



Reaching our potential together in Christ.

# **RE/PSHE Policy Including Relationship and Sexual Education**



## Reaching our potential together in Christ.

At St Mary Magdalen's we believe that:

We must **Inspire** our children, and in order to do this we must:

- ✓ Promote Enjoyment.
- ✓ Strive for Happiness.
- ✓ Develop an environment where children are glad to come to school.
- ✓ Celebrate our successes.
- ✓ Always aim to have health and well-being.

By accepting God's word, **Love** will always be at the centre of our school, and we will show this by:

- ✓ Living by our Christian values.
- ✓ Believing in equality and accepting and respecting differences.
- ✓ Remembering our uniqueness.
- ✓ Forging partnerships.
- ✓ Being Forgiving.
- ✓ Accepting forgiveness.
- ✓ Showing patience.
- ✓ Being prayerful.
- ✓ Ensuring there is a safe environment both physically and emotionally for our children and staff to grow in.
- ✓ Having self-reflection.
- ✓ Remembering our spirituality.
- ✓ Creating a love of learning.

When we **Educate** our children, we must:

- ✓ Ensure that all our children achieve their full potential.
- ✓ Remember the whole child.
- ✓ Have high expectations in all areas for all our children.
- ✓ Create a curriculum to stimulate all our children.

**Staff Consultation – 12.2.2020**

**Parent Consultation – 16.3.2020**

**Governor Consultation - 16.3.2020**

**Reviewed: September 2023**

**Review date: September 2024**

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### **Philosophy**

Religious Education and Spiritual, Moral, Social and Cultural Education at St Mary Magdalen's School involves general, moral and spiritual education (the development of a zest for life and love of life, an ethos of caring, patience, forgiveness and love and the forming of relationships between children, staff and parents); specific Church of England tradition (particular assemblies and worship, church visits and clergy involvement), and the broader classroom Religious Education and Spiritual, Moral, Social and Cultural Education which the school offers. We seek to help all of our learners to 'live and live splendidly' (John 10:10), this is done through explicit and implicit means.

Religious Education and Spiritual, Moral, Social and Cultural Education at St Mary Magdalen's C of E Primary School are governed by the School Trust Deed. We follow the Blackburn Diocesan Board of Education Syllabus for RE which reflects the National Framework for RE.

### **Aims**

Through the teaching of Religious Education and Spiritual, Moral, Social and Cultural Education at St Mary Magdalen's we aim to improve the quality of education received by all pupils, they have the opportunity to develop morally, spiritually, socially and culturally. In Religious Education lessons, as well as PSHE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people, belief in spiritual dimensions is important.

Within our teaching we aim to:

- Support the Mission Statement of the school in communicating an understanding of the redeeming love of Jesus Christ, underpinning the ethos of the school and its nurturing role.
- To help develop children's own beliefs, values and attitudes through an exploration of Christ's and the Apostles' teachings as found in Scripture, the examination of religious language and symbolism, along with their shared human experience.
- With emphasis on Christian beliefs and practices, to know the place significance of Christianity and other world religions in the contemporary world, in the surrounding wider and local communities, and within the Parish. (Cf Race Equality Policy.)
- To deliver Blackburn Diocesan RE syllabus.
- To help children to extend their thinking and analytical skills and their creative, imaginative and emotional development.

### **Teaching and Learning.**



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### **The Early Years RE Chatterbox Units**

The Early Years RE Chatterbox Units are designed to encourage an atmosphere of community where everyone, child and adult are learning together. Right from the start planning involves consultation with the child so that a blend of child and adult initiated activities will take place. This child centred approach will inspire and motivate both children and adults. The needs of visual, audio and kinesthetic learners will be met, thoughts and ideas shared, and the depth of learning will be greater. Children will feel confident to ask questions and make choices. The results will be enthusiastic, interested and creative children.



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## Early Years Areas of Learning and Development

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>



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### Three characteristics of effective teaching and learning

- **Playing and exploring** - children investigate and experience things and 'have a go.'
- **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In order to make RE a lively, active subject we employ a variety of cross-curricular teaching methods including art, DT, ICT, music, visitors and visits, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection. To support this, we endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils.

Teachers will use a variety of approaches when teaching RE, including work for the whole class, group and at an individual level when a specific need is identified. Mixed ability groups provide opportunities for discussion and brainstorming.

Differentiation is mainly through outcome though pupils who show the ability to discuss aspects of RE at a deeper level are encouraged through discussion with the class teacher in a small group. Provision for children with Special Educational Needs is made where appropriate through differentiated work to accommodate the wide range of abilities within each class. It is also recognised that RE has a unique role to play in the building of individual pupils' self-esteem, that through role-play, drama and artwork and discussion groups it is the aim of the school that all pupils find a means to relate to the subject.

The importance of continuity and progression is recognised through the choice of topics and discrete units that make up the scheme of work.

The school also places importance on 'real life' RE, as such we offer our children a range of extra opportunities to develop their understanding and spiritual experiences through visits out of school, visitors to school, work with other schools and close links with the local church.

### The Relationships Education,

*37 Jesus said to him, "You shall love the LORD your God with all your heart, with all your soul, and with all your mind." 38 This is the first and great commandment. 39 And the second is like it: 'You shall love your neighbour as yourself.' 40 On these two commandments hang all the Law and the Prophets."*

*Matthew 22v37-40*



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This passage should be the basis of all relationship education within a church school. We should model our relationships on obedience to this and understand our relationships through a deeper understanding of this command.

Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in all schools.

The focus at St Mary Magdalen's CE Primary School is about teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBTQ+ parents, families headed by grandparents, adoptive



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parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g., looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.

Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. We focus on boundaries and privacy, ensuring the children understand that they have rights over their own bodies. This also includes understanding the boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know 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. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

One key message that is shared with children in our church school is that of the family of God. This concept of the church as God's family means that we have many brothers and sisters in Christ and therefore should seek to treat each other as God would want. The "what would Jesus do" bracelets are a good tool for thinking how we relate as one family in Christ. Theologically, there are differences of view on who is in God's family but considering all to have the potential to be children of God and, therefore, all to potentially be part of the family of God is a useful way forward.

### Lesbian, Gay, Bisexual Transgender Queer, Intersex, and Asexual (LGBTQ+)

In teaching Relationships Education and RSE, under legislation we need to ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We must ensure





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that we comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

We ensure that all of our teaching is sensitive and age appropriate in approach and content. At the point at which we consider it appropriate to teach our pupils about LGBTQ+, we ensure that this content is fully integrated into our programmes of study rather than be delivered as a standalone unit or lesson.

### By the end of primary school:

Families and people who care for me	<p>Pupils should know.</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<p>Pupils should know.</p> <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul>

<sup>1</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.



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	<ul style="list-style-type: none"> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p>Respectful relationships</p>	<p>Pupils should know.</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• about different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p>Online relationships</p>	<p>Pupils should know.</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>



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	<ul style="list-style-type: none"> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know.</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g., family, school and/or other sources.</li> </ul>

Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We at St Mary Magdalen’s have chosen to teach some aspects of sex education and will continue to do so, although it is not a requirement. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for 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 process should include offering parents support in talking to their children about sex education and how to link this with what is



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being taught in school.

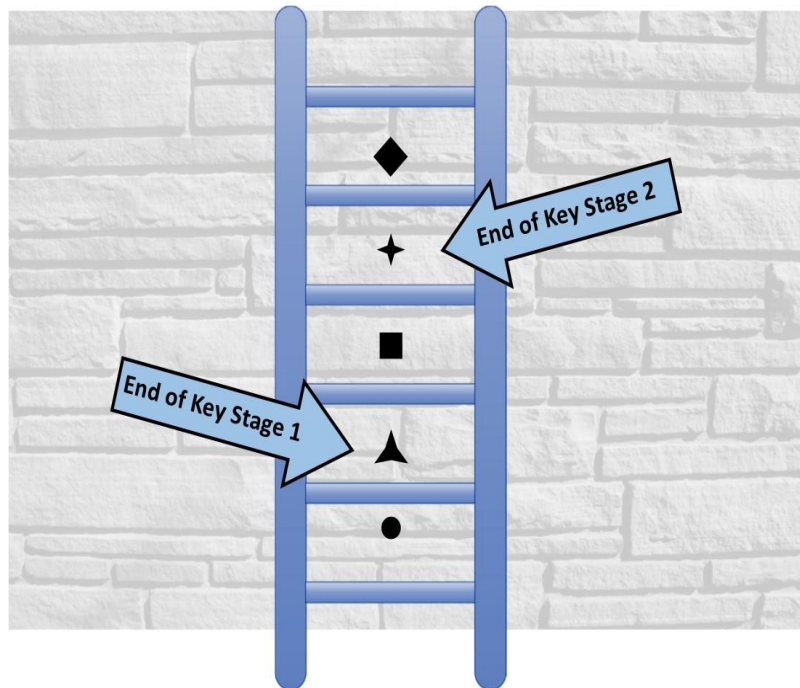


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**Assessment, Evaluation, Record Keeping and Reporting**

Assessment is the process by which progress is measured and communicated to pupils so that they can take their learning forward. It serves to inform the teacher whether learning objectives have been met and what steps need to be taken to enable pupils to progress further. In RE assessments are designed so that pupils have opportunities to show what they know, understand and can do. The process of assessment is conducted in line with the whole school assessment policy and takes account of national and local developments in this field.

**The ladder of expectation of achievement in RE**





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### The ladder of expectation and achievement in RE

- ◆
  - Pupils can explain the impact of religion on believers' lives and communities.
  - Pupils can suggest possible reasons for distinctive beliefs within and between religions.
  - Pupils can explain how religious texts are used to answer the big questions in life.
  - Pupils can describe why people belong to religions and the challenges they face.
  - Pupils ask ultimate questions and can express their own and others' views.
- ✦
  - Pupils can recognise similarities and differences within and between religions and make links between them.
  - Pupils can describe the impact of religion of people's lives.
  - Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
  - Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
  - Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.
- - Pupils can make links between sacred texts/stories and beliefs.
  - Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.
  - Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.
  - Pupils are beginning to identify the impact of religion on believers' lives.
  - Pupils can describe forms of religious expression.
  - Pupils can ask important and relevant questions about religion and belief.
- ▲
  - Pupils can retell religious stories.
  - Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.
  - Pupils can identify different ways in which religion is expressed by noticing similarities in religion.
  - Pupils are beginning to ask good questions about their own and others' experiences.
  - Pupils are recognising their own values and the values of others.
- - Pupils can recall details of stories.
  - Pupils can name features of religious life and practice.
  - Pupils can recognise symbols and use some religious words.
  - Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.

The ladder is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. However, the ladder can be used to make judgements about the level of individual pupils' achievement and a record sheet has been included in this folder.



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- At the end of Key Stage 1 pupils are expected to be achieving at ▲ level (rung 2 of the ladder).
- At the end of Key Stage 2 pupils are expected to be achieving at ◆ level (rung 4 of the ladder).

Therefore, teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. The recording sheet is designed to be used once each term at the end of a unit. In each unit sheet there is a list of expected knowledge marked with the symbols from the ladder along with a list of expected outcomes. These lists are generic, and it is expected that teachers will incorporate them into learning objectives. These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess. Learning about and from religion is still considered to be essential and both have been incorporated in the ladder and expectations.

There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements. The syllabus units give clear suggestions in *blue italics* as to how the outcomes of the activities can be recorded. From Year 1 onwards each child will have their own RE book and each class will have a class RE 'scrapbook'. The two books work together to provide evidence that can be assessed and monitored.

The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

The RE Co-Ordinator will carry out an RE book/work scrutiny across the school regularly. The RE Co-Ordinator, with the cooperation of the staff, will create a portfolio of evidence of the RE taking place throughout the school.

The purpose of the portfolio is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging RE. It should be a working document that can be shown to staff, governors, parents and inspectors. It is important that the portfolio is a celebration of success and the distinctive quality of RE in your Church school.

The content of this document could include: -

- children's work from across the school with an indication of where it meets expectations in the ladder.
- photographs recording displays, artwork, visits and visitors.
- teachers' plans showing evidence of quality, creative and challenging RE.
- Records of the RE Co-Ordinator's scrutiny of work and lesson observations.
- plans and work from special RE days or theme weeks.

This information is shared with the Head and link Governor. The class teacher makes a written comment



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about the child's progress on their report form.





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**End of Key Stage Expectations**

By the end of Key Stage 1 children are expected to:
<ul style="list-style-type: none"> <li>• talk about God as creator of the world who loves us.</li> </ul>
<ul style="list-style-type: none"> <li>• know that God is three in one, Father, Son and Holy Spirit.</li> </ul>
<ul style="list-style-type: none"> <li>• be able to retell both the nativity and Easter stories.</li> </ul>
<ul style="list-style-type: none"> <li>• use religious words to talk about the celebrations of Christmas, Easter and Pentecost.</li> </ul>
<ul style="list-style-type: none"> <li>• know that Christians believe Jesus is the Son of God who died on the cross and rose again.</li> </ul>
<ul style="list-style-type: none"> <li>• know that Jesus had 12 special friends called disciples.</li> </ul>
<ul style="list-style-type: none"> <li>• know that the Bible is our holy book, and it contains God's big story, the salvation plan.</li> </ul>
<ul style="list-style-type: none"> <li>• be able to retell stories of Jesus' miracles.</li> </ul>
<ul style="list-style-type: none"> <li>• have visited a church and confidently talk about their experience and what they have learnt.</li> </ul>
<ul style="list-style-type: none"> <li>• have had opportunity to ask reflective questions that wonder about Christian practice, values and beliefs.</li> </ul>
<ul style="list-style-type: none"> <li>• be able to give examples of how Christians, put their beliefs into action.</li> </ul>
<ul style="list-style-type: none"> <li>• know the names and significance of holy books from other faiths.</li> </ul>
<ul style="list-style-type: none"> <li>• know the places where people of other faiths worship.</li> </ul>
<ul style="list-style-type: none"> <li>• be developing a sense of their own values and the values of others.</li> </ul>
<ul style="list-style-type: none"> <li>• have experienced taking part in the celebration of Harvest Festival.</li> </ul>



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By the end of Key Stage 2 children are expected to:
<ul style="list-style-type: none"> <li>• know that God is three in one, Father, Son and Holy Spirit – the Trinity.</li> </ul>
<ul style="list-style-type: none"> <li>• know that in the beginning God created everything and it was good. People spoil the environment and their relationship with God. This is known as the Fall.</li> </ul>
<ul style="list-style-type: none"> <li>• know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.</li> </ul>
<ul style="list-style-type: none"> <li>• know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.</li> </ul>
<ul style="list-style-type: none"> <li>• know that Christians believe that Jesus will come again, and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).</li> </ul>
<ul style="list-style-type: none"> <li>• Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God’s Kingdom on earth as best they can.</li> </ul>
<ul style="list-style-type: none"> <li>• know that Pentecost was the start of the church.</li> </ul>
<ul style="list-style-type: none"> <li>• know that Christians believe that the Holy Spirit is at work in their lives today.</li> </ul>
<ul style="list-style-type: none"> <li>• know that Christianity is a worldwide multi-cultural faith.</li> </ul>
<ul style="list-style-type: none"> <li>• know that prayer is an important part of the life of a believer and explain why.</li> </ul>
<ul style="list-style-type: none"> <li>• know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word.</li> </ul>
<ul style="list-style-type: none"> <li>• describe the impact responding to God’s call has on a believer’s life.</li> </ul>
<ul style="list-style-type: none"> <li>• use developing religious vocabulary to talk about the impact religion has on believers’ lives.</li> </ul>
<ul style="list-style-type: none"> <li>• be able to make comparisons and identify the similarities and differences between the rules for living in Christianity and two other world faiths.</li> </ul>
<ul style="list-style-type: none"> <li>• ask important questions about religion and belief that improves their learning.</li> </ul>
<ul style="list-style-type: none"> <li>• experience a visit to a place of worship other than a church.</li> </ul>



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<ul style="list-style-type: none"> <li>• talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.</li> </ul>
<ul style="list-style-type: none"> <li>• retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts.</li> </ul>
<ul style="list-style-type: none"> <li>• connect Christian practices, values and beliefs to events and teaching in the Bible.</li> </ul>
<ul style="list-style-type: none"> <li>• be able to describe and show understanding of the links between the teachings in other Holy Books and the behaviour of the believers.</li> </ul>
<ul style="list-style-type: none"> <li>• be able to express and explain their own opinions on issues they have discussed.</li> </ul>
<ul style="list-style-type: none"> <li>• use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life.</li> </ul>
<ul style="list-style-type: none"> <li>• describe what they think motivates people of faith and explain what inspires and influences them personally.</li> </ul>
<ul style="list-style-type: none"> <li>• ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.</li> </ul>
<ul style="list-style-type: none"> <li>• know and be able to talk about the links between Christianity and Judaism.</li> </ul>
<ul style="list-style-type: none"> <li>• describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist.</li> </ul>

### **Recording**

An evaluation of teacher and pupil performance is undertaken following each lesson. This is recorded on the planning sheets and, through this, improving the planning for the following lesson. Records are kept of work covered by the class; these are passed on to the next teacher at the end of the year. Each class also records in the class RE scrapbook which follows the cohort through school.

### **Reporting**

Annual written reports are given to parents during the summer term. A copy of this is kept in the pupil's personal record file. Two verbal reports are given at Parent's Evenings.

### **Monitoring and Evaluation**

See the whole school monitoring and evaluation plan.

### **School Improvement Plan.**

An Action Plan is prepared annually for the School Improvement Plan including finance from the budget. Feedback from each year's School Improvement Plan is given to the Governors in written form.



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### **Race Equality and Equal Opportunities Statement**

The school is against discrimination in any form. We are committed to the principle that all children are made in God's image and should be given equality of opportunity to fulfil their potential whatever their gender, disability, cultural, ethnic, racial or religious background.

Our Race Equality Policy builds upon the Mission Statement, core values and ethos of the whole school community. We recognise our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy is an integral part of our school life. Through it the school will its commitment to race equality by:

- Valuing diversity and by actively promoting good inter-personal and community relationships.
- Promoting an atmosphere of mutual respect and trust among all members of the school community.
- Ensuring that all staff, pupils and parents are treated with respect and dignity.

### **Role of the Subject Leader**

The role of the subject leader involves the following:

- To formulate a policy and scheme of work and to ensure that this is followed by all teachers.
- To advise and encourage the staff in planning and revising and to keep them abreast of new developments through INSET activities, both in-house and county run courses.
- To keep personally up to date with current issues through INSET opportunities.
- To monitor and maintain resources.
- To liaise with the Governors.
- To advise the Headteacher on developments needed to improve the attainments of the pupils in Religious Education.
- To develop record keeping and assessment procedures for Religious Education.
- To keep up to date with changes in the Agreed Syllabus and commercially available resources.

### **The Role of the Teacher**

The role of the teacher involves the following:

- To ensure that Religious Education is incorporated into their medium- and short-term planning.
- To discuss the children's work and make appropriate interventions to improve their skills and knowledge.
- To encourage children to share, discuss and reflect on their work with other children.
- To help children draw on skills and knowledge they have learnt in other areas of the curriculum.
- To help children assess and evaluate their own work and the work of others.



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- To be aware of any Health and Safety issues connected with visits off site.

### **Resources**

#### **Time**

Approximately one hour per week is set aside specifically for the teaching of RE. Approximately 80% of this time is devoted to Christianity whilst the remaining 20% can be spent in studying Judaism, Islam, Hinduism, Buddhism and Sikhism. However, RE is not solely confined to one lesson; rather it permeates throughout the school with opportunities arising in other areas of the curriculum.

- a) The school enjoys easy access to the church. Services are held when appropriate in church or on occasions in school. Class visits the church when one of their projects can be enhanced by such a visit and regularly attend class mass.
- b) Visits to other faith places of worship when one of their projects can be enhanced.
- c) Each classroom has appropriate ICT equipment.

### **Books and equipment**

- Blackburn Diocesan Syllabus.
- Blackburn Diocesan Syllabus- resource folders.
- Picture Bibles.
- A selection of children's Bibles.
- A variety of videos.
- Reference books- kept in the library.
- Photographs and pictures.
- Artefacts box sets for each of the major world religions.

Keynote speakers are invited into school to talk to the children when appropriate.

### **Right of Withdrawal**

'The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.'

### **Right to be excused from sex education**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it is good practice for the SLT to discuss the



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request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. St Mary Magdalen's CE Primary School will document this process to ensure a record is kept.

Good practice is also likely to include the SLT discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could 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 (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child other than as part of the science curriculum.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education.

### **Policy Review.**

This policy is to be reviewed with reference to the following: -

- National Curriculum.
- Annually.

The guidance should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)



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- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [online bullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools



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<p>The school has chosen six key themes which are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.</p>				Rights and responsibilities		Feelings and friendship	
				Money		Safety and risk	
				Health		Identity	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1	<p><b>How do we decide how to behave?</b> Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt</p>	<p><b>What can we do with money?</b> Where money comes from; spending; saving; keeping money safe</p>	<p><b>How do we keep safe?</b> Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help</p>		<p><b>How do we feel?</b> Different kinds of feelings; strategies to manage feelings; change and loss</p>	<p><b>What makes us special?</b> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities</p>	
Year 2	<p><b>How can we help?</b> Group and class rules and why they are important; respecting own and others' rights and need; privacy; looking after the environment</p>	<p><b>What is bullying?</b> Hurtful teasing and bullying is wrong, what to do about bullying; unsafe secrets; inappropriate touch what to do if it happens</p>	<p><b>How can we be healthy?</b> Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices</p>	<p><b>What is the same and different about us?</b> Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups</p>	<p><b>How do we show our feelings?</b> Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings</p>	<p><b>How can we keep safe in different places?</b> Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency</p>	
<p>The school has chosen six key themes which are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.</p>				Rights and responsibilities		Feelings and friendship	
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				Health		Identity	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	





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<p>Year 3</p>	<p><b>What are the rules that keep us safe?</b> Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe</p>	<p><b>What can we do about bullying?</b> Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe</p>	<p><b>What are we responsible for?</b> Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others</p>	<p><b>How can we describe our feelings?</b> Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings</p>	<p><b>How can we eat well?</b> What makes a balanced lifestyle; balanced diet; making choices; what influences choices</p>	<p><b>What jobs would we like?</b> What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets</p>
<p>Year 4</p>	<p><b>What is diversity?</b> Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p>	<p><b>How can we be a good friend?</b> Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</p>	<p><b>How do we grow and change?</b> Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice</p>		<p><b>How can we keep safe in our local area?</b> Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe</p>	



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The school has chosen six key themes which are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.						
			Rights and responsibilities		Feelings and friendship	
			Money		Safety and risk	
			Health		Identity	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<b>What makes a community?</b> What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	<b>What does discrimination mean?</b> Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities	<b>How can we manage our money?</b> About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality	<b>What choices help health?</b> What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe	<b>How can we be safe online and using social media?</b> Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries;	<b>What makes us enterprising?</b> Different ways of achieving and celebrating personal goals; high aspirations. growth mind-set; setting up. an enterprise; what enterprise means for work. and society
<b>Year 6</b>	<b>What makes a healthy and happy? relationship?</b> Different relationships: what makes positive; healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction	<b>What are human rights?</b> Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence	<b>How can money affect us?</b> Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues	<b>How can we stay healthy?</b> What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing	<b>How can we manage risk?</b> Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours	



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## **Relationship and Sexual Education**

### **RSE**

#### **INTRODUCTION**

Our school believes that its pupils have a right to the highest quality sex and relationship education as part of the overall PSHE curriculum. Through this we will help them to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives. Sex and relationships education is learning about the emotional, social and physical aspects of growing up, reproduction, relationships, sex, human sexuality 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. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). SRE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Within this the school will ensure there is no discrimination against children based on their different home circumstances. This policy is in line with the Secretary of State's 2000 Guidance on SRE, the Education Act 2002, Children Act (2004), Equality Act 2010, Sexual Health Improvement Framework (2013), the National Curriculum (DFE, 2013) and statutory science curriculum.

#### **Purpose**

This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE.

Our school's PSHE education programme is to support our pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging, it should take the 'learning opportunities' outlined within the three core themes of the PSHE Association Programme of Study. These have been carefully designed as a context through which to develop the concepts, skills and attributes set out below. Although the specific content will constantly evolve as the world changes, these concepts are timeless. It is not enough to simply teach pupils about the issues covered in the suggested subject content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them. When planning a scheme of work for PSHE education, it is important that a balance of these overarching concepts is included.

It was produced by PSHE Association

Through consultation with staff parents' pupils and governors

Parents and carers will be informed about the policy through a letter of notification.

The policy will be available to parents and carers through our school website.

#### **At St Mary Magdalen's we believe that:**

#### **We must Inspire our children, and in order to do this we must:**

- Promote Enjoyment.
- Strive for Happiness.
- Develop an environment where children are glad to come to school.



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- Celebrate our successes.
- Always aim to have health and well-being.

**By accepting God's word, Love will always be at the centre of our school, and we will show this by:**

- Remembering our uniqueness.
- Believing in equality and accepting and respecting differences.
- Living by our Christian values.
- Forging partnerships.
- Being Forgiving.
- Accepting forgiveness.
- Showing patience.
- Being prayerful.
- Ensuring there is a safe environment both physically and emotionally for our children and staff to grow in.
- Having self-reflection.
- Remembering our spirituality.
- Creating a love of learning.

**When we Educate our children, we must:**

- Ensure that all our children achieve their full potential.
- Remember the whole child.
- Have high expectations in all areas for all our children.
- Create a curriculum to stimulate all our children.

### AIMS

- To deliver a sex and relationships education programme that values family life in its widest context but also recognises the social, cultural and religious background of pupils and other members of the school community.
- To provide a comprehensive programme of SRE which provides accurate information about the body, reproduction, sex, and sexual health. To give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.
- To provide education about sex and relationships which is delivered, both formally and informally, in a range of settings by a variety of people, including appropriate outside agencies, with a mutual comfort and confidence in its delivery
- To build on what the pupils already know, understand, think and feel, helping and enabling them to mature in their changing world.

### OBJECTIVES

The SRE Curriculum:

- Is a partnership between home and school
- Ensures children and young people's views are actively sought to influence lesson planning and teaching.
- Provides information about the physical, social and emotional aspects of puberty before its onset.
- Starts early and is relevant to pupils at each stage in their development and maturity.
- Is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sexual orientation, sex and



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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 differences: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- Recognises, respects and accepts the differences of others as well as accepting their own.
- Uses active learning methods, and is rigorously planned, assessed and evaluated.
- Recognises ways in which relationships can be unhealthy and whom to talk to if they need support.
- Helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- 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.
- Outlines the importance of positive, caring relationships between people and different patterns of friendship.
- Generates an atmosphere where questions can be asked and answered openly without embarrassment and trust and confidentiality are ensured.
- Establishes clear ground rules for pupils, teachers and visitors which will create a safe learning environment for everyone involved in the lesson.
- Provides opportunities for the development of personal skills: communication, negotiation, decision making, problem solving and assertiveness.
- Provides opportunities for pupils to develop confidence and self-esteem using appropriate activities which encourage this.
- Provides opportunities for pupils to develop a respect for their own bodies and to accept variations in growth and development (social, emotional and physical)
- Explains the basic human biology of reproduction and how a baby is born.
- Encourages the acceptance of sexuality by providing appropriate vocabulary for all parts of the body.
- Aids understanding of what kind of physical contact is acceptable or unacceptable and how to respond.
- Outlines that actions such as female genital mutilation (FGM) constitute abuse and are a crime.
- Counteracts misinformation, which may be gained from a variety of sources such as TV, magazines, newspapers, jokes/hearsay and peers.
- Outlines the role and value of family life (to include all types of family structures such as children living with grandparents, one parent families, same sex parents, foster parents, transgender parents, children in care, etc.)
- Provides opportunities for pupils to develop the skills and understanding to form positive, non-exploitative relationships which also promote mutual respect and sensitivity towards all.



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- Teaches that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other.
- Is regularly monitored and reviewed to meet the needs of all our pupils.

### **SEND, inclusion, equality and diversity.**

We recognise the right for all pupils to have access to PSHE education learning which meets their needs.

We will ensure that pupils with SEND receive access to PSHE through...

Teaching will consider the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by.... We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by...

### **How will we ensure that our equalities obligations are fulfilled?**

Refer to Equality Act 2010, advice to schools.

- The needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude are addressed and respected.
- We will ensure equality.
- We will assess the needs of different pupils.
- Strands **including** disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children will always be under consideration.

### **How will we ensure inclusion and differentiate learning?**

- We will identify pupils' different starting points.
- We will respect pupils' unique starting points.
- We will ensure that pupils with special educational needs receive access to PSHE education.
- We will offer challenge to our more able pupils.

### **COORDINATION**

The SRE curriculum will be coordinated by an appropriately trained key teacher – Mrs Helen Bird.

The SLT will be responsible for

- Supporting class teachers in the delivery of SRE
- Managing SRE teaching resources, including purchasing, and keeping up to date with new resources
- Advising SLT of training and development opportunities locally and nationally
- Leading a partnership approach with relevant professionals such as school nurses and other outside agencies
- Monitoring and evaluating classroom practice.

### **DELIVERY**

SRE will be taught as part of the PSHE curriculum, will satisfy the National Curriculum Science order and will be delivered by appropriately trained class teachers who will be supported by the SRE Key Teacher. It will be taught



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as part of a discreet PSHE lesson. Single gender lessons will be used when appropriate. Puberty sessions will be taught to pupils in Years 6 in most cases.

### **STAFF DEVELOPMENT AND TRAINING**

The school recognises that, in order to properly implement and maintain this policy, there is a requirement to ensure that key staff, at least, have the opportunity to access appropriate and relevant training and development opportunities. This includes the consideration of SRE as a regular part of Inset planning.

### **DEALING WITH SRE RELATED DISCLOSURE**

If a teacher is concerned or in doubt, they will follow the procedures in the school's Child Protection Safeguarding policy. In some cases, a question/comment may indicate the child to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Safeguarding. This also means that if the child puts a private question to a teacher or other member of staff and requests secrecy, NO promise of secrecy or confidentiality will be given, but the child reassured that any steps taken will always be in the child's best interest. Any child in such circumstances would be stopped from proceeding and told clearly that secrecy or confidentiality could NOT be given.

### **SENSITIVE ISSUES REQUIRING SPECIAL CONSIDERATION**

All staff at St Mary Magdalen's CE Primary School understand that the subject of Sex and Relationship Education can be challenging but do believe that our pupils have a right to be provided with suitable, accurate information, matched to their age, physical and emotional development.

As a part of the SRE programme the children will be encouraged to ask questions. This could be through the use of an 'ask it' basket (anonymously) or as a general part of the lesson. This will enable them to ask questions about issues related to SRE which they want clarifying.

We believe that all questions should be acknowledged but accept that some questions may require further consideration and as such do not have to be answered directly or immediately. The teacher/ specialist /adult may answer the question later with the whole class, individually, or decide to refer the question to the parents. The school expects the teachers to use their professional skills and discretion in such cases and always to keep in mind the age and maturity of the child as well as the aims, objectives, values and procedures set out in the policy document. Occasionally children may ask questions out of context. On such occasions staff will be expected to respond as stated above.

### **CONTENT OF SRE IN SCHOOL**

The SRE programmes for each year group will be taught through discreet lessons as outlined in our PSHE scheme of work. **The following topics will not be taught directly**, but as many of these topics are raised through the media, especially TV soaps, reality TV shows, newspaper billboards, magazines, newspapers and the internet discussion may be needed if questions arise.



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- Abortion
- Contraception
- Infections
- Rape
- Masturbation
- Sexual activity (in relation to reproduction)
- Sexual behaviour

### **GOOD PRACTICE**

At St Mary Magdalen's CE Primary School, we recognise there are different teaching and learning styles which enable effective SRE. We acknowledge, as educators, the core education skills which include practical skills, communication skills, decision-making skills, inter-personal skills, problem-solving skills and leadership skills. We will develop them with our pupils by

- Establishing clear ground rules
- Differentiating learning
- Using active learning methods, such as stories, mind mapping/thought showers.
- Using Circle Time structures
- Individual/paired/group work.
- Role play
- Discussion technique
- Reporting back
- Story boards
- Videos and films
- Sharing lesson objectives with pupils
- Using distancing and de-personalising techniques

### **PARENTAL INVOLVEMENT**

The 1996 Education Act gives parents the right to withdraw their child from all or any part of the school's SRE programme, other than those elements, which are required by the National Curriculum Science Orders. However, governors and staff feel that inclusion would be a positive experience and parents /carers who have concerns should, in the first instance speak to Mrs Helen Bird, as the PSHE leader. At St Mary Magdalen's CE Primary School, we value parents' opinions and suggestions regarding the content of delivery and appreciate parents/carer's role in this subject. To strengthen this partnership all parents will be informed by letter of when SRE sessions will be taught and invited to discuss the content of SRE lessons in year 6.

### **EVALUATION AND REVIEW**

Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Pupil evaluation will be monitored in line with other PSHE monitoring arrangements.





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**OTHER RELATED POLICIES**

- Child Protection.
- Equal Opportunities.
- Behaviour Policy
- Health and Safety
- PSHE



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## Appendix

Please refer to.

- DfE Statutory Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019),
- Children and Social Work Act (2017),
- Equality Act (2010),
- Keeping Children Safe in Education (2023)
- PSHE Association

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