



**ST JAMES**  
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

## RSE CURRICULUM POLICY

At St James Primary School we have aspirations for every single child to succeed. Through our Christian vision we thoroughly believe that all children have the potential to thrive regardless of their starting points, personal context and characteristics. Our children learn through a supportive and purposeful curriculum, linked tightly to national curriculum objectives, that demonstrates that "With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible." (Matthew 19:26) Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. St James C of E Primary School is a special place where we dream, believe, learn and achieve.

### **Intent**

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Church of England school.

At the heart of the Christian life is the Trinity- Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops and that is why we specifically place 'Relationships' before 'Sex' in the title of this policy.

At St. James C of E School, we consider that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. The main focus of the policy is around building healthy relationships in all aspects of life. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere built around our Christian values. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Guidance.

### **Long term memory**

Knowledge empowers and nourishes children; it belongs to the many, not the few. A knowledge-rich curriculum has the power to address issues of social disadvantage. Leaders at St James instil high ambitions so that all pupils can take full advantage of opportunities, responsibilities and experiences in later life.

Learning can be defined as alteration in long term memory. With this being the case, leaders have implemented strategies taken from cognitive science to enhance and support pupils in the transfer of new knowledge into their long-term memory.

Teaching staff have drawn on research focussing on Cognitive Load Theory, and understand that pupils working memory is limited and that new content should be introduced to pupils in small, manageable steps to avoid overloading the working memory.

Leaders utilise 'dual-coding' strategies to support pupils in integrating new knowledge into long term memory. By providing simple images to pupils when new content is introduced, they can use both visual and auditory strategies to process the information, forming a greater link with long term memory. 'Spaced retrieval' is also employed by teachers to enhance pupils' retrieval and secure knowledge into long term memory. Lessons typically begin with a daily retrieval opportunity and additional retrieval sessions are planned over the year.

## **Implementation**

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

The following aims compliment those of the Science curriculum in KS1 and KS2.

Sex and Relationship Education is part of the wider responsibility of the school to help individuals to develop. It is an integral part of the wider school policy to promote in pupils:-

- Positive and secure personal identity and sense of their own value, regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, religious or cultural background.
- To have the confidence and self-esteem to value themselves and others.
- Grasp the Christian values of acceptance and forgiveness and to aim to reconcile differences.
- Proper attention to moral considerations and the value of family life.
- To understand about the range of relationships, including the importance of family for the care and support of children.
- To develop confidence in talking, listening and thinking about feelings and relationships.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to name parts of the body and describe how their bodies work.
- To provide information which is clear and appropriate to pupils' age and maturity; to offer an acceptable and accurate vocabulary for discussing their bodies.
- To prepare children for, and enable them to cope with, the changes to their bodies, instincts and feelings as they enter puberty, and to understand the changes to the bodies, instincts and feelings of the opposite sex.
- To encourage children to appreciate that sexual feelings and activity are an integral part of loving relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To provide an opportunity for children to become confident in talking and discussing honestly, openly, appropriately and responsibly about sexual matters.
- To teach about the development and needs of babies.
- To understand the role the media plays in forming attitudes.
- To understand how safe routines can reduce the spread of viruses.

## **Christian Expectations of Guidance on Sex and Relationship Education**

- Pupils should be taught from a very early age to understand human sexuality and to respect themselves and others. They should be given accurate information. This will enable them to understand differences and help to remove prejudice.
- Human sexuality finds perfect expression within a loving long term relationship.
- Traditional Christian marriage should be encouraged as the building block of society and of family life.
- Pupils have the right to develop without being subject to any physical or verbal abuse about sexual orientation or to the encouragement of sexual activity.
- Life-long human friendships are an important gift and should be honoured and cherished.

## **Teaching and Learning including delivery of the Curriculum**

We teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum.

The scheme of work for RSE at St. James School maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.

We also teach RSE through other subject areas (eg Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with R.E. children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school 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 all times.

### **Science Curriculum**

These areas of science link into RSE and are compulsory.

Early Years Foundation Stage children learn about growing and changing and similarities and differences between living things. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

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

In Key Stage 2 children learn:

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

In year 5 there is an emphasis on puberty and how the body changes. This includes physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty including menstruation and wet dreams.

In Year 6 we place a particular emphasis on Sex education, as many children begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to discuss this as a class because it is important that they understand each other. We offer opportunities for children to ask questions using a 'question box', so there is no need to ask aloud. There are opportunities for children to contribute and ask questions within their own gender groups. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

### **The Role of School**

The school is well aware that the primary role in children's RSE 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 about the school's RSE policy and practice (See appendix B for our RSE Parent's Guide).
- Answer any questions that parents may have about the RSE.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.

### **Withdrawal from Sex Education**

Parents have the right to withdraw their children from sex education lessons, not included in the Science Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education. We hold a meeting about a month prior to lessons being taught so that parents can make an informed decision.

- If parents/carers do request their child be removed from these lessons, after a consultation with the parents, the child will be provided with alternative work, linked with the PSHE and Citizenship programme. A register of any such pupils will be kept and distributed to all teachers involved.

### **The Role of the Principle**

It is the responsibility of the Principle of the School to:

- Ensure that parents and staff are informed about our RSE policy
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any discussions with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

### **Language**

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

### **Pupils' Questions**

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion on CPOMS and must include who is present at the discussion, details of the discussion and any follow up/outcomes.

### **Harassment and bullying**

Pupils come from a variety of backgrounds and are entitled to learn in a supportive environment, free from fear. Some pupils may use terms such as 'poof', 'gay' and 'lesbian' as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behavior and anti-bullying policies. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

### **Advising Parents/Carers**

Parents/Carers will be advised (by letter) about forthcoming sex education lessons following a parental meeting. (consultation) Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection in line with our safeguarding policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the Designated Safeguarding Lead and follow safeguarding protocol.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

### **Special Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

### **Equal Opportunities**

RSE will be given to ensure quality of access for all pupils, regardless of family background, gender (natural or reassigned), race, ethnicity, nationality, age, ability or disability, sexual orientation, physical appearance, social background, special educational need, religious or cultural background.

### **Monitoring and Evaluation**

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered.

### **Complaints Procedure**

Any complaints about the Sex and Relationship programme should be made through the school's complaints procedure and in the first instance be directed to the Principle of School.

### **Resources**

Resources will be provided to teachers by the RSE leader. Electronic resources are available on the school's internal electronic database. Any queries regarding resources should be directed to the PSHE and Citizenship Leader.

**Dissemination**

Copies of this policy will be provided for teachers and be made available on our school website.

**Impact**

Children at St James have a positive attitude and enthusiasm for RSE. By the time they leave school, they will have acquired a solid understanding of building healthy relationships, human development, sexuality and family life appropriate to their abilities and needs.

**Prepared by:** Mrs S Pilling

**Reviewed Date:** September 2022

**Next Review Date:** September 2023

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.

## Appendix A - Scheme of work outline 2 year rolling program

### Year A

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting others and ourselves	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1 / 2	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 3 / 4	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Healthy choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 5 / 6	Managing friendships and peer influencing	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines; vaccinations, immunisations and allergies  <b>Year 5</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty  <b>Year 6</b> Human reproduction and birth; increasing independence; managing transition	Personal identity; recognising individuality and different qualities; mental wellbeing  <b>Year 5</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty  <b>Year 6</b> Human reproduction and birth; increasing independence; managing transition	Keeping safe in different situations, including responding in emergencies, first aid and FGM.

### Year B

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting others and ourselves	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental well being	Growing and changing	Keeping safe
Year 1 / 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences ; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3 / 4	Positive friendships , including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal hygiene routines including washing, changing clothes and brushing teeth.	Medicines and household products; drugs common to everyday life
Year 5 / 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Personal identity; recognising individuality and different qualities; mental wellbeing  <b>Year 5</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty  <b>Year 6</b> Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

		Year 1 & 2	Year 3 & 4	Year 5 & 6
Relationships	Families and friendships	Siblings, relatives, kindness, honesty, listening,	Foster, adoptive, mutual respect, trust, love, support, unhappy, unsafe	Peer approval, assertive communication, uncomfortable, civil partnership, ethnicity, sexual orientation, gender identity, commitment, illegal
	Safe relationships	Hugs, permission, hurtful behaviour, bullying, unsafe, worried, secrets	Teasing, witness, 'playful dares', personal boundaries, bullying, harmful content	Acceptable, physical contact, wanted vs unwanted attention, challenges and dares, pressure, permission, healthy and unhealthy friendships
	Respecting others and ourselves	Kind, unkind, respect, polite, cooperatively	Responsible, respectful, cultures, politely, race, faith, aspirations, shared values, gender	Traditions, beliefs, discrimination, racism, sexism, homophobia, trolling, harassment, points of view, conflict, constructively challenge
Living in the Wider World	Belonging to a community	Rules, environment, recycling, faith groups, equal	Community, human rights, responsibility volunteering, compassion, rights	Discrimination, prejudice, stereotypes, challenge views
	Media literacy and digital resilience	Internet, digital devices, access, information, content, benefits	Leisure, report concerns, inappropriate communication, res	suspicious, biased, store and share information, manipulate, inappropriate online content or contact
	Money and work	Jobs, money, debit and credit cards, electronic payments, spending	Business sector, stereotypes, future, e-payments, budget, goals	Attitudes, value of money, companies, customers, career, working conditions, workplace, apprenticeships, university, training, fraud, gambling, financial
Health and Wellbeing	Physical health and Mental wellbeing	Hygiene, hand washing, sunscreen, screen-based play, sugar intake, vaccinations, death, allergies	Exercise, habits, maintain, lifestyle, dental floss, balanced	Healthy, skin damage, exposure, heat stroke, bacteria, viruses, hygiene routines
	Growing and changing	Unhappy, worried, anxious, similar, different, gender roles, stereotypes, boy, girl, male, female, body parts, penis, vagina, private parts	Friend, friendship, special, close, caring, valuable, different, qualities, important, argument, quarrel, fall-out, making-up, apologise, solve, solution Hygiene, cleanliness, clean, sweat, body odour.	Year 5 Puberty, change, grow, mature, child, teenager, adult, private parts, genitals, vagina, penis, testicles, breasts, pubic hair, Adam's apple, internal, inside, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, re-useable, testicles, sperm, semen, erection, ejaculation, wet dream, hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, emotions, roller coaster, up and down, frustrated, angry, moody, adolescent, advice, support.



				<p>Year 6:          Puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings, bodies, now, future, change, life cycle, baby, toddler, child, adolescent, teenager, adult middle-age, older person, growing up, feelings, emotions, independence, relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities, love, respect, consent, commitment, female, male, human, reproduction, sex, sexual intercourse, fertilised, sperm, penis, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, conception</p>
	<p><b>Keeping safe</b></p>	<p>Rules, restrictions, unhappy, worried, scared, danger, electrical appliances, accident, emergency, medicines, road safety</p>	<p>Hazards, smoke alarm, gambling, rail safety, vaping, drugs, effects, side effects</p>	<p>Risky, unsafe, emergency, positive risks, dangerous behaviour, first aid, FGM, images, misused, upset, hurt, embarrass, illegal, nicotine, alcohol, abuse, risks, upsetting content, report, restrictions</p>