



## St Martin's C of E Primary and Nursery School

### RELATIONSHIP AND SEX POLICY

#### INTENT

At St. Martin's CE Primary & Nursery School we believe that Personal Social and Health Education (PSHE) and Citizenship education help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Relationship and Sex Education is an integral part of PSHE. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

#### Definition

Relationships and Sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

At St Martins, Relationship and Sex Education

- teaches pupils to value all loving and caring relationships
- provides a secure, sensitive and caring framework where learning and sensitive discussions can take place
- fosters self worth and awareness, together with a sense of moral responsibility.
- prepares pupils for puberty, and gives them an understanding of sexual development and the importance of health and hygiene
- creates a positive culture around issues of sexuality and relationships
- teaches pupils the correct vocabulary to describe themselves and their bodies
- helps pupils to acquire and practise important life skills such as critical thinking, decision making, communication and assertiveness.
- ensures that sex education is available to all pupils regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities, and in line with the statutory requirements as detailed below.

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. We follow the guidance provided by the Secretary of State [Relationships education, relationships and sex education \(RSE\) and health education](#)

## **Governors' Statement on Sex and Relationship Education.**

Relationship and Sex Education is an integral part of our Personal Social and Health Education programme, an area which is considered important throughout our school. We believe that Relationship and Sex Education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has and will continue to be made to inform and involve parents.

The school's programme of Relationship and Sex Education will be embedded within the school's PSHE curriculum and will help children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Science Curriculum. Requests for withdrawal should be put in writing addressed to the headteacher (alternative work will be given to children withdrawn from sex education.) The Relationship aspect of the Relationship and Sex Education is statutory, and we believe is vital to support our young children to grow up as resilient individuals in our modern world.

## **IMPLEMENTATION**

Relationship and Sex Education teaching will be delivered via three areas of the curriculum. This policy should be read in conjunction with the school's Equality & Cohesion policy which states how the school may promote equal opportunities throughout the curriculum.

### **1. Through National Curriculum Science where they are required to learn**

#### Key Stage 1

- That animals including humans, move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can produce offspring and these grow into adults.
- To recognise the similarities between themselves and others and treat others with sensitivity

#### Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle

### **2. Through our Personal, Social and Health Education (PSHE) and Citizenship programme.**

The school has purchased SCARF materials to support the PSHE curriculum across the school because their principles closely align with our principles outlined in Living and Learning at St Martins.

**SCARF: Safety, Caring, Achievement, Resilience, Friendship**

'Being the best we can be for ourselves, each other and God's World'

Jesus said 'I have come that you may have life, life in all its fullness' John 10:10

'Developed by teachers and centred on a values-based and 'Growth Mindset' approach, SCARF's online resources support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement.'  
<https://www.coramlifeeducation.org.uk/scarf/>

SCARF are also able to provide workshops run by their specialist teachers. These are available in **Reception, Year 1, 3 and 5** and support staff with delivering the content of the curriculum, providing valuable continued professional development for our teachers and support staff.

### Core Principles

- Discussion will be encouraged at all times.
- Ground rules for discussion excluding personal questioning of staff or pupils will be established.
- We shall attempt to deal with questions in a sensitive, open, frank and matter of fact way.
- We will build the child's resilience and knowledge so that they are able to say 'no'.
- Questions about sexually transmitted diseases and contraception will be answered if raised.
- Difficult or explicit questions do not have to be answered directly. Teachers will use their own discretion in these situations.
- **Most groups will be mixed gender but if felt more appropriate, single sex groups may be formed.**

### **3. Through our Computing Curriculum**

The Digital Literacy strand of the Computing curriculum ensures children understand the importance of keeping themselves safe when working on the Internet. This includes the importance of not sharing passwords, being aware of public nature of posts and maintaining respectful relationships on and offline.

### **Assessment, Reporting and Recording**

The SCARF resources provide ongoing assessment opportunities, and as a spiral curriculum, enables topics to be revisited. **This is assessed termly by class teachers and monitored by subject leaders.**

### **Governing Board**

The Governing Board is responsible for PSHE and Citizenship which includes RSE. They will review the RSE policy and hold the headteacher to account for its implementation.

### **Monitoring and Evaluation**

The Leadership Team will monitor coverage and the effectiveness of this policy within the framework of the school monitoring timetable.

'Being the best we can be for ourselves, each other and God's World'

## **IMPACT**

Children at St. Martin's will develop confidence in themselves - and will have the ability to appreciate the world when standing in others' shoes. They will understand how to keep themselves and others safe. Children will develop the resilience to live, work and grow successfully and sustainably alongside others. In line with our vision statement, the impact of our RSE teaching will be that children at St Martin's will be able to 'live life in all its fullness' John 10:10

## **POLICY REVIEW**

<b>Policy Review Term:</b>	<b>Two years</b>
<b>Lead member of staff responsible for review:</b>	<b>Headteacher</b>
<b>Lead Governor responsible for review:</b>	<b>Lead for Data &amp; Curriculum</b>
<b>Date policy first adopted:</b>	<b>June 2012</b>
<b>Dates of policy review:</b>	<b>March 2014</b>
	<b>March 2016 (reference to FGM added),</b>
	<b>26<sup>th</sup> February 2018 (resources updated, wording re building self-resilience added)</b>
	<b>17<sup>th</sup> June 2020 – amended to reflect new curriculum.</b>
	<b>7<sup>th</sup> March 2022 – no changes</b>
	<b>29<sup>th</sup> February 2024 – amended to reflect arrangements for workshops and groups.</b>
<b>Dates policy amended between reviews:</b>	<b>June 2013, September 2014</b>