



Relationships and Sex Education Policy

Act justly, Love mercy, Walk humbly

Queniborough C E Primary School

| | Date | Signed |
|-----------------------------------|------|--------|
| This Policy was adopted on | | |
| To be reviewed | | |
| | | |

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Vision Statement:

*With **JESUS** at our side, We **ACT** with a sense of right and wrong.*

*We show **LOVE** by being kind to everyone.*

*We **WALK** through each day with modesty in all we do.*

1. Policy aims

The school publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors. Defining RSE as a subject and explaining its delivery at school
- To set out the curriculum requirements and explain what will be taught when
- To give information to parents and carers about their involvement with RSE

2. Policy development

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents/carers, pupils, governors, school nursing team, Leicestershire and Rutland Healthy Schools team.

Development of the policy has been supported by school governors, who have ratified the finished document.

3. Statutory requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance became mandatory in September 2020. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

RSE supports us in our statutory duties of Keeping Children Safe in Education

4. Ethos and values

Through RSE we deliver key learning that supports the school's agreed Christian ethos and values. We are committed to following the Church of England Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education and Health Education (See Appendix 3).

Elements of our seven school key values are supported by RSE:

- Respect for self and others
- Building positive caring relationships

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- Respecting diversity
- Feeling safe and valued
- Self-awareness and self esteem
- Exploration of rights, duties and responsibilities

We believe that all pupils should receive accurate information that supports their needs and explains their rights. RSE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

5. Definitions and curriculum content

Relationship and Sex Education (RSE) supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. In partnership with parents and carers, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

The school's RSE curriculum (appendix 1) has been designed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

i. Relationships Education

The focus of Relationships Education is on 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. Dfe guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. Dfe guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

iii. Sex Education

The Dfe advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum (see appendix 2)

Sex education outside of science

Our programme also contains non-statutory content which the school feels is age appropriate and does an important job of helping to answer some of the questions that pupils ask as they come to the transition period between Primary and Secondary school.

Drawing on knowledge of the human life cycle set out in the national curriculum for science

* Year 5 will follow a unit focusing on physical and emotional development in puberty including periods, personal hygiene and body awareness / image.

* Year 6 will follow a unit to develop understanding of physical and emotional development in puberty and focusing on positive relationships and consent in intimate adult relationships and how a baby is conceived and born.

Parents will be informed of when the Year 5 and 6 units will be taking place and if they wish to withdraw, procedures will be followed as set out in section 12.

6. Delivery

- i. **Timetabling:** RSE will be timetabled as part of the school's PSHCE curriculum. The sex education element will consist of around 6 lessons in each year group. It is up to the class teacher to determine when this fits best within their annual plan.
- ii. **Staffing:** RSE will be taught by class teachers. One Year 6 Sex Education session will be lead by Wayne Stevenson of Stevenson Training.
- iii. **Resources:** RSE is delivered using quality assured, up to date resources from the Cambridgeshire Scheme. Stevenson Training bring a range of their own resources. Other resources may also be included as appropriate.
- iv. **External visitors:** Visitors may be used from time to time to enhance, not replace, our delivery of RSE. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our students and use a programme agreed with our staff.
- v. **Signposting support:** All RSE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include members of the school staff but will also include the signposting of external agencies such as Childline.

7. Inclusive and accessible RSE

The school has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Recognise that some staff or pupils may identify as LGBT
- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle bullying and discrimination

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in class.

8. Safeguarding and confidentiality

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the school's staff.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

9. Answering pupil questions

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting, they may ask for support from the subject lead or senior leadership team. Children are also encouraged to discuss their learning and questions with their parents / carers.

10. Staff training

RSE will be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school, on-line or as part of local support offered by Leicestershire and Rutland Healthy Schools.

11. Monitoring and assessment

The school has the same high expectations of pupils' work in RSE as in other areas of the curriculum. The subject lead will support teachers to assess pupil work and progress. This may be through book scrutinies, learning walks, pupil interviews or discussion with teachers.

Pupil feedback will be important to the future development of RSE at the school. Regular subject audits will ensure that provision is up to date and meeting the needs of pupils.

12. Working with parents and carers

The school has consulted parents and carers and their views have been taken into consideration when planning and delivering RSE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Parents and carers will be invited to a meeting where they will be able to view resources, including any used for Sex Education taught outside of science. In the event that a face to face meeting cannot be offered, information will be provided to parents along with details of who they should contact if they have any questions.

From September 2020 Parents and carers have the right to withdraw their child from Sex Education outside of science (as outlined above). From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

If a parent or carer wishes to withdraw their child from Sex Education, we ask that they discuss it with the Head Teacher and then a request for withdrawal must be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

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

Appendix

1. RSE curriculum map and progression map

| Statutory Science Curriculum Objectives | |
|---|---|
| Year 1 | identify, name, draw and label the basic parts of the human body say which part of the body is associated with which sense |
| Year 2 | notice that animals, including humans, have offspring which grow into adults |
| Year 3 | |
| Year 4 | |
| Year 5 | describe the life processes of reproductions in some plants and animals describe the changes as humans develop to old age |
| Year 6 | recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents |

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|--|---|--|---|---|---|
| Healthy & Safer Lifestyles | | | | | | | |
| Relationships and Sex Education | <ul style="list-style-type: none"> * describe their own appearance and name external body parts. * understand ways in which their body has changed since they were a baby. * understand and value what their bodies can do. * recognise similarities and differences between the bodies of girls and boys, including using agreed names for the sexual parts. * understand ways of looking after their body and keeping it clean. (MS) * understand ways in which they can take responsibility for keeping themselves clean and recognise situations where they | <ul style="list-style-type: none"> * recognise the main external parts of the bodies of humans, including agreed names for sexual parts * describe what their bodies can do * understand they have a responsibility for their body's actions and that their body belongs to them * know how to keep themselves clean * understand the importance of basic hygiene practices | <ul style="list-style-type: none"> * know that humans produce babies that grow into children and then into adults * understand that babies grow inside a female body until they are ready to be born * consider the ways they have changed physically since they were born * consider their responsibilities now and compare these with when they were younger * understand how the needs of babies and young children are met by their families * understand that not all families are the same, but that love and care should be at the heart of all families | <ul style="list-style-type: none"> * know scientific names for male and female sexual parts and use them confidently. (BS) * understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. (BS) * value their own body and recognise its uniqueness. * understand the benefits of carrying out regular personal hygiene routines. (HP) * consider who is responsible for their personal hygiene now, and how this will change the future. (HP) * understand a range of ways illness and | <ul style="list-style-type: none"> * understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. * understand that babies begin when a male seed and female egg join together. * To investigate perceptions of being physically, emotionally and socially 'grown up'. (CAB) * know and consider their responsibilities and how these have changed and how they will change in the future. (CAB) * know and consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children (FP) | <ul style="list-style-type: none"> * identify male and female sexual parts confidently and describe their functions. (BS) * know terminology for use in different situations. (BS) * know and understand about the physical changes that take place at puberty and how to manage them. (CAB) * understand that physical changes affect people in a variety of ways and at different rates. (CAB) * To understand how the media, families and friends can | <ul style="list-style-type: none"> * know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education) * recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB) * understand that they have a responsibility for the feelings and wellbeing of others. (MW). * have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP) * consider the reasons people enter marriage, civil partnerships |

| | | | | | | | |
|--|---|--|--|---|--|---|--|
| | <p>still need to be supported by others. (MS)</p> <p>* understand how members of their family and other trusted people care for and look after them.</p> <p>* recognise how they feel about growing up.</p> | | | <p>disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. (HP)</p> | | <p>influence attitudes to their bodies.</p> <p>* know about aspects of personal hygiene relevant to puberty and the implications of these.</p> <p>*. To understand that safe routines can stop the spread of viruses and bacteria. (HP)</p> | <p>e.g. love, trust, commitment. (FP)</p> <p>* be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. (FP)</p> |
|--|---|--|--|---|--|---|--|

2. Statutory content

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

3. Church of England Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RHSE)

At *Queniborough C.E. Primary School* we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act¹ and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

¹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

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

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

4. Parental withdrawal monitoring form

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | <i>List details of what was agreed at the meeting, include alternative arrangements for pupils being <u>withdrawn</u>.</i> |
| Staff signature | |