

ST. PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



ENCOURAGE
one another
AND BUILD EACH OTHER UP
1 THESSALONIANS 5:11

Relationships and Sex Education (RSE) Policy

Revised September 2025
L Cooper

We are a Rights Respecting School. The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of everything we do. The UNCRC articles which are particularly relevant to this policy are:

Article 13: Your right to information

Article 19: Your right to be kept safe

Article 36: Your right to be protected from doing things that may harm you.

St Paul's Constable Lee Primary School Sex and Relationships Policy

Mission Statement

The family of St Paul's CE Primary School work together to create a caring, stimulating and happy school environment, in which each individual can develop to his/her fullest potential within the context of Christian values.

Introduction

This SRE (Sex and Relationships Education) policy was created through discussion with relevant staff, governors and through a parental consultation. Parents will be able to access this policy through our website.

We have based our SRE policy on the information provided by the DfES guidance document 'Sex and Relationship Education Guidance' (2000). In this document sex education is defined as:

“Lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health.”

We recognise the need for a planned, whole school approach to the teaching of SRE addressed through a combination of timetabled teaching time for PSHCE and work covered in a cross curricular way (for example, through PE, RE and Science) We follow the Coram SCARF programme of study for our PSHE and SRE lessons.

The PSHE programme will be led by L Cooper and taught by class teachers. The school will support members of staff delivering SRE through PSHE to access appropriate CPD by providing relevant training where necessary.

What is Sex and Relationship Education?

We teach sex education in the context of the school's aims and values. Good SRE contributes to the safeguarding of children, enabling them to stay safe. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values, which underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex education should be taught in the context of healthy relationships including

marriage.

- Sex education is part of a wider social, personal, spiritual and moral education process.
- Children should be taught to have respect for their own bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- It is important to build positive relationships with others, involving trust and respect
- Children need to learn the importance of self-control.

We teach the correct terminology (medical language) from Reception to help safeguard children.

Teachers should follow the SRE scheme of work from the CORAM SCARF Scheme of Work, seeking advice from the lead teachers or SLT if they have any queries or concerns.

We teach SRE through different aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHCE) curriculum, we also teach some sex education through other subject areas (for example, science, RE and PE), 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. In PSHCE, we teach children about relationships and we encourage children to discuss issues. We teach about the parts of the body and how these work. We encourage the children to ask for help if they need it.

It is important to link to the computing curriculum and work covered in PSHCE, which teaches children about online safety. It is vital for children to understand that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online (please see computing policy). Teaching within PSHCE and computing should cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour (sharing images and pictures online) and how to ask for help.

St Paul's seeks to provide a safe, secure learning environment for SRE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident successful adults. In the course of SRE based lessons, pupils may indicate that they are vulnerable or 'at risk'. All staff have access to the school's safeguarding/child protection policy and receive up to date training including KCSIE each September. Staff know to report any relevant information to the designated safeguarding lead in school. Staff know how to use CPOMS to record incidents.

Aims and Objectives

At St Paul's our PSHCE/SRE programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

Our values include enabling the children:

- To recognise their own worth;
- To work well with others;

- To develop positive, healthy relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

Planning, teaching and Learning (SRE and Science)

In science lessons in Key Stage 1, children are taught that animals, including humans, have offspring which grow into adults. In Key Stage 2 (Year 5/6), we teach about life processes and the main stages of the human life cycle in greater depth. Statutory guidance includes children learning to describe the life process of reproduction in some plants and animals and recognise that living things produce offspring of the same kind. Pupils will learn about the changes that take place during puberty. The delivery and content will be made accessible to all pupils, including those with special educational needs.

In our PSHE lessons we will focus on the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Curriculum

Our curriculum follows the CORAM SCARF scheme of work and is set out as per Appendix 1 but we may need to adapt it as and when necessary.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

In Years 5 & 6 we place a particular emphasis on health education, as many children experience puberty at this age. This follows the CORAM SCARF Scheme of Work and is delivered by the Year 6 teachers. Teachers answer all questions honestly in order to avoid misconceptions by the children. By the end of Key Stage 2, we ensure that both boys and girls know how babies are made and born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

How will we assess?

It is important to recognise that assessment in PSHE/SRE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know that what has been taught has been learned, and that learning is progressing. We will ensure progression by following the 6 half termly units for each year group in the SCARF programme of study. This will be monitored through scrutiny of PSHE books, whole class floor books, planning and photographic evidence and through pupil voice and questionnaires where appropriate by the subject leaders.

Asking and answering of questions

At St Paul's we believe it is important that children feel able to ask any questions that they wish and that their questions are valued.

In the event that teachers are asked a question they are unsure of what they should answer, teachers should be encouraged to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team (SLT) eg: 'that is a really interesting question and I need a little time to think because I want to give you a really good answer'. They should then consult subject leaders / SLT for advice.

We also believe it is good practice to have an anonymous question box ('ask it basket') where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date. This gives staff time to consider how to answer appropriately and consult with the SRE Coordinators or Headteacher as appropriate.

SEND, inclusion, equality and diversity

At St Paul's C of E Primary School, we promote the needs and interests of all pupils, irrespective of gender (including transgender), culture, ability or aptitude, sexual orientation and disability and faith. Our teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE/SRE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by planning for group activities where appropriate and rewarding children who work well as a team.

We will use PSHE/SRE education as a vehicle to address diversity issues and to ensure equality for all by using appropriate resources that celebrate diversity where appropriate and ensuring lessons are inclusive.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

The role of the parent

We are committed to working with parents and carers.

The school is well aware that the primary role in children's 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 about the school's sex and relationships education policy and practice through our policy which is available online
- Answer any questions that parents may have about the sex education for their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school

Since the RSE curriculum became statutory the only lesson parents have the right to withdraw children from is the 'Making Babies' lesson in Year 6. Parents who wish to withdraw their children from this lesson must do so in consultation with the Headteacher.

Working with the wider community

To provide equal opportunities and with regard to the sensitivities of some children, some sessions during the Growing and Changing units will be separated into boy/ girl sessions. The material remains the same. The Life Education Bus is provided to all year groups which covers elements of drug and health education.

Safeguarding, reports of abuse and confidentiality

We will implement DFE statutory guidance as stated below:

At the heart of these subjects there is a focus on keeping children safe, and schools can

play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Good practice would be to involve the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons. Where a school invites external agencies in to support delivery of these subjects, they must agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

There are some important points for teachers in terms of how they approach this content and how they consider their planning. When teaching the new subjects, schools should be aware that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images.

This policy supports the following policies: anti bullying, child protection/safeguarding, confidentiality, PSHCE policy, emotional health and well - being and online safety.

The policy will be taken to the Governing body on in October 2025.