

Relationship and Sex Education Policy

Vision statement

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.

A loving place where we all care, learn and grow together.

Policy Intent

At CtS our Intent is to provide pupils with strong values, promote their mental well-being, ensure they are able to stay physically safe and have the resilience to help them cope with the challenges of daily life and life beyond primary school. We believe that a planned, age appropriate approach to the provision of relationship and sex education is a fundamental entitlement for all children at CtS as part of a supportive complementary role to that of parents in preparing pupils to meet maturely, the challenges of adult life.

The aims of relationships and sex education (RSE) at our school 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Challenge stereotyping and promote equality
- Ensure children have the ability to accept their own and others' sexuality.
- Encourage children to enjoy relationships based upon mutual trust and respect, free from any abuse.

We also have a statutory duty, as a primary academy school, to provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At CtS we teach RSE as set out in this policy.

Policy Implementation

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review –The Headteacher coordinated all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

RSE is about the emotional, social and cultural 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.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

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

Pupils also receive stand-alone sex education sessions delivered by staff and is adapted to suit the needs of the children and responds to their questions. If the member of staff feels a questions or line of enquiry is inappropriate they will adapt their responses accordingly and support the individual child by referring to our other appropriate policies.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see annexes 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Monitoring and Evaluation

Roles and responsibilities

The Local Governing Body (LGB)

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher 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

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 headteacher.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Annex 3 of this policy and addressed to the headteacher.

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

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead through:

- Learning walks
- Children's work
- Displays

This policy will be reviewed in line with National Guidelines/ODBST. At every review, the policy will be approved by the governing board.

Annex 1: Curriculum map
Relationships and sex education curriculum map

Year group	Term	Topic/theme details Resources
Year 1	Autumn	<p>Families and friendships - Roles of different people; families; feeling cared for</p> <p>Safe relationships - Recognising privacy; staying safe; seeking permission</p> <p>Respecting ourselves and others – How behaviours affects others; being polite and respectful</p>
	Summer	<p>Growing and changing - Recognising what makes them unique and special; feelings; managing when things go wrong</p>
Year 2	Autumn	<p>Families and friendships - Making friends; feeling lonely and getting help</p> <p>Safe relationships - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Respecting ourselves and others - Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>
	Summer	<p>Growing and Changing – growing older, naming body parts, moving class or year</p>
Year 3	Autumn	<p>Families and friendships - what makes a family, features of family life</p> <p>Safe Relationships – personal boundaries, safely responding to others, the impact of hurtful behaviour</p> <p>Respecting ourselves and others – recognising respectful behaviour, the importance of self respect, courtesy and being polite</p>

Year group	Term	Topic/theme details Resources
	Summer	Growing and Changing – personal strengths and achievements, managing and reframing setbacks
Year 4	Autumn	<p>Families and friendships - Positive friendships, including online</p> <p>Safe relationships - Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting ourselves and others - Respecting differences and similarities; discussing difference sensitively</p>
	Summer	Growing and changing - Physical and emotional changes in puberty; external body parts; personal hygiene routines; support with puberty
Year 5	Autumn	<p>Families and friendships - Managing friendships and peer influence</p> <p>Safe relationships - Physical contact and feeling safe</p> <p>Respecting ourselves and others - Responding respectfully to a wide range of people; recognising prejudice and discrimination</p>
	Summer	Growing and changing - Personal identity; recognising individuality and different qualities; mental wellbeing
Year 6	Autumn	<p>Families and friendships - Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Safe relationships - Recognising and managing pressure; consent in different situations</p> <p>Respecting ourselves and others - Expressing opinions and respecting other points of view, including discussing topical issues</p>

Year group	Term	Topic/theme details Resources
	Summer	Growth and Changing – Human reproduction and birth, increasing independence, managing transitions

Annex 2: By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	<ul style="list-style-type: none"> ▪ That families are important for children 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	<ul style="list-style-type: none"> ▪ 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, 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 ▪ 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
Respectful relationships	<ul style="list-style-type: none"> ▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ▪ 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 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 ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive ▪ The importance of permission-seeking and giving in relationships with friends, peers and adults

Topic	Pupils should know
Online relationships	<ul style="list-style-type: none"> ▪ That people sometimes behave differently online, including by 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 including when we are anonymous ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ▪ How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> ▪ 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; including 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 (in all contexts, including online) whom 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 or 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 get advice e.g. family, school and/or other sources

Annex 3: Where the school choses to teach sex education - by the end of primary school pupils should know

<p>Make sure boys and girls are prepared for the changes that adolescence brings (Puberty). This may include:</p>	<p>Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born. This may include:</p>
<p>Key facts about puberty (particularly from the age of 9-11 including physical and emotional changes including</p> <ul style="list-style-type: none"> ▪ Identify the physical, emotional and behavioural changes that occur during puberty for boys and girls; ▪ Understand the puberty is individual and can occur at any time between 8 – 17; ▪ Understand that the body changes at puberty are a preparation for sexual maturity; ▪ Name the male and female sex cells and reproductive organs. 	<p>Pupils learn about</p> <ul style="list-style-type: none"> ▪ Understand that sexuality is expressed in a variety of ways between consenting adults; ▪ Understands the similarities and differences between friendships and intimate relationships; ▪ Describe how babies are made and grow (conception and pregnancy), where it occurs and how long it takes; ▪ Identify some of the roles, responsibilities, skills and qualities needed to be a parent/carer. Understand the needs of a baby and how parents/carers meet those needs; ▪ Recognise that both men and women can take on these roles and responsibilities.

Appendix 3: Parent form: withdrawal from sex education within RSE

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	