



Cherry Tree Primary School

Including Cherry Blossom Pre-School

Relationships & Sex Education (RSE) Policy

Our Mission Statement

Bringing out the best in each other as we blossom and grow

Our Values

Happy, Aspirational, Resilient, Independent, Open-minded, Compassionate

Version	Date	Action
1	July 2021	New policy to include guidance from the PSHE Association and with reference to the Equality Act. The new policy also incorporates parental feedback and new statutory regulations.
1	November 2024	Reviewed and approved by governors
Next Review Due:		September 2026

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Statement of intent

At Cherry Tree Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered. It was produced by the PSHE leader working with the Head teacher, Senior Leadership Team, curriculum governor, parents, staff and pupils at Cherry Tree Primary school.

The Governing Board, Head Teacher and representatives of parents will review our Sex and Relationship policy to ensure that this policy reflects the culture of the community we serve.

This policy is informed, cross referenced and consistent with other policies such as Safeguarding and Child Protection policy, Bullying and Equal Opportunities.

This policy covers our school's approach to Relationship and Sex Education, not only in lessons but also in all aspects of school life. To ensure its use, this policy will be available on the school website and a free copy can be requested at the school office.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex 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 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 consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

1. STATUTORY REQUIREMENTS

We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018). Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education.

The aim of the RSE policy is to provide a working document giving clear guidance to staff, parents and Governors on what is delivered, why it is delivered and when it will be reviewed.

2. DEFINING COMPREHENSIVE RELATIONSHIP EDUCATION

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

RSE is about the spiritual, cultural, physical, moral and emotional development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

3. AIMS

The aims of relationship and sex education (RSE) at Cherry Tree are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy and move with confidence from childhood through adolescence into adulthood
- Create a positive culture around issues of relationships and sexuality
- Teach pupils the correct vocabulary to describe themselves and their body
- Foster a culture of acceptance and openness where questions and discussion can take place without embarrassment.

Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

We believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

4. CREATING SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Because PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following the safeguarding guidelines in place at the school.

Teachers and other adults will listen sympathetically to anything a child tells them in confidence. However, if a teacher or a member of the school community feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures and Safeguarding procedures, a copy of which is available for parents on the school website.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help. We aim to do this in our PSHE and RSE lessons but also through the attitude of our staff and students alike, and through our approach and commitment inside and outside of the classroom.

5. DELIVERY OF RSE/PLANNING

At Cherry Tree Primary School, RSE is underpinned by the values and ethos of our school as reflected in our whole school ethos and our Mission Statement: 'Bringing the best out of each other as we blossom and grow'.

RSE is taught within the personal, social, health (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

There are 3 core themes in our planning: which will run at the same time through all classes. Relationships, Living in the Wider World and Health and Wellbeing. These will be timetabled in each class and will also be addressed in whole school assemblies. Within these core themes are some clear objectives.

Relationships:

- How to develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse and how to respond to these negative relationships.
- How to respect equality and diversity in relationships.

Living in the Wider World

- About respect for others and the importance of responsible behaviour and actions
- About rights and responsibilities as members of families, groups and communities.
- To respect diversity and equality and how to be a productive member of a community.
- About the importance of protecting the environment.
- About where money comes from and the importance of managing it correctly.
- A basic understanding of enterprise.

Health and Wellbeing-

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- To identify different influences on health and wellbeing.

We believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

The school's approach and the content of its sex and relationships teaching will be differentiated appropriately to reflect the different ages and levels of maturity of the pupils being taught. At Cherry Tree, effective sex and relationship education is seen to be essential if young people are to make responsible and well informed decisions about their lives. It will be part of lifelong learning about spiritual, cultural, physical, moral and emotional development. It will be about understanding the importance of stable and loving relationships, respect, love and care. It will also be about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Pupils' questions will be responded to by all staff (teaching and non-teaching) as they arise in a straightforward way. Factual, simple and correct information will be provided using correct terminology for body parts and functions appropriate to the age of the child. School staff have the right not to feel under pressure to answer difficult questions on the spot and will use distancing techniques.

Use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class, clarify that personal questions should not be asked and clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson.

This allows time for reflection about the most appropriate way to respond. Staff have been provided with a process for responding to questions. 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 Safeguarding and Child Protection policy. The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

Pupils in Year 5 and 6 also receive stand-alone sex education sessions delivered by a trained health professional. Single sex groups will be organised only when deemed appropriate.

Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances. There will be a graduated, age-appropriate programme of sex and relationship education. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We will use teachers and teaching assistants to work with individual pupils or with pupils in small groups, when necessary, to ensure that all children have sufficient access to the RSE curriculum. If the school has any children with special needs who require special assistance their needs will be fully considered. Their parents will be consulted.

6. OUTCOMES

Learners will be supported with developing the following skills:

- Raise and promote positive self esteem
- Communication, including how to manage changing relationships and emotions
- Help pupils communicate and understand their feelings and emotions
- Understanding that there are strong and mutually supportive relationships both within and outside marriage. (The nature and importance of a secure, loving family when bringing up children will be emphasised).
- Understanding the significance of stable relationships as key building blocks of community and society
- Prepare pupils for the physical and emotional changes of growing up
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the life cycle and help pupils accept variations
- Develop the confidence to seek help, support and advice
- Understanding human sexuality and knowing accurate information to inform decision making
- Understanding difference and respecting themselves and others and for the purpose also of preventing and removing prejudice
- Enabling young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity
- Building up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people
- Understanding how to manage online relationships, and to be aware of the possible dangers of online relationships.

7. RESOURCES

We will follow the long term plans and medium term plans from the PSHE Association. RSE is ingrained into the scheme. The scheme allows staff to have a degree of flexibility when it comes to individual lesson plans (short term planning) whilst at the same time ensuring that all aspects of the RSE and PSHE curriculum are covered. This flexible approach also allows us to cover topics in more detail if necessary and to have a whole school focus.

The scheme also builds upon children's knowledge and understanding from previous years. Staff are encouraged to use a wide range of resources that encompass, videos, stories, questions, various scenarios, hot-seating etc. and to make a note of useful resources.

8. RECORDING AND ASSESSMENT

Pupils' development in RSE is monitored by class teachers as part of our internal assessment. Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment. Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

9. MONITORING

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE leader will gather staff views through regular Staff Voice feedback.

Pupil Voice exercises will also be used to inform reviews and updates to planning, resources and activities. SLT will work with subject leaders to monitor the provision of RSE across the school. This may be in the form of learning walks, CPD, pupil perceptions and pupils' recorded work.

10. ROLES AND RESPONSIBILITIES

The Governing Board

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE leader with the support of the PSHE lead governor and Senior Leadership Team. PSHE lessons are taught by class teachers, supported by expert visitors as appropriate and necessary.

Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHE leader with the support of the SLT and external experts as required.

At Cherry Tree School, we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

The Governing Board will approve the RSE policy, and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 7). The Head Teacher will ensure that staff are given appropriate training and support to carry out their work sensitively.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher or RSE lead.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues relating to RSE, treat others with respect and sensitivity.

11. PARENT'S RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory/non-science components of RSE but not from relationship education.

Requests for withdrawal should be put in writing and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action.

As a school we acknowledge and celebrate cultural and religious diversity and we are sensitive to any issues such diversity may bring in relation to RSE.

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

12. MONITORING ARRANGEMENTS

The policy will be reviewed annually by a member of the Senior Leadership Team. Any changes to the policy will be communicated to staff and approved by the Governing Board. The next scheduled review date for this policy is **September 2026**.