

The Mortimer Federation of St. John's and St. Mary's

Relationship and Sex Education Policy			
Committee	Curriculum	Date of Issue	September 2023
Status	Statutory	Review Date	September 2026
		Issue Number	2

THE MORTIMER FEDERATION OF ST. JOHN'S AND ST. MARY'S

RELATIONSHIP AND SEX EDUCATION POLICY

Relationship and Sex Education (RSE) is not compulsory in primary schools, except for the objectives that are included in the National Curriculum for Science. From September 2020, Relationship Education and Health Education becomes compulsory in all Primary Schools for all pupils as per section 34 of the Children and Social work act 2017. However, primary schools may choose to teach SRE and this policy will provide clarity as to what SRE means for the children in our school.

Intent

At The Mortimer Federation of St. John's and St. Mary's we believe that Relationship and Sex Education (RSE) is an important part of the children's education to prepare them for their future lives. RSE describes the teaching and learning we offer to the young people in our school, helping to inform their decision making and developing their relationship skills. It is important that young people have the opportunity to understand themselves and others around them. They want and need reassurance about body image, behaviour and relationships; consequently, careful and sensitive treatment is called for when dealing with such issues.

Definitions

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships and supports children to be safe, happy and healthy in their interactions with others now and in the future.

Relationship and Sex Education is defined as teaching about sexual intercourse in the context of learning how a baby is made and a basic understanding of pregnancy and how the baby develops.

End of key stage end points

In Year 6, we will be offering the following curriculum. The children will:

- Focus on loving, consensual relationships
- Recognise that babies come from the joining of an egg and sperm, including penetration
- Understand what happens when an egg does not meet a sperm
- Know a variety of ways in which sperm can fertilise the egg to create a baby
- Know the legal age of consent and what this means

Implementation

RSE is co-ordinated by the KS2 teachers and led by the PSHE Co-ordinator. It is delivered in the summer term of Year 6.

We believe that all of the content within our school's Relationship and Sex Education curriculum is of the utmost importance and relevance to all pupils in preparing them for their future lives, giving children the skills helping to inform their decision making and developing their relationship skills. Before commencement of the lessons a letter will be sent to parents explaining that a programme of Relationship and Sex Education will be taught and that if they have any concerns they are welcome to speak to their child's class teacher. Parents are also invited to review the resources before the unit is taught. A sample of this letter for Year 6 parents is attached to this policy in Appendix 2.

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Parents **do** have the right to withdraw their children from the non-statutory part of the RSE programme that have been detailed in the End of Key stage end points on page 1. The school will make alternative arrangements for teaching children in such cases.

Any complaints about the RSE curriculum should be made to the Executive Headteacher who will report to the Governors.

A variety of approaches are used to give relevant information. Children are taught in mixed ability class and gender groups. The children will be split into gender groups for further discussion when appropriate.

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of potentially sensitive issues. Pupils should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality. If a pupil were to make any form of disclosure, staff must ensure that it is treated and reported in line with the safeguarding policy and procedures.

Staff use a variety of resources; which parents are welcome to view before the teaching of RSE.

These include: Video resources, Online resources – video clips, Various books on where babies come from, growing up, changes etc. Feminine hygiene products sourced from manufacturers, e.g. Lillets, Always etc.

Answering Children's Questions

We are aware that children are likely to have many questions and we see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. We believe it is better for children to receive honest, open answers from safe adults in their lives, rather than it being left to the internet or other children. Staff are experienced professionals with a good understanding of how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- If a question is relevant and appropriate for the whole class, we will answer it to the whole group.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond by saying: "that is a fantastic question, and I will come and talk to you and answer your question in a minute when everyone else has started work." Or "Let me have a think about it and once I know the best way to explain it clearly, I will come back to you." This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to a member of the Senior Leadership Team.
- If a child asks a question we know parents may be uncomfortable with, staff will speak to the parent/carer.
- Teachers will answer questions openly, honestly, scientifically and factually, without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions to the children.

Equal opportunities and Special educational needs

Young people with special educational needs will not be withdrawn from RSE, but will be given help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not acceptable. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs. The school will comply with the Equality Act 2010 when teaching RSE.

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Assessment, record keeping and marking

Assessment and record keeping will be carried out according to the school's policy. Marking will be used as a formative assessment tool and will be carried out in accordance with the school's marking policy.

Monitoring of impact

The Curriculum Co-ordinator should be aware of the on-going development of PSHE and Citizenship and keep abreast of current thinking and initiatives; will attend relevant training; will oversee and organise resource requirements; offer support and advice as appropriate; will motivate and encourage colleagues in their PSHE and Citizenship teaching.

The Executive Headteacher and PSHE Co-ordinator will be responsible for the implementation of teaching and learning of this policy. This policy is approved by the Governors and updated every two years.

Chair of Curriculum and Standards Committee

Date

Share Your Light

John 10:10 "Life in all its fullness"

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Appendix 1

As part of Relationship Education and Health Education, all children will be learning the below, which is compulsory (for further information please refer to the Relationship Education and Health Education policy):

Foundation Stage

Show **sensitivity** to others' needs and feelings, form positive **relationships** with adults and other children, talk about how they and others **regulate** their **feelings**, show **independence**, **resilience** and **perseverance**, know and explain reasons for rules, manage their own basic hygiene, work and play **cooperatively**, work towards and set their own **goals**.

Key Stage 1

Recognise what makes them **special**, recognise the ways in which we are all **unique**, identify what they are **good** at, what they **like and dislike**, know how to **manage themselves** when finding things difficult, name the main parts of the **body** including external genitalia (e.g. vulva, vagina, penis, testicles), know how people and animals **grow** and change from young to old and how people's needs change, prepare themselves to move to a new class/year group.

Key Stage 2

Know about personal **identity**; what contributes to who we are, know that for some people **gender** identity does not correspond with their biological sex, recognise their individuality and personal **qualities**, identify personal **strengths, skills, achievements** and **interests** and how these contribute to a sense of **self-worth**, know how to **manage** setbacks and perceived failures, including how to re-frame **unhelpful thinking**, **identify** the external genitalia and internal **reproductive** organs in males and females and how the process of **puberty** relates to human reproduction, know about the **physical** and **emotional** changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing), understand that for girls, **periods** are a normal part of puberty, know about how **hygiene** routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.

At Mortimer St. Mary's we teach puberty in the following units:

- Y4 Unit- focus on identifying both male and female body parts, including genitalia, an understanding of why puberty happens, an understanding that for girls, periods are a normal part of puberty and occurs when an egg is not fertilized
- Y5 Unit – a recap on menstruation, focus on puberty, including changes to their bodies (both physical and emotional), identifying the correct terminology for external sexual organs

We believe that all of the content within our school's Relationship Education curriculum is of the utmost importance and relevance to all pupils in preparing them with the knowledge of how their bodies will be changing as they grow. Before commencement of the lessons a letter will be sent to parents explaining that a programme of Relationship Education will be taught and that if they have any concerns they are welcome to speak to their child's class teacher. Parents are also invited to review the resources before the unit is taught. A sample of this letter for Years and 5 parents is attached to this policy in Appendix 3 and 4.

Parents **do not** have the right to withdraw their children from the statutory part of the Relationship Education detailed above. If parents wish for their children to not take part in the statutory puberty elements of Relationship Education the school will not be responsible for the teaching and learning of your child during this time.

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Appendix 2

(Date)

To parents of children in Year 6

Dear Parents

As part of our Year 6 Health Education, Relationship Education and Science Curriculum, we will be teaching a unit on sex and relationships this term. In Year 5, within the Science Curriculum, we teach a unit to further support the children's knowledge and understanding of puberty (including the emotional and physical impact), menstruation and terminology of external sexual organs. The objective of this unit on Sex and Relationships in Year 6 is to help and support the children through their physical, emotional and moral development. The unit will be taught through open discussion after watching a series of short video clips. Teachers will use relevant resources from the NHS/School Nurse Services/BBC. Children will also be given the opportunity to discuss questions with their class teacher.

Some of the videos used are available for viewing online. An email with the web addresses will be sent out to all year 6 parents so you can view them in advance should you wish to. An additional video will be used in school. If you would like to view the video before this unit is taught, please let the school know by **(Date)**. A date for viewing will then be issued.

Parents have the right to withdraw their children from all or part of the Sex and Relationship Education provided at school except for those parts included in the statutory National Curriculum which are Relationship Education, Health Education and Science. In science, the children learn life processes common to humans and other animals including nutrition, growth and reproduction and about the main stages of the human life cycle. If you wish to withdraw your child please send a communication into school by **Date**.

If you have any questions, please do not hesitate to contact us.

Yours faithfully

Year 6 teachers

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Appendix 3

(Date)

To parents of children in Year 5

Dear Parents

As part of our Year 5 Relationship Education and Science Curriculum, we will be teaching a unit on puberty and relationships this term. In Year 4, we teach a unit to support the children's knowledge and understanding of puberty: identifying both male and female body parts, including genitalia, an understanding of why puberty happens, an understanding that for girls, periods are a normal part of puberty and occurs when an egg is not fertilized. The objective of this unit in Relationship Education in Year 5 is to further help and support the children's understanding of menstruation including changes to their bodies (both physical and emotional). The unit will be taught through open discussion and the children will also be given the opportunity to discuss questions with their class teacher.

This aspect of Relationship Education is a statutory part of the curriculum and parents do not have the right to withdraw their child. If you wish to discuss the elements of this unit with your child's class teacher, please email the school office.

If you have any questions, please do not hesitate to contact us.

Yours faithfully

Year 5 teachers

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Appendix 4

(Date)

To parents of children in Year 4

Dear Parents

As part of our Year 4 Relationship Education and Science Curriculum, we will be teaching a unit on puberty and relationships this term. In Year 4, we teach a unit to support the children's knowledge and understanding of puberty: identifying both male and female body parts, including genitalia, an understanding of why puberty happens, an understanding that for girls, periods are a normal part of puberty and occurs when an egg is not fertilized. The unit will be taught through open discussion and the children will also be given the opportunity to discuss questions with their class teacher.

This aspect of Relationship Education is a statutory part of the curriculum and parents do not have the right to withdraw their child. If you wish to discuss the elements of this unit with your child's class teacher, please email the school office.

If you have any questions, please do not hesitate to contact us.

Yours faithfully

Year 4 teachers