



ST PAUL'S SCHOOL
Juniors

Relationships Education and Relationships and Sex Education Policy

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1. Aims & Objectives

Relationships Education and Sex Education involve the teaching of distinct, yet often interrelated themes and topics. At St Paul's Juniors, Relationship Education (RE) and Sex Education (SE) are taught in a variety of ways. At times, these two topics are combined and taught through lessons known as Relationships and Sex Education (RSE).

Relationships Education (RE)

Relationships Education at St Paul's Juniors aims to promote healthy, fulfilling and enjoyable relationships and to allow pupils space to explore their own thoughts, feelings and experiences to develop empathy towards, and an understanding of, others. We also aim to encourage pupils to take responsibility for their health and wellbeing. Elements of Relationships Education are taught in every year group as part of a varied PSHE curriculum.

Sex Education (SE)

Sex Education is taught in the Upper Second (National Curriculum Year 6) by the Science Department, it aims to ensure that pupils understand the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. This is taught in Lower Third (at the level of Year 7 National Curriculum) and a brief overview of the learning objectives can be found in the table below.

Relationships and Sex Education (RSE)

The aim of RSE at St Paul's Juniors is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It aims to enable them to know what a healthy relationship looks like. It also covers sexual consent and encourages pupils to consider what is acceptable and unacceptable behaviour in relationships. Pupils are taught the facts and the law about sex, sexuality, and gender identity in an age-appropriate and inclusive way. Body image, sharing nudes and semi-nudes and pornography are also covered in an age appropriate manner. RSE is taught in the Upper Second Year (Year 6) and Upper Third Year (Year 8) by the PSHE department as outlined in the table below.

- 1.1 The teaching of RSE is a partnership between home and School. The School aims to provide a safe and respectful environment to learn about RSE which supports the vital role of parents in providing this education.
- 1.2 We recognise that our pupils, come from a diverse variety of families. In line with the Equality Act 2010, all teaching at St Paul's Juniors, including specific Relationships Education and Relationships and Sex Education, is inclusive and diverse, and aims to support all pupils equally.

2. Method of Delivery and Themes Covered

- 2.1 At St Paul’s Juniors the teaching of the different elements of Sex Education, Relationships Education and Relationships and Sex Education (RSE) are divided between the science department and the PSHE department. In the Upper Second, the Science department delivers sex education as outlined in the table below. The PSHE department focusses on Relationships Education in the First and Second years, and Relationships and Sex Education in the Third Year..
- 2.2 All teachers delivering Relationships Education and RSE have received relationship and sex delivery training and use appropriate terminology/language, such as the anatomically correct vocabulary for parts of the body.
- 2.3 Parents of the Upper Third Years and Upper Second Years are invited to attend an online seminar in the Autumn Term and Spring Term respectively. These workshops aim to brief parents on the content of the programme of study. They also provide an opportunity to ask questions, and to offer feedback on the content of the course and the RSE policy.
- 2.4 All pupils have access to information about external sources of relevant and age-appropriate information, advice and support through signposting within lessons.
- 2.5 Pupils in the Second and Third Years are able to ask questions anonymously during lessons. This helps to remove any embarrassment or awkwardness surrounding questions on this topic, and often leads to important and necessary discussions within the class. Teachers are equipped with the skills to answer questions in a factual and age-appropriate way, as well as knowing when to follow up with students if questions raise concern for the safety of the child.
- 2.6 It is important to emphasise that Relationships Education and RSE is part of a much broader PSHE & Citizenship programme of study, in which many aspects of human relationships are explored. Progression is ensured between St Paul’s Juniors and St Paul’s Seniors through regular liaison and sharing of resources and lesson plans between respective Heads of Department.
- 2.6 The table below outlines the Relationships Education taught in L1-U2 PSHE lessons, as set out in DfE statutory guidance.

Year Group	Content	Implementation
Lower First Year	Autumn term 2 – Healthy Relationships <ul style="list-style-type: none"> • The characteristics of friendships, including mutual respect, truthfulness, 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. • How to recognise who to trust and not trust and how to recognise when a friendship is making them feel unhappy or uncomfortable. • The importance of permission-seeking and giving in relationships with friends, peers and adults. • What sorts of boundaries are appropriate in friendships with peers and others. • Where to get advice. 	Pupils are taught PSHE by their form tutor. Lessons are accessible to all pupils through the use of a variety teaching styles, such as scenario-based learning, as well as class-specific differentiation as informed by their class teacher. Key words are displayed on lesson resources at the start of the lesson and throughout. Dual-coding is used where appropriate.

<p>Upper First Year</p>	<p>Autumn term 2 – Healthy Relationships</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • That others’ families 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. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 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. 	
<p>Lower Second Year</p>	<p>Spring term 1 – Healthy Relationships</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them, or make different choices, or have different preferences or beliefs. • 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. • What sort of boundaries are appropriate in friendships with peers and others (including a digital context). • How to report concerns and the confidence and vocabulary needed to do so. • About different types of bullying (including cyberbullying) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. 	<p>Lessons are accessible to all pupils as a result of using a variety of teaching styles including:</p> <ul style="list-style-type: none"> • Key word banks • Dual-coding and use of images • Use of age-appropriate scenarios • Paired and group discussion <p>Teachers may implement other methods of differentiation to meet the needs of specific pupils in their class.</p>
<p>Upper Second Year</p>	<p>Summer term 1 – Puberty and Change (Health Education) <i>(this unit comprises of some content within the category of ‘health education’ and some within ‘relationships education’)</i></p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>NB: pupils learn about the reproductive system in science lessons.</p>	

2.7 The table below outlines the Relationships and Sex Education taught in L3 and U3 PSHE lessons, as set out in DfE statutory guidance.

Year Group	Content	Implementation
<p>Lower Third Year</p>	<p>Spring term 1 – Healthy Relationships</p> <ul style="list-style-type: none"> • The characteristics of positive and healthy relationships (including one-to-one intimate relationships) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • The concepts of, and laws relating to, consent and sexual harassment, and why sexual harassment and sexual violence are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. • How stereotypes (including stereotypes based on sexual orientation) can cause damage and normalise or encourage prejudice. <p>Spring term 2 – Gendered experiences</p> <ul style="list-style-type: none"> • The concept of, and laws relating to, FGM • The similarities and differences between the online world and the physical world, including unhealthy or obsessive comparison with others online, including through setting unrealistic expectations for body image. • How stereotypes (including stereotypes based on sex and gender) can cause damage and normalise or encourage prejudice. 	<p>Lessons are accessible to all pupils as a result of using a variety of teaching styles including:</p> <ul style="list-style-type: none"> • Key word banks • Dual-coding and use of images • Use of age-appropriate scenarios • Paired and group discussion <p>Teachers may implement other methods of differentiation to meet the needs of specific pupils in their class.</p>
<p>Upper Third Year</p>	<p>Spring term – RSE</p> <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • The concepts of, and law relating to, sexual consent and sexual harassment. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others. • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • The impact of viewing harmful content. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence. 	

	<ul style="list-style-type: none"> • What to do and where to get support to report material or manage issues online. • The facts about reproductive health, including fertility. • The facts about the full range of contraceptive choices. • The facts around pregnancy and childbirth, including choices in relation to pregnancy.
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3. Monitoring and Evaluation

- 3.1 Given the nature of Relationship and Sex Education, formal lesson observations are not always appropriate. For this reason, it is imperative that the Head of PSHE and Citizenship communicates regularly with those delivering the RSE curriculum, to discuss:
- The resources and methods that are used; and their appropriateness and effectiveness;
 - The reaction of the boys to the lessons and materials;
 - The inclusion of new topics that may need to be covered.
- 3.2 To ensure that the programme meets pupils' needs, PSHE ambassadors in the Upper Third Year collect pupil voice feedback on the content of the course. Additionally, pupils are asked at the start of the syllabus what they would like to learn. If required and appropriate then this information is used to adapt the programme in advance of its delivery. Parents are also invited to provide feedback and ask questions on the content of the course following attendance at parental workshops. It is important to note that though all feedback and views are listened to, they do not amount to a power of veto over curriculum content.
- 3.3 The policy and syllabus is available to all teachers and support staff. This ensures the wider staff body are aware of what is being taught so that they are prepared to support the emotional needs of pupils in their lessons.
- 3.4 Before teaching the syllabus, the Head of PSHE and Citizenship provides a briefing to those teaching it. Staff are informed that should any pupils make a disclosure, they must follow the School's Safeguarding Policy and report this to the Designated Safeguarding Lead.

4. Parental rights

- 4.1 At St Paul's Juniors, the Head of PSHE & Citizenship sends a letter in advance of any RSE lessons taught in school. This will outline the topics to be covered, the method of delivery and details of any other education provider involved in the teaching of the syllabus it also provides the date of parental information evenings. If parents have any queries they should contact the Head of PSHE & Citizenship. The RSE policy and an overview of the syllabus are available to parents on the Parent Portal.
- 4.2 St Paul's Juniors recognises the right to withdraw pupils from certain aspects of the lessons outlined above. Parents are not be able to withdraw their child from any aspect of Relationships Education (RE). However, following discussion with the school, parents may withdraw their child from any or all aspects of Sex Education (SE), or SE delivered as part of

statutory Relationships and Sex Education (RSE) that exceed the Year 6 National Curriculum for science. Where pupils are withdrawn, the school will document the process and will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

- 4.3 It is important to note that this policy has been written with reference to *Section 405 of The 1996 Education Act, Section 80A of the Education Act 2002* and the updated *Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance for schools in England. (Sept 2021)*