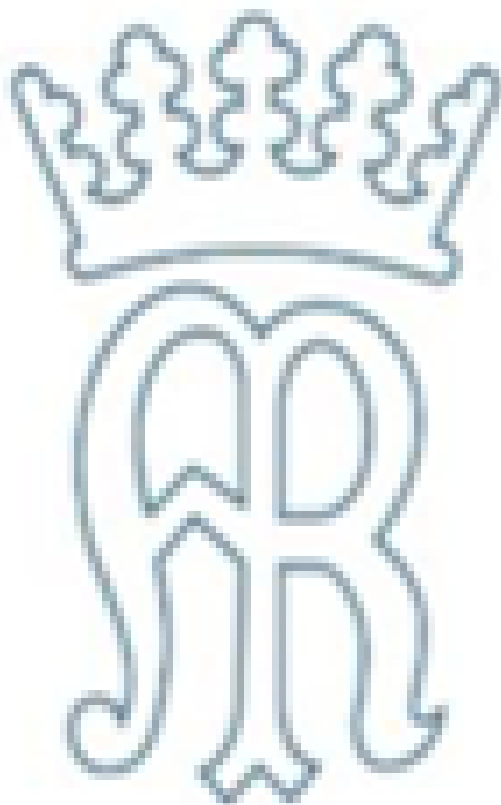




St. Mary's C of E Primary Academy
COLLABORATIVE LEARNING TRUST



Relationship and Sex Education Policy
2022



Ethos

St. Mary's Church of England Primary Academy takes its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

Context-Why RSE is important

We teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that, from September 2020, all schools must deliver Relationships Education and RSE to help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- RSE 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 2019)'
- The DfE 2019 statutory guidance states that, from September 2020, all schools providing primary education, must teach Relationships Education.
 - Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
 - Children are prepared for the physical and emotional changes they undergo at puberty, and learn about relationships and it enables pupils to learn about safety and risks in relationships.
 - The teaching of RSE plays an important part in fulfilling the statutory duties the school has to meet through the National Curriculum.
 - The Department of Health has set out its ambition for all children to receive high quality Relationships and Sex 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 Relationships and Sex Education so they can make wise and informed choices.' (p.46)
 - Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and of 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 RSE 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.

Development Process

This policy was produced by Mrs Susan Stevenson (Assistant Head Teacher & R.S.E)
Rebecca Brown – PSHE/RSE lead from November 2020.

From September 2020, the law requires primary schools to consult on their Relationships Education policy for implementation from April 2021.

Parents/Carers are consulted through the use of Microsoft forms and feedback given at parent consultation evenings, discussions with class teachers, or when required the RSE co-ordinator. Teaching and non-teaching staff are consulted through monitoring RSE planning and conversations around the developmental stage of the current cohort, and pupils are consulted through pupil voice.

Governors are consulted through conversations and their feedback from the written policy. This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is Rebecca Brown.

It will be reviewed briefly annually and in full every 3 years.

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate progress through:

- A co-ordinated and consistent approach to curriculum delivery that has been adopted by all in school.
- The content of the RSE curriculum is flexible to an extent but will mainly follow the You, Me and P.S.H.E curriculum but will be responsive to pupils' differing needs e.g. this can be dependent on the developmental stages and age of the cohort.
- Ensuring **all** children are receiving an entitlement curriculum for Relationships, Health & Science education in line with DfE national statutory guidance and local guidance.
- Ensuring **all** children have access to an age appropriate curriculum for Sex Education in line with national and local guidance. (See below – Right to Withdraw)
- Clearly identified learning objectives for all RSE activities (You, Me and P.S.H.E) where pupils' learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches being used where appropriate.
- Policy and practice is revised regularly and involves staff, governors, parents/carers and pupils.
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions/workshops.
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community e.g. through the school website and through Microsoft forms.

Location and Dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website.

Definition

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Sex and relationships education (SRE) for the 21st century (2014)

The principles of high quality RSE in our school

Relationships and Sex Education:

- is a partnership between home and school.
- in our church school context values each individual as God's unique creation and so seeking to help them thrive and flourish
- ensures pupils' views are actively sought to influence lesson planning and teaching.
- starts early and is relevant to pupils at each stage in their development and maturity.
- is taught by people who will be trained in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent .
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- helps pupils understand on and offline safety, consent, violence and exploitation.
- is inclusive of difference: gender identity, sexual orientation, special educational needs and disability, ethnicity, culture, age, faith or belief, or other life experience.
- uses active learning methods, and is planned, assessed and evaluated.
- helps pupils understand a range of views and beliefs about relationships in society which may differ to their own.
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations .
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

Overall school aims for RSE and delivery

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered through the You, Me and P.S.H.E scheme. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

Attitudes and Values:

- Learn the value of family life, marriage, and stable and loving relationships for the nurture of children.
- Learn the value of respect, love and care.
- Explore, consider and understand moral dilemmas.
- Develop critical thinking as part of decision-making.

Personal and Social Skills:

- Learn to manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others.
- Learn to make choices based on an understanding of difference and with an absence of prejudice.
- Develop an appreciation of the consequences of choices made.
- Learn how to recognise and avoid exploitation and abuse.

Knowledge and Understanding:

- Learn and understand physical development at appropriate stages.
- Understand human sexuality, reproduction, sexual health, emotions and relationships.
- Learn about contraception and support services.

Pupils with SEND:

As far as it is appropriate, pupils with special educational needs will follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Any changes to the programme followed will be in conjunction with detailed discussions with parents, carers and class teachers before the lessons take place.

In individual cases; where delivery needs to be adapted, then a differentiated programme and or resources will be provided, to ensure that all pupils gain a full understanding appropriate to their need, again this will be thoroughly discussed with parents / carers before any sessions are undertaken.

Teachers and/or learning support assistants work with individual pupils where required. It is not our school's policy to withdraw pupils with special educational needs from PSHE and RSE education these aspects of personal and social development are as important to all pupils as their academic achievement.

In addition to this, we also aim to:

- Raise pupils' self-esteem and confidence.
- Teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and values of those around them.
- Support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect their bodies.
- Provide pupils with the right tools to enable them to seek information or support, should they need it.
- Teach pupils about consent and their right to say no, in an age appropriate manner.

The aim of RSE is NOT to:

- Encourage pupils to become sexually active at a young age.
- Promote a particular sexual orientation or gender identity.
- Sexualise children.

The wider context of RSE

The school's RSE programme will:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
 - Be an **entitlement** for all pupils, including those with additional learning and language needs.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- Recognise that the term 'family' is a broad concept; not just one model, e.g. nuclear family.
- Encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity.
- Ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure.

- Recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up.
- Work in partnership with parents/carers and pupils, consulting them about the content of programme.
- Work in partnership with other health professionals and the wider community.

RSE contributes to:

- A positive ethos and environment for learning .
- Safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- A better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobia, transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- Helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

Key rights and responsibilities for Relationships and Sex Education

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

Agreed Language – see below.

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

This will be shared with parents. We will aim to develop an ongoing communication with parents to ensure they are fully informed.

We will consider how pupils who are new to English will be supported in accessing and understanding the language used in RSE lessons.

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Washing Brushing teeth Getting dressed Boy Girl	Washing Brushing teeth Getting dressed Clean Boy Girl Same Different Face Hair skin	• Washing • Brushing teeth • Get dressed • Clean • Boy • Girl • Penis • Vagina • Same • Different • Physical characteristics • Gender • Hair • Face	• Similar • Different • Sex • Gender roles • Stereotypes • Boy • Girl • Male • Female • Body parts • Penis • Vagina	• Similar • Different • Male • Female • Body parts • Penis • Vagina • Comfortable • Uncomfortable • Body parts • Like • Dislike • Touch • Hug • Kiss • Family • Fostering • Adoption • Relationship • Stereotypes • Gender roles	• Puberty • Lifecycle • Reproduction • Physical • Pregnancy • Breasts • Sperm • Egg • Pubic hair • Emotions feelings	• Puberty • Physical changes • Emotional changes • Moods • Menstruation • Periods • Tampons • Sanitary towels • Wet dreams • Semen • Erection • Sweat • Breasts • Spots • Pubic hair • Facial hair • Underarm hair • Sexual feelings Privacy Human rights Protection Female Genital Mutilation	• Womb • Sperm • Egg • Conception • Fertilisation • Pregnancy • Sexual intercourse • Twins • Fostering • Adoption • Relationship • Friendship • Love • Consent • Intimacy Privacy Human rights Protection Female Genital Mutilation

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons. It helps to ensure we are a happy and healthy environment to learn in.

The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word 'gay' to mean something is rubbish is wrong and

will not be tolerated.

To tackle this, staff might say: '*You've used the word gay but not in the right way.*' As a result, pupils will hear references to, for example, 'gay,' 'straight' and different kinds of relationships as part of teaching and assemblies, when we talk about rights, respect or relationships.

The Church of England document 'Valuing All God's Children' is an important reference point regarding this aspect of the RSE approach by school. can be found here- [\[To view Valuing All God's Children Report please click this link\]](#)

Answering Questions

We acknowledge that potentially sensitive or controversial issues will arise as pupils will naturally share information and ask questions. They will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what's being discussed for Relationships Education. We also acknowledge that children of the same age may be developmentally at different stages leading to differing types of questions or behaviours.

When spontaneous discussions arise, it must be guided in a way that reflects the **stated school aims** and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, **only** to the pupil or pupils who have asked the question.

If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RSE lead/Child Protection Officer.

Questions may be referred to parents/carers if it is not appropriate to answer them in school. We will also use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is **discouraged**. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures. Ground rules are essential when discussing sensitive subject matters.

Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by:

- Speaking in a matter-of-fact way.

- Encouraging pupils to write down questions, anonymously if desired, and post them in a question box or ask-it basket.
- Staff will make time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up.
- If a verbal question is too personal, staff will remind the pupils of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and if appropriate discuss later on an individual basis.
- Staff will not provide more information than is appropriate to the age/developmental level of the pupil.
- If staff are concerned that a pupil is at risk of abuse, a designated member of staff will be informed and the usual child protection procedures must be followed.

Key responsibilities for RSE

Teaching Staff

When teaching RSE staff will :

- Ensure that they are up to date with schools policy and curriculum requirements regarding RSE.
- Attend and engage in professional development training around RSE provision, including individual and whole staff training/inset, where appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE lessons in school and tailor their activities to suit **all** pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND.
- Ask for support in this from the school SEND coordinator or the RSE Coordinator, should they need it.

Governors

The local governing committee as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. The named link governor for RSE is to be confirmed.

When aspects of RSE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

Pupils

All pupils:

- **Are expected to attend the statutory National Curriculum Science elements** of the RSE curriculum and the **Statutory Relationships Education and Health Education curriculum**.
- They should support one another with issues that arise through RSE by, for example, alerting relevant members of staff to any potential worries or issues.
- They will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class.
- They will have the opportunity to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise.
- They will be asked for feedback on the school's RSE provision through monitoring lead by staff.

Parents/Carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Involving parents throughout our journey to develop RSE in our school is vital.

The school will:

- Work closely with parents/carers when planning and delivering RSE.
- Ensure that parents/carers know what will be taught when, and clearly communicating the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE but **not** from science based content.
- Give parents/carers every opportunity to understand the purpose and content of Relationships Education and RSE.
- Encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE.

The right to withdraw

In line with the statutory national guidance, parents have rights to withdraw pupils from some aspects of the Relationship & Sex Education curriculum, but not from others. To summarise these:

- Parents **CANNOT** withdraw pupils from:
 - Relationships Education
 - Science Education
 - Health Education
- Parents **CAN** withdraw pupils from:
 - Sex Education

In the section below, entitled RSE Provision, we set out clearly what aspects of the content of the RSE curriculum falls into which category. This will inform parents from which aspects of the RSE curriculum pupils can be withdrawn.

Requests for withdrawal should be put in writing to the head teacher. The head teacher will discuss this request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Parents have the right to withdraw their child from some or all of the Sex Education delivered as part of RSE but not the Relationship education or Science content.

This process will be documented to ensure a record is kept. (Appendix 1)

The head teacher will also discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

RSE Provision

The following outlines the RSE content for our school

Sex Education will be taught in Years 2,4 and 6

Y2

Boys and girls, families

1. Pupils learn to understand and respect the differences and similarities between people

Pupils

- 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

2. Pupils learn the biological differences between male and female children

Pupils

- identify and name biological terms for male and female sex parts
- can label the male and female sex parts with confidence
- understand that the male and female sex parts are related to reproduction

3. Pupils learn the biological differences between male and female children

Pupils

- identify and name biological terms for male and female sex parts
- can label the male and female sex parts with confidence
- understand that the male and female sex parts are related to reproduction

4. Pupils learn that everybody needs to be cared for and ways in which they care for others

Pupils

- 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

5. Pupils learn about different types of family and how their home-life is special

Pupils

- can describe different types of family
- identify what is special and different about their home life
- understand families care for each other in a variety of ways

Y4

Growing up and changing

1. Pupils learn about the way we grow and change throughout the human lifecycle

Pupils

- can identify changes throughout the human life cycle
- understand change is on-going
- understand change is individual

2. Pupils learn 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 puberty
- Understand that everyone's experience of puberty is different and that it begins and ends at different times

3. 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

4. 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
- can describe how to care for their bodies during puberty
- can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes

5. 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 behaviour change during puberty
- can devise strategies for managing these changes
- understand how changes during puberty can affect relationships with other people

6. Pupils learn strategies to deal with feelings in the context of relationships

Pupils

- are able to identify feelings and understand how they affect behaviour
- can practise strategies for managing relationships and changes during puberty
- can empathise with other people's feelings in relationships, including parents and carers

7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it

Pupils

- can identify sources of information, support and advice for children and young people
- can use appropriate language to discuss puberty and growing up with confidence
- can answer their own questions about puberty and growing up

Y6

Healthy relationships

How a baby is made

1. Pupils learn about the changes that occur during puberty

Pupils

- can identify the physical, emotional & behavioural changes that occur during puberty for both males and females
- understand that puberty is individual and can occur any time between 8-17
- understand that body changes at puberty are a preparation for sexual maturity

2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact

Pupils

- understand how our attitudes and values about gender and sexuality may be affected by factors such as culture
- can recognise and challenge gender stereotypes
- understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour

3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships

Pupils

- can identify positive qualities and expectations from a variety of relationships
- can explain the similarities and differences between friendships and intimate relationships
- can describe that there are different types of intimate relationships, including marriage
- understand that sex or making love may be one part of an intimate relationship adults

4. Pupils learn about human reproduction in the context of the human lifecycle

Pupils

- 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 explain how sexual intercourse is related to conception can name the male and female sex cells and reproductive organs

5. Pupils learn how a baby is made and grows (conception and pregnancy)

Pupils

- 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

6. Pupils learn about roles and responsibilities of carers and parents

Pupils

- 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 to be a parent and carers m babies and children
- can recognise that both men and women can take on these roles and responsibilities

7. 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 their own questions about sex and relationships
- can use appropriate language to discuss sex and relationships and growing up with confidence
- can identify sources of information, support and advice for children and young people

Additional lessons: we may want to consider including these lessons in addition as part of SRE policy development

8. 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 specific group or type of person
- can identify how HIV can and cannot be passed on

9. 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
- can describe how a condom protects against HIV and other sexually transmitted infections

10. Pupils learn that contraception can be used to stop a baby from being conceived

Pupils:

- 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 being released, preventing conception
- understand contraception is both partners' responsibility

Assessment, recording and reporting in RSE

Sex and Relationships Education is assessed through regular PSHE assessments. Children take part in pre and post assessments and parents receive information related to PSHE issues taught throughout the year in an annual report.

We hope that the RSE programme will help pupils develop respect for self and others; to communicate their feelings and opinions in a clear and articulate manner, and to have the skills to deal with situations they will face in later life.

Monitoring and evaluation

There is a planned cycle of monitoring at St.Mary's Church of England Primary Academy. RSE forms part of this monitoring cycle as an element of our PSHE work and all audit and review procedures and findings are scrutinised by the school Leadership Team and the LGC.

Safeguarding and Child Protection

Through Relationships Education (and RSE), pupils will begin understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help

We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including on-line bullying, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

Confidentiality in the context of RSE lessons

St.Mary's Church of England Primary Academy is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Any visitors who are invited into school to support and enhance the curriculum will follow the planned programme for RSE and copies of the RSE policy will be available prior to their visit.

Although an atmosphere of trust is encouraged, teachers will not offer pupils or parents/carers unconditional confidentiality. Information about behaviour likely to cause harm to the pupil or to others will be passed onto the appropriate agency via our Child Protection Team – Mark Ford DSL, Jo Williamson Deputy SL, Rebecca Brown, Debbie Crosthwaite or Debbie Stanton.

TO BE COMPLETED BY PARENTS

Name of child

Class

Name of parent

Date

Reason for withdrawing from sex education within relationships and sex education

DRAFT