



Manston St James C of E Primary Academy Policies & Procedures

Relationship Sex Education Policy

Approved on	3 rd March 2026
Approved by	Local Governing Board
Last reviewed on	3 rd March 2024
Next review due	3 rd March 2027

Our School Vision

‘We have roots, we are growing, we will be the best we can be; all are welcomed and all are loved’

Rooted and Grounded in Love **Ephesians 3:17**

Aims and Key Principles

At Manston St James, we believe that every child deserves to be valued, nurtured and have the opportunity to develop into aspirational, well rounded members of society. Within our school community we value each person as an individual with our Christian values as a driver for every aspect of school life. We encourage our pupils to support each other through challenging everyday prejudice and to be inclusive of individual needs. Within the individual, it is also vital that we educate children on how to foster positive relationships both in the immediate future while also equipping them to continue this successfully throughout their life. We must ensure that children have the tools to thrive as individuals, as part of a family and as a confident member of the wider community.

In the spirit of our Christian Ethos, we recognise that all our children **have roots** both within our community and within a broad range of both faiths and family structures. As children **grow** within our school community our approach to RSE must enable them to develop emotionally, socially and culturally. Within our approach to RSE, children will learn about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. By sharing information and exploring relevant and age appropriate issues and values, we aim to provide a platform to educate children to foster an attitude of **welcoming and inclusion** for all.

RSE is not about the promotion of sexual activity.

This policy aims to set out our vision for RSE teaching and learning at Manston St James.

Our Aims

Within Relationships and Sex Education (RSE) we aim to ensure that we: ➤ Provide a framework in which sensitive discussions can take place.

➤ Develop an understanding around the Christian ethos that children are able to cherish themselves and others as unique and wonderfully made.

➤ Enable pupils to develop vocabulary to describe positive relationships, keep themselves safe and form healthy relationships.

➤ Ensure we prepare children to contribute positively and respectfully across a multi-cultural, multi-faith, and ever changing United Kingdom.

➤ Equip children with the skills to form positive online relationships as well as understand online safety.

➤ Ensure children are protected from radicalization and intimidation. ➤ Enable a child to understand their own human rights.

➤ Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

➤ Help pupils develop feelings of self-respect, confidence and empathy. ➤ Create a positive culture around issues of sexuality and relationships.

➤ Teach pupils the correct vocabulary to describe themselves and their bodies. ➤ Teach children the science behind conception and birth.

Why is Relationship and Sex Education important at Manston St James Primary Academy?

☒ Children have a right to good quality education, as set out in the [United Nations Convention on the Rights of the Child](#).

☒ Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. [Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'](#)

☒ Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and

responsibilities of adult life. A comprehensive SRE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

SRE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated [Keeping children safe in education – Statutory guidance for schools and colleges \(September 2016\)](#).

Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

The Department of Health set out its ambition for all children to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, [The Importance of Teaching \(2010\)](#) highlighted that

'Children need high quality sex and relationships education so they can make wise and informed choices' (p.46).

National Curriculum: SRE plays an important part in fulfilling the statutory duties the school has to meet [as section 2.1 of the National Curriculum framework \(DfE, 2013\) states](#)

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

The government has made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. (National Curriculum in England, DfE, 2013) and that 'SRE is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013).

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Curriculum and delivery of RSE

Our curriculum is driven by our Christian ethos and is designed to promote a balanced and broad education where each child can develop their world view, find their place as a responsible citizen and develop aspirations and skills for the future. In order to support children to achieve this, our PSHE curriculum supports the whole child to understand ways to be respectful, ask questions and understand themselves (in mind, body and spirit).

Our relationships element of this is covered through:

- Islington 'You, Me, PSHE' scheme of work
- Mindmate Champions
- Google 'Be Internet Legends'
- our annual equalities week where children investigate positive family relations further as well as inclusion and anti-bullying.

Our PSHE scheme offers a broad range of elements around citizenship, identity and well-being as well as knowing how to keep safe in the community. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Our **Sex and Health Education** package is offered in a phased approach (for a full overview of RSE coverage in each year group, please reference Appendix 4).

- KS1 - looking at boys, girls and family (of all varieties).
- Year 3 and 4, children begin to learn about **growing up and changing** in order to best prepare children for the **changes that adolescence brings** (Health Education)
- Year 5 – continues work completed in Y4. Children also begin to consider **healthy relationships**. ➤

Year 6 our pupils learn about the science behind **conception and birth** and develop pupil's understanding of all other elements further (Science). Year 6 pupils will also cover appropriate conversations to be able to answer questions about sex, HIV and the role of carers/guardians in families.

The theme of consent will be revisited throughout the entire curriculum from class promises and play in relationships education to RSE and conception in Year 6.

In RSE, PSHE, Science and safeguarding discussions school staff will ensure they use the medical, scientific term when naming genitals. Consent is This is to promote consistency across school and reduce stigma attached to RSE.

Across all phases of school, we look at gender stereotypes and challenge children to understand that all families are different and are accepted within the Church of England, under The Human Rights Act and in UK Law. This is delivered through our ethos and collective worship, RE and PSHE curriculum and as part of our annual equality week where we also focus on anti-bullying strategies and inclusion.

Where RSE is delivered, children will have PSHE lessons tailored to their specific needs and concerns in the most appropriate way for each cohort of children. Lessons will always be delivered by the most appropriate adult in school for the children; this would usually be the class teacher. We believe it is vital that RSE is managed sensitively for children and that every child in school has a trusted adult that they can ask questions of in a safe space. Wherever children ask questions that

are outside of our agreed curriculum, within the classroom environment, we would encourage staff to use an agreed response* and **direct the child to the 'ask it basket'**. This will allow staff to ensure that content remains appropriate and that children can have support of a trusted adult who can answer the question appropriately and safeguard **all** children from exposure to inappropriate material.

All areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTI+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

SEND Pupils

SEND pupils follow the same RSE programme as all other pupils. When appropriate, and to ensure that the RSE Curriculum is accessible for all pupils, teaching will be differentiated, and content will be adapted to meet the needs of SEND pupils. This will be done on a case by case basis, through collaboration between teaching staff, SENCO and any further parties as appropriate (e.g. parents or carers and specialist agencies).

When delivering RSE to SEND pupils, we will be mindful of:

- The SEND Code of Practice, which includes a set of outcomes on preparing pupils for adulthood.
- The additional vulnerability that SEND pupils can face, to exploitation, bullying and other issues.
- The possibility that elements of RSE may be particularly important for some SEND pupils and where appropriate elements will be tailored further as set out in My Support Plans.
- The potential need to tailor content and teaching to meet the specific needs of SEND pupils at different developmental stages.

EYFS

Relationships with the world, our community and those around us is one of the key foundations of the Early Years Foundation stage of education. In Reception, through considerate interactions and extended periods of play, staff create an open and safe environment for children to talk about how they and others show feelings and how their own and others' behaviour has an impact on those around us. This, paired with discrete circle times which include responsive adult modelling of speaking and listening allows children to talk about past and present events in their own lives and in the lives of family members. This supports children in learning about similarities and differences between themselves and others, and among families, communities and traditions. High quality texts, both fiction and non-fiction, ensure children are given the prompts to ask questions in relation to places, objects, materials and living things. Through engaging with our natural environment both in school and in the wider community children can make observations of animals and plants and explain why some things occur, and talk about changes they have observed.

Our full curriculum is set out as per [Appendix 1](#) and [Appendix 4](#).

How we establish trust

In order to establish a trusting, open and safe platform for children to learn about these sensitive subjects, we ensure that all PSHE lessons (including RSE lessons) follow a series of carefully considered and appropriately pitched guidelines. This basis of trust is in line with all elements of teaching and learning across the academy and links back to our established core values. We aim to provide children with active, purposeful and exciting learning that makes for a well-rounded learning experience. Inclusivity is at the heart of what we do at Manston St James; we are mindful that in providing a pastoral platform for children to speak, ask challenging questions, responding to one another respectfully and engaging with controversial issues, we are providing children with the opportunity to listen, assimilate, internalise and respond in their own way.

To ensure our classrooms and wider school environment is safe, open and positive, we encourage the following ground rules. These ensure that pupils and staff can form trusting professional relationships to provide effective teaching and learning:

- We take turns to speak
- We use kind and positive words
- We listen and show a speaker respect
- We have the right to choose not to speak
- It is okay to disagree with ideas but we do so respectfully
- We only use names when we are being positive or to give compliments
- We do not reference individuals by name when sharing examples (children and adults will use distancing techniques to ensure that children feel secure in their learning)
- We never ask personal questions
- We only ask questions linked to our learning
- We can ask the 'Ask it Basket' if we don't feel our question should be heard by all

(the 'Ask It Basket' is a tool which allows children to voice their worries/concerns and staff to stream questions to ensure they are appropriate and to pick up potential safeguarding concerns)

To ensure that all staff are equipped to manage challenging questions and maintain a positive environment, we provide a range of suggested 'stock responses' to maintain focus on the learning intention.

- *'That is not a question linked to today's learning, so I am not able to answer it today.'*
- *'That question breaks our learning agreement and I would like to remind you that we need to keep this learning space safe.'*
- *'Can you write down your question for me and pop it in the Ask It Basket please?'*

Homophobic comments **will always** be challenged by staff and outlined as inappropriate within the context of lessons and in the wider school environment.

In any and all cases where a child does ask questions that veer from the learning intention, the teacher will always steer learning back on track. In any and all cases where a child asks a question that the teacher deems to be inappropriate (verbally or through the Ask It Basket), the teacher must adhere to the Safeguarding Policy to establish why the child is asking a question of this nature.

Staff are encouraged to utilise the 'helping hand' when considering responses to questions within the context of RSE (fig 1)



Fig. 1

Parental, school and community involvement

Within our school community everyone is accepted and loved for who they are. We invite all to participate, communicate and engage with school on policy changes, curriculum focus and to promote well-being across our school family. Across our team of Governors, the church family, Abbey MAT, and external organisations, we work closely to ensure that our delivery of PSHE and RSE is appropriate, and timely for our pupils. We recognise that Relationships and Sex Education (RSE) is a highly sensitive issue but we firmly believe that effective RSE can make a significant contribution to the development of children's personal, social and emotional well-being. The skills learnt by children today, allow the healthy adults of tomorrow to form and maintain positive relationships.

Due to our status as a Church of England school, it is our responsibility to offer children the opportunity to see relationships as a gift from God in order to process their own understanding of Christian worship and belief. Whilst we have a legal responsibility to teach the science elements of Sex Education we will also offer children a platform to explore Relationships Education as their statutory right and offer children the opportunity to explore their own moral questions. As with all elements of the PSHE curriculum, children will be supported to express themselves safely.

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance. This was shared with governors at a preliminary stage.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/family/stakeholder consultation – parents/families within our school community and any interested parties were invited to feedback digitally about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

Roles and responsibilities

The governing body

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

The Headteacher

The Headteacher, with support of the senior leadership team (SLT) 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 (see section: [Parent's Right to Withdraw](#)).

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. All staff are involved in teaching Relationships education both formally and informally following the policy as set out above.

All staff are responsible for teaching RSE at Manston St James. Staff responsible for direct teaching the SE element of our curriculum are all teaching staff.

Additional staff in school may be called upon to deliver sex education as per the needs of the school.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. We will endeavor to survey pupils through the delivery of the RSE curriculum in order to respond to the needs of each cohort of children.

Parents' right to withdraw

Parents **do not** have the right to withdraw their children from **relationships education**.

Parents **do not** have the right to withdraw children from **health education aspects of RSE**.

Parents **have the right to withdraw** their children from the **non-statutory/non-science components of sex education** within RSE.

Requests for withdrawal should be put in writing using the form found in [Appendix 6](#) of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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.

Monitoring arrangements

The delivery of RSE is monitored by PSHE and RE leaders through lesson observations, joint planning sessions and staff and pupil interviews.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by **Jonathan O'Dwyer annually**. This will ensure staff have the opportunity to reflect on practice over the coming year and develop RSE teaching and learning at regular intervals. At every review, **the policy will be approved by the governing body and the Headteacher**.

Appendix 1: You, Me, PSHE Sex education curriculum map

Relationships sex and health education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring 1	<p>LESSON ONE</p> <p>Pupils learn to understand and respect the differences and similarities between people</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to define difference and similarity understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that 	<ul style="list-style-type: none"> A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 1, Girls and boys can...
		<p>LESSON TWO</p> <p>Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> know that female mammals give birth and nurse their young can describe the biological differences between male and female understand that the creation of life requires a male and female 	<ul style="list-style-type: none"> A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 2, What is male and female? Channel 4, Living and Growing DVD Anatomically correct farmyard animals toys/models, www.schleich.org.uk

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>LESSON THREE</p> <p>Pupils learn the biological differences between male and female children</p> <p>Pupils</p> <ul style="list-style-type: none"> · identify and name biological terms for male and female genitals (privates, penis, vagina) · can label the male and female genitals with confidence · understand that the male and female genitals are related to reproduction 	<ul style="list-style-type: none"> · A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 3, Labelling male and female bodies · Channel 4, Living and Growing DVD
		<p>LESSON FOUR</p> <p>Pupils learn about growing from young to old and that they are growing and changing</p> <p>Pupils</p> <ul style="list-style-type: none"> · can identify key stages in the human life cycle · understand some ways they have changed since they were babies · understand that all living things including humans start life as babies 	<ul style="list-style-type: none"> · A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 4, Human life cycle · Once there were giants, Martin Waddel
		<p>LESSON FIVE</p> <p>Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils</p> <ul style="list-style-type: none"> · understand that we all have different needs and require different types of care · identify ways we show care towards each other · understand the links between needs, caring and changes throughout the life cycle 	<ul style="list-style-type: none"> · A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 5, Everybody needs caring for · The world is full of babies, Mick Manning and Brita Granstrom

Y	T	TOPIC/THEME DETAILS	RESOURCES
		<p>LESSON SIX Pupils learn about different types of family and how their home-life is special Pupils</p> <ul style="list-style-type: none"> ☐ can describe different types of family ☐ identify what is special and different about their home life 	<p>☐ A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 6, Special and different –</p>
<p>Y e a r s 3 ,</p>	<p>S p r i n g 1</p>	<p>LESSON THREE Pupils learn the biological differences between male and female children Pupils</p> <ul style="list-style-type: none"> ☐ identify and name biological terms for male and female genitals (privates, penis, vagina) ☐ can label the male and female genitals with 	<p>☐ A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 2, Lesson 3, Labelling male and female bodies</p>
<p>Y e a r 4</p>	<p>S u m m e</p>	<p>LESSON ONE Pupils learn about the way we grow and change throughout the human lifecycle Pupils</p> <ul style="list-style-type: none"> ☐ can identify changes throughout the human 	<p>☐ A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p>

YEAR	T	TOPIC/THEME DETAILS	RESOURCES
		<p>LESSON TWO Pupils learn about the physical changes associated with puberty Pupils ? are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults ? identify physical changes associated with</p>	<p>? A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p>
<p>Year 6 will also learn this</p>		<p>LESSON THREE Pupils learn about menstruation and wet dreams Pupils ? can describe menstruation and wet dreams ? can explain effective methods for managing menstruation and wet dreams ? understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</p>	<p>? A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> Year 4/5, Lesson 3, Understanding menstruation and</p>

YEAR GROUP		TOPIC/THEME DETAILS	RESOURCES
Year 6 will also learn this		<p>LESSON FOUR Pupils learn about the impact of puberty on physical hygiene and strategies for managing this Pupils ☐ can explain how changes at puberty affect body hygiene</p>	<p>☐ A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing</i></p>
Year 6 will also learn this		<p>LESSON FIVE Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty Pupils ☐ are able to describe how feelings and</p>	<p>☐ A whole school primary curriculum for sex and relationship education, <i>Islington Health</i></p>
		<p>LESSON SIX Pupils learn strategies to deal with feelings in the context of relationships Pupils ☐ are able to identify feelings and understand how they affect behaviour</p>	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health</i></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>LESSON SEVEN Pupils learn to answer each other's questions about puberty with confidence,</p>	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p>
<p>Year 5/6 (including Lessons 3,4 and 5 of the previous unit)</p>	<p>Spring 2</p>	<p>LESSON ONE Pupils learn about the changes that occur during puberty</p> <p>Pupils ☐ can identify the physical,</p>	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p> <p>Year 5/6, Lesson 1, What's all this about puberty?</p>

		<p>LESSON TWO Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their</p>	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p> <p>Year 5/6, Lesson 2, Becoming men and women</p>
--	--	--	--

Y	T	TOPIC/THEME DETAILS	RESOURCES
		<p>LESSON THREE Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Pupils</p> <ul style="list-style-type: none"> ☐ can identify positive qualities and expectations from a variety of relationships ☐ can explain the similarities and differences 	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p> <p>Year 5/6, Lesson 3, Building good</p>
Y e a r 6		<p>LESSON FOUR Pupils learn about human reproduction in the context of the human lifecycle Pupils</p> <ul style="list-style-type: none"> ☐ understand that sexuality is expressed in a variety of ways between consenting adults ☐ know that sexual intercourse may be one part of a sexual relationship ☐ can describe how babies are made and 	<ul style="list-style-type: none"> ☐ A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i> <p>Year 5/6, Lesson 4,</p>

V	T	TOPIC/THEME DETAILS	RESOURCES
		<p>LESSON FIVE Pupils learn how a baby is made and grows (conception and pregnancy) Pupils</p> <ul style="list-style-type: none"> ☐ know the male and female body parts associated with conception and pregnancy ☐ can define conception and understand the importance of implantation in the womb ☐ know what pregnancy is, where it occurs and how long it takes 	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p> <p>Year 5/6, Lesson 5,</p>
		<p>LESSON SIX Pupils learn about roles and responsibilities of carers and parents Pupils</p> <ul style="list-style-type: none"> ☐ can identify some of skills and qualities needed to be parent and carer ☐ understand the variety of ways in which parents and carers meet the needs of babies 	<p>☐ A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing Team</i></p>

Y	T	TOPIC/THEME DETAILS	RESOURCES
		<p>LESSON SEVEN Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it Pupils ? can answer each other's questions about</p>	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing</i></p>
<p>Y e a r 6</p>	<p>S u m m e r</p>	<p>LESSON EIGHT Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted Pupils ? know that HIV can affect anyone. not a</p>	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health</i></p>
		<p>LESSON NINE Pupils learn about how the risk of HIV can be reduced Pupils ? know that the risk of HIV being passed on can be reduced if a condom is used</p>	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health</i></p>

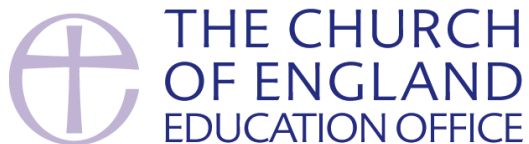
V	T	TOPIC/THEME DETAILS	RESOURCES
		<p>LESSON TEN Pupils learn that contraception can be used to stop a baby from being conceived Pupils</p> <ul style="list-style-type: none"> ☑ know that a condom stops sperm from meeting an egg and therefore stops fertilisation ☑ know that women can take a pill to stop an egg 	<p>A whole school primary curriculum for sex and relationship education, <i>Islington Health and Wellbeing</i></p>

Appendix 2: By the end of primary school pupils should know

T	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> ☑ That families are important for children growing up because they can give love, security and stability ☑ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives ☑ That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care ☑ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s
Children	<ul style="list-style-type: none"> ☑ How important friendships are in making us feel happy and secure, and how people choose and make friends ☑ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ☑ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ☑ That most friendships have ups and downs, and that these can often be worked through so that the

T	PUPILS SHOULD KNOW
Respectful	<ul style="list-style-type: none"> ☑ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ☑ Practical steps they can take in a range of different contexts to improve or support respectful relationships ☑ The conventions of courtesy and manners ☑ The importance of self-respect and how this links to their own happiness ☑ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ☑ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of
Online	<ul style="list-style-type: none"> ☑ That people sometimes behave differently online, including by pretending to be someone they are not ☑ That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ☑ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ☑ How to critically consider their online friendships and sources of information including awareness of the
Being safe	<ul style="list-style-type: none"> ☑ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ☑ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ☑ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ☑ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ☑ How to recognise and report feelings of being unsafe or feeling bad about any adult

Appendix 3: A Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE).



A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)1

At *Manston St James Primary Academy* we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of**

pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their

-
- 1 RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.
 - 2 The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 4: Relationships Education coverage map (New statutory guidance for 2020)

Coverage of Relationships Education							
	Y1	Y2	Y3	Y4	Y5	Y6	
Families and people who care for me							
that families are important for children growing up because they can give love, security and stability.	E q u	R S E M H	E q u	E q u	E q u	R S E E	
the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together		R S					
that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families	E q u	R S E	I S E	E q u	E q u	E q u	
that stable, caring relationships, which may be of different types, are at the heart of		R S					
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be	E q u	E q u	E q u	E q u	E q u	R S E	In Equality Week, planning needs to talk partnerships in eyes of
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if	K e				K e		
Caring Friendships							
how important friendships are in making us feel happy and secure, and how people choose and make friends.		M H				R S	Y6 – Refers to friendships within
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.		M H W	I S	F F		R S E	

Coverage of Relationships Education

	Y1	Y2	Y3	Y4	Y5	Y6	
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		M H W P		F F	F F	F F	
that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. and that resorting to violence is never right.	I S	M H W	M H		K S M		
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice	K S	M H	K S		K S M		A focus on who to trust needs to be included
Respectful relationships							
the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have	I S F	R S	I S	B S		R S	
practical steps they can take in a range of different contexts to improve or support respectful relationships.	I S F	M H W	M H W S P	B S	K S M R	F F	
the conventions of courtesy and manners.	G R	G R	G R	G R	G R	G R	
the importance of self-respect and how this links to their own happiness.	I S E * F G	E q u	M H W * E	E q u	E q u	F G B M *	This is also present in the Christian values of the school, as investigated through collective worship
that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.		R S	I S E		I S	R S	

Coverage of Relationships Education

	Y1	Y2	Y3	Y4	Y5	Y6	
about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	E q u a	E q u a	K S M P	B S B D	K S M R * I	E q u a	Y4 MM – second film clip is about bullying
what a stereotype is, and how stereotypes can be unfair, negative or destructive.		R S			I S E	R S	
The importance of permission-seeking and giving in relationships with friends, peers and adults	K S					K S	All year groups cover this through class promises linked to low
Online relationships							
that people sometimes behave differently online, including by pretending to be someone they are not.					K S		Covered through Be Internet Legends
that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.							Covered through Be Internet Legends
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		K S		K S	K S		Covered through Be Internet Legends
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met							Covered through Be Internet Legends
how information and data is shared and used online.							Covered through Be Internet
Being safe							

Coverage of Relationships Education

	Y1	Y2	Y3	Y4	Y5	Y6	
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	K S	F F	F F	S E	F G	K S M	Covered through Be Internet Legends
about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to	K S						Pants are private
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	K S					K S M	
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.		K S M			K S M	K S M	Covered through Be Internet Legends
how to recognise and report feelings of being unsafe or feeling bad about any adult.	K S				K S	K S M	Y5 – Resources link to online safety and CSE
how to ask for advice or help for self and for others, and to keep trying until they are heard.	K S				S R		
how to report concerns or abuse, and the vocabulary and confidence needed to do so.			K S		K S		Yr 3 – in the context of bullying Yr5 – in the context of
where to get advice e.g. family, school and/or other sources.	M	M	M	R S	K S	R S	This is referenced throughout the Mind

Coverage of Health Education which links to RSE

Y1	Y2	Y3	Y4	Y5	Y6					
----	----	----	----	----	----	--	--	--	--	--

Changing adolescent body										
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes									R	R
about menstrual wellbeing including key facts about the menstrual cycle.									R	R
<p>Please note, as this should be a spiral curriculum, some of these objectives maybe covered in part, depending on the age group, and not be fully covered until pupils have completed their journey in primary school.</p>										

RSE – Relationships and Sex Education KSMR – Keeping safe and managing risk ISE – Identify society and equality

MHW – Mental health and wellbeing

MindMate

FGBM – Feeling good and being me

FF – Friends and family

SE – Strong emotions

BSBD – Being the same being different

SP – Solving problems

Appendix 5 Sex and health education key vocabulary

	R	Y	Y	Y	Year 4	Y	Y
	W a s h i n g B r u s h i n g t e e t h G e t t i n g d	• W a s h i n g • B r u s h i n g t e e t h • G e t d r	• S i m i l a r • D i f f e r e n t • L i f e c y c l e	• S i m i l a r • D i f f e r e n t • M a l e • F e m a	• Pubert y • Reprod uction • Physic al • Breasts • Sperm • Egg/ov um • Physic al change s • Emotio nal change s • Moods	• P u b e r t y • P h y s i c a l C h a n g e s • G e n	• W o m b / u t e r u s O v a r i e s S c r o t u m B r

Appendix 6: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
N		C	
N		D	
Reason for withdrawing from sex education within relationships and sex			
Any other information you would like the school to consider			
P			

TO BE COMPLETED BY THE SCHOOL	
A g	