences that may influence their behaviour and develop skills in dealing with these;
- Understand the diversity of relationships that exist in society, promoting equality and respect.

RSE will

- Provide information which is easy to understand and relevant and appropriate to the age and maturity of the children;
- Include the development of communication and social skills;

- Encourage the exploration and clarification of values and development of positive attitudes

Statement of Values for RSE

RSE will reflect the values of the PSHE programme. RSE will be taught in the **context of relationships**. In addition, RSE will promote a child's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Legal Requirements of RSE

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Following guidance, we as a school continue to advocate that our pupils should have a sex education programme tailored to their age and the physical and emotional maturity. We ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, we will consult parents before the end of Year 5 about the detailed content of what will be taught. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

We allow parents the right to withdraw their children from RSE , on the receipt of a written request.

Partnerships

(a) With Parents

The school acknowledges the role of parents as educators and aims through the RSE programme, to support them in this role. Parents are informed of the school's RSE programme via the school prospectus, website and Curriculum Overviews. They are advised of their right to withdraw their children from RSE where requested. Any parents making this request are invited to school to discuss their concerns and to view teaching materials and resources.

(b) With Pupils

Via School Council, Pupil Voice and Circle Time, we actively foster the right of the child to be heard and their views to be respected. In the context of RSE, questions are discussed sensitively in a safe environment with familiar and trusted staff, who answer their questions factually, whilst being mindful of safeguarding.

RSE Programme

RSE will be delivered in line with the DFE guidelines which states that they are clear on the themes and issues which schools need to cover and that they should be delivered in an age-appropriate way.

The new guidance continues to state that:

Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. They will likely focus on:

- **different types of relationships**, including friendships, family relationships and dealing with strangers.
- how to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- how relationships may **affect health and wellbeing, including mental health**.
- healthy relationships and **safety online**.

RSE teaching at St. George's CE Primary School is delivered using a variety of methods. These include discrete curriculum time, (including Circle Time) and cross-curricular work. The content of the RSE programme will follow the national, statutory guidelines and advice from the Stockport advisory team.