

RSE Policy

St Mary Magdalene CofE Primary School



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Written by:	Aisha Seale/Anna Harding	

St Mary Magdalene CE Primary School Relationship and Sex Education Policy

As a Church of England School, we recognise that each person is valuable, precious and **unique** before God. Our school is a community based on **trust, honesty and love**. We aim to live in **peace** with each other and to **forgive** those who have wronged us, as taught and demonstrated in the life of Jesus. We seek to foster in our members **wonder** in discovery, **thankfulness** for what we have, **compassion** for others and **hope** for the future. We therefore strive to ensure that our delivery of the curriculum meets the needs of each individual and helps foster an environment where the motivation for all to achieve and reach their full potential is at the core of our commitment.

Vision Statement

Building on a foundation of Core Christian Values, we inspire and equip our children to acquire confidence, encouraging a thirst for lifelong learning.

'I can do all things through Christ who strengthens me,' Philippians 4: 13.

Rationale and ethos

At St. Mary Magdalene CE Primary School, our curriculum underpins the ethos of both the school mission and vision statement. We aim to enable our children to become independent, confident, healthy and responsible members of society in line with the National Curriculum as well as promoting Spiritual, Moral, Social and Cultural Education (SMSC) developing the "whole child" intellectually, morally, socially and spiritually.

This policy covers our school's approach to teaching Relationship and Sex Education (RSE) to:

- set out an agreed approach to RSE in the curriculum
- outline the intended outcomes through the objectives of RSE
- provide clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- inform parents and carers about the RSE curriculum content and the values the school is promoting

This policy has been developed through a consultation process, which included the governing body, school staff, parents and the Southwark Diocesan Board of Education. The policy is informed by the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (02/2019).

We believe RSE is important for our pupils to support children on their journey through childhood to adolescence. We ensure RSE is inclusive and meets the needs of all our pupils by providing accurate and unbiased information to enable children to cope with real-life situations. The term 'relationship' is used with the children rather than sex education to indicate that our approach goes beyond the provision of biological information but also focuses on clarifying attitudes, values and developing self-esteem and the skills to manage relationships.

Roles and responsibilities

RSE forms part of the Personal, Social, Health and Economic (PSHE) curriculum in our school. The PSHE subject leader with the support of the PSHE lead governor and Senior Leadership Team leads the RSE curriculum. Class teachers, supported by expert visitors where necessary, teach PSHE lessons weekly. Teaching staff will receive RSE training on the delivery of the RSE curriculum through dedicated staff

meetings, led by the PSHE subject leader. As a school, we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

Legislation (statutory regulations and guidance)

From September 2020, RSE (Relationships and Sex Education) and Health Education are statutory. In primary schools, Relationships Education and Health Education are compulsory, but Sex Education is at the schools discretion (except where it is covered in the Science curriculum which is also compulsory). However, the Department for Education strongly recommend that every school provides age appropriate Sex Education for its pupils.

"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, make Relationships Education compulsory for all pupils receiving primary education.

DfE Guidance 2019 p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

DfE Guidance 2019 p.4

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. **See Appendix 1**

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

Curriculum

At St. Mary Magdalene CE Primary School, our curriculum is underpinned by the ethos of both the school mission and vision statement. Our curriculum is set out as per Appendix 1. We aim for our curriculum to provide every child with the confidence and ability to develop their skills and understanding to become independent, confident, healthy and responsible members of society in line with the National Curriculum as well as promoting Spiritual, Moral, Social and Cultural Education (SMSC) developing the “whole child” intellectually, morally, socially and spiritually.

Relationships and Sex Education is lifelong learning 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. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Young people’s entitlement to Relationships and Sex Education is enshrined in the terms of the Education Act (1996). The relationships element of Relationships and Sex Education is compulsory in primary schools. The sex element of Relationships and Sex Education is not compulsory in primary schools; therefore parents have the right to withdraw their child from this element.

Relationships Education will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’. Teaching children about puberty is now a statutory requirement, which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand.

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The Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex education should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”* (Page 34)

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships

- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, interactive CD ROMS, the Internet and visits by theatre groups.
- The school works closely with the school nurse who may be invited in to lead sessions or answer questions. Since Relationship and Sex Education incorporates the development of self-esteem and relationships, pupils’ learning does not just take place through the taught curriculum but through all aspects of schools life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The role of the parent

The school is well aware that the primary role in children's Relationship and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

- Inform parents/carers about the school's Relationship and Sex Education policy and practice.
- Answer any questions that parents may have about the Relationship and Sex Education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship and Sex Education in the school
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents' Rights to Withdraw Their Child

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the **non - statutory** elements of the school's RSE programme

As Relationships Education, Health Education and Science are compulsory aspects of the National Curriculum, parents are unable to withdraw their child from these lessons. Please note that puberty is now taught as a statutory requirement of Health Education and is covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit).

However, as Sex Education is at the schools discretion, parents have the right to withdraw their child from this element. This refers to two lessons in Year 6 which focus on sexual intercourse and birth.

Prior to teaching the RSE programme each year, a letter will be sent to parents giving details of the content of the lessons.

If a parent wishes to withdraw their child, they need to have a discussion with the Head Teacher so she can be made aware of the reasons and this will need to be followed up in writing so that the school can provide alternative arrangements.

Equalities

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. At St Mary Magdalene School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. In line with the Equality Act 2010, the school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

Our approach to RSE will be conducted within a clear morals and values framework based of the following principles:

- The value of stable and loving relationships.

- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

Policy Review

The Education Committee of the governing body monitors this policy every 2 years. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Education Committee considers any comments from parents about the RSE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Appendix 1

RSE Overview – Using Jigsaw Scheme

Year 1

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK	Jigsaw Jack, Find your pair cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: A New Day, Teacher's photos, series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher to source), Life cycle cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jamie Cat
Can express how they feel when change happens	2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Life cycle cards, Paper for concertina booklets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jamie Cat
Understand and respect the changes that they see in themselves	3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'A New Day', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children in a box, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jamie Cat
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Male/female animal PowerPoint, PE hoops or flipchart paper, Body parts cards, PowerPoint of body parts, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jamie Cat
Know who to ask for help if they are worried about change	5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things	Jigsaw Song: 'A New Day', Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Picture cards, Flower shape and petals for flipchart, Flower templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jamie Cat
Are looking forward to change	6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes	Jigsaw Chime, 'Calm Me' script, Story and PowerPoint: 'All change for Jack', Jigsaw Jack, Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc., Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jamie Cat

Year 2

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this	Find your pair cards, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, PowerPoint slides of seasonal changes, PowerPoint of lifecycle images, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jamie Cat
Can express how they feel when change happens	2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, PowerPoint - young to old, Photos from home, Gard leaf templates A4 size - one per child, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jamie Cat
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up (see below for details), Timeline template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jamie Cat
Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Body parts cards (2 sets so you have duplicates of some cards), A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Flip chart, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jamie Cat
Know who to ask for help if they are worried about change	5. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy), Poem: 'What about you?', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jamie Cat
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Card leaf templates on A4, PowerPoint slide of leaf moodle instructions, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jamie Cat

Year 3

Pieces	PSHE learning intention
1. How Babies Grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
2. Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow
3. Inside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process

Year 4

1. Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
2. Body Changes	I can correctly label the internal and external parts of male and female bodies
3. Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
4. Inside Body Changes (moved from Y3)	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up

Year 5

1. Self and Body Image	I am aware of my own self-image and how my body image fits into that
2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
3. Puberty for boys	I can describe how boys' and girls' bodies change during puberty
4. Puberty & hygiene CWP	To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty

Year 6

1. My Self Image	I am aware of my own self-image and how my body image fits into that
2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
3. Babies: Conception to Birth	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born
4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby