



Relationship and Sex (RSE) Education Policy

This policy is intended to ensure consistency across the school in terms of Relationships and Sex Education teaching and learning.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour and Anti-Bullying Policy
- SEND Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Social, Emotional and Mental Health (SEMH) Policy
- E-Safety Policy

Equal Opportunities

At Christ Church CE Primary School the notion of equality of opportunity is highly valued. The RSE curriculum should offer children the opportunity to clarify and develop their attitudes and values relating to gender roles and stereotyping.

Safeguarding Procedure

The Safeguarding Procedures as laid down by Shropshire County Council will be followed. All referrals, whatever their origin must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the above Safeguarding Procedures, a copy of which is available for parents in school on request or there is access to this policy on our school website. For further guidance refer to the Safeguarding Policy.

The Social, Ethnic and Religious Mix of the School

We aim to fulfill the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

Disability

When the school has children with special needs who require special assistance their needs will be fully considered, the advice of the SENCo sought and their parents consulted.

Whole School approach

It is our belief that RSE is the responsibility of all staff and should be an integral part of the teaching and learning process in order to prepare children to cope with the physical and emotional challenges of growing up and give them an elementary understanding of human reproduction. It should be provided for all children including those with physical, emotional or learning difficulties. We believe it should encourage the exploration of values and moral issues, along with considerations of sexuality, sexual health and relationships. It should develop decision-making and communication skills, foster self-esteem, self-awareness and respect for oneself and others.

Questions will be responded to as they arise in a straightforward way, giving simple and correct information, using correct terminology for body part and functions appropriate to the age of the child. This includes questions in sensitive areas, which may arise during the learning undertaken through the scheme of work. School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques such as referring the question to a question box, allowing time for discussion about the most appropriate way to answer.

Any concerns arising concerning a child or any indications that a child or children are at risk of harm or in danger will be discussed with the head teacher or child protection lead in accordance with the Child Protection policy.

Curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- **“Relationships education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **“Sex education”** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

Organisation- agreed procedure

The main delivery of RSE is through PSHE, but some aspects are also taught through other subject areas such as science and PE. An adapted and updated (by school) version of Shropshire's 'Respect Yourself' programme will be used as the main means of teaching relationships education through Years 1-6.

In PSHE we teach pupils about relationships and encourage children to discuss issues. We teach the parts of the body, how they work and how we change as we grow. We encourage children to ask for help if they require it, providing reassurance that change is part of life's cycle. Changes that occur during puberty should be taught before the majority of children experience those changes physically, so that they are prepared, even if parents have not spoken about this with them. This means we start to cover changes in puberty in Year 4 and above. Although all children are taught about change as a part of growing as an integral part of the science curriculum.

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth including the development of the fetus during pregnancy. We are clear that this is Science and parents have no option to opt out of this aspect of the NC.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Aims

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

- To give accurate and objective information and dispel some of mixed messages which children may have received from a variety of sources from pre-school onwards. This information will be presented in the context of family life, of loving relationships and respect for others as well as their own bodies.
- To capitalise on the fascination that primary school children have for wanting to study themselves, their own pattern of growth and development and reassure them that such changes are normal.
- To work with parents to provide a well balanced viewpoint on all aspects of RSE for children so that their social, emotional and physical health is safeguarded, and thus benefit each family and every member in it.
- Foster a culture of acceptance and openness where questions and discussion can take place without embarrassment. It is expected that within each classroom with the class teacher such a supportive environment will already exist.
- Establish what the children already know and understand, identify what their needs are and then follow a curriculum plan that is progressive, differentiated and sensitive to individual and group needs.
- Create opportunities for children to study themselves and their pattern of growth and development and provide reassurance that change is part of life's cycle.
- Give children support in adjusting to changes and help them to accept the variation in rates of growth and development.
- Develop skills in personal relationships e.g. communication, assertiveness, decision-making, and build and develop self-esteem by helping children to understand their responsibilities, rights, opportunities and choices.
- Help children to understand the value of family life, develop an appreciation of how much parents contribute to their lives and understand the need for the proper care of all young things.

- Ensure any disclosure is confidential unless it is felt that it would be detrimental to the welfare of the child. See links with Safeguarding Policy.
- Ensure children are able to understand the information that they acquire and provide them with contexts where they are able to consider and evaluate the information they receive.
- Help children gain the knowledge, confidence and language to discuss and form positive relationships which can be assessed using baseline questionnaires and end of unit assessments.

We teach children about:

the physical development of their bodies as they grow into adults, reassuring them that such changes are normal and the correct terminology for body parts ;
 the need to discuss RSE issues, at home or school, without embarrassment;
 counteracting misleading or false information and challenging sexism or prejudice against any of the protected characteristics;
 the way humans reproduce;
 respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
 the importance of family life and proper care of all young creatures;
 moral questions;
 relationship issues, including issues of self esteem and assertiveness;
 equal opportunity issues;
 exploring attitudes and emotions;
 respect for the views of other people;
 what they should do if they are worried about any sexual matter.

Home/School Partnership

Children are exposed to information and messages from TV, internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships and health education.

The school will consult closely with parents when reviewing the content of the school's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform

decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum, and will consult with them **annually** with regards to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are also consulted in the review of this policy, and are encouraged to provide their views at any time.

We provide parents with opportunities to discuss the school's policy and practice. Parents are offered an opportunity to look at resources, on a regular basis – for example by having resources such as the 'Respect Yourself' folder out at a Parents Evening. Parents are encouraged to discuss and ask questions. Parents are provided with Curriculum Grids which let them know the content of PSHE and RSE in any term/half-term.

Under the terms of the 1993 Education Act, parents have the right to withdraw their child from part, or whole of the RSE programme that does not form part of the national curriculum. If a parent wishes to do this they should discuss this with the head teacher. We would encourage parents to discuss any concerns at the earliest opportunity with class teacher and head. The Head will discuss the implications of withdrawal from the non-statutory part of the curriculum.

Parents should make it clear which aspect of the programme they do not wish their child to participate in and put this in writing. In the event of a child being withdrawn from a lesson the child must stay in school and will be assigned to another class until the RSE lesson is over.

Resources and information regarding further support and help will be made available to support discussion at home. We aim to offer/run the Speakeasy course every two

years, this is for parents to enable them to talk with their children about sexual matters. Any parents with concerns about this policy should discuss this directly with the head teacher.

Role of the Head Teacher

It is the responsibility of the head to ensure that:

- Policy and practice is developed in accordance with good practice guidelines and recommendations.
- The policy is reviewed, monitored and approved by governors.
- Staff and parents are informed about the policy.
- Staff receive appropriate training and support.
- External visitors and agencies adhere to the Visitors policy.
- Staff and governors will review the RSE Policy every three years.

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.

- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

Health Education Overview

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.

- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.

- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

About menstrual wellbeing and key facts relating to the menstrual cycle.

Sex Education:

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we **do** teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with this policy. Parents are given the opportunity to advise on what should be taught through sex education. The age and development of pupils is always considered when delivering sex education.

This is our basic framework based on the Shropshire Respect Yourself programme and parents are able to view this curriculum and the lesson plans in person in school. We also supplement with a more up to date film than the programme uses (currently BBC produced – Operation Ouch “Where do Babies Come From”) which is shown in Willow Class and parents are always informed of the video used and given the opportunity to view it.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Vocab |
|--------|---|--|---|---|--|
| Year 1 | Changes since being a baby | Differences between boys and girls | Similarities and differences between the genders | | Skills and talents Changes Same / different Grow Outside / inside parts |
| Year 2 | How we change as we grow Keeping clean and healthy | Identifying similarities and differences between boys and girls | Naming external parts of the body | | Penis Vagina Testicles Develop |
| Year 3 | Identifying similarities and differences between boys and girls Naming body parts Y2 lesson | Life cycles Comparing different stages of life cycles of animals and humans | Growing and changing How our bodies will change as they start to get older | | Hormones Breasts Puberty Facial / body hair Eggs Sperm Sweating |
| Year 4 | Body parts. What is the same and different about males and females. | Life cycles of animals and humans | Establish knowledge of periods | Changes within our body as we grow | Menstruation Periods Fertile |
| Year 5 | Physical and emotional changes during puberty | Menstruation | Reproduction | Pregnancy | Common names for penis / vagina Masturbation Wet dreams Foreskin Sanitary products Love Sex Conception Reproductive system Foetus |
| Year 6 | Valuing ourselves | Changes | Puberty | Knowing our bodies Male and female reproductive organs | All of the above |

Is this working?

Do all children leave our school confident in who they are and with their bodies?

What do parents feedback to school about the programme?

Are pupils engaged & interested?

Do pupils know the appropriate words for body parts & are they comfortable using them?

The Standards, Curriculum and Safeguarding Committee of the governing body monitors our relationships & sex education policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Standards & Curriculum Committee gives serious consideration to any comments from parents about the relationship and sex education programme, and makes a record of all such comments.

Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school. This

policy has been reviewed and updated with teaching and support staff, and approved by the school governors. It will be reviewed every three years.

Date of latest review: Autumn 2020, current review Summer 2023