


Title: <b>Relationships and Sex Education Policy</b>		
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### **Equality and Diversity Statement**

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

## **Introduction**

Our policy on Relationships and Sex Education (RSE) is based on the DfES document 'Relationship and Sex Education Guidance' (DFES0116/2000). Relationships Education is compulsory for all primary schools and forms part of our Personal, Social, Health and Economic Education (PSHE) curriculum. Whilst Sex Education is not compulsory until secondary school, the DfE recommends that primary schools should have a sex education programme and that it is tailored to the age and maturity of its pupils. At All Saints' C of E Primary School both the teaching staff and governing body support this recommendation and have worked in collaboration with parents to ensure that our curriculum is tailored to our children and what we believe is important for them to learn at this stage of their development.

## **Defining Relationships Education**

Relationships Education is learning about how to:

- be appreciative of existing relationships
- form new, healthy friendships; and
- enjoy strong, positive, caring relationships with good boundaries, online and in person

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults. Marriage and civil partnerships will be explored within the context of loving relationships between two people, regardless of their gender, and that all families are different but still provide a loving and caring environment and upbringing. In line with Christian teachings, everyone is valued including those from the LGBTQ+ communities (Equality Act 2014).

## **Defining Sex Education**

Sex Education is about reproduction. The national curriculum for science includes content about human body parts, growth, puberty and gestation. At All Saints' C of E Primary School, we have decided that it is important to include conception also and this will form our Sex Education programme.

## **Intent**

As a school we believe that all areas of RSE should be taught at an age-appropriate level and in a sensitive and inclusive manner. Our vision and Christian values are also very important to us in determining our intent for RSE and for how it is implemented across the school. Our RSE curriculum is taught within a moral, but not moralistic, framework and ensures that our children are informed, protected and nurtured. We believe RSE is important for all our children because it prepares them with the knowledge, skills and understanding

which will enable them to make informed choices about their current and future relationships. We will not promote any specific relationship as more important or better than another. Rather, our aim is to create a culture where everyone is valued and people are free to make their own choices, free of judgement and prejudice.

Through our RSE curriculum our children will receive accurate, factual information, positive values and the skills needed to enjoy healthy, safe and positive relationships. We believe that children should be educated in the facts rather than hearing them from sources that may be wrong, disrespectful or that make fun of the content. We want our children to be able to take responsibility for their health and wellbeing, now and in the future and wish to inform, educate and prepare them for aspects of development before they experience them directly. We also want them to be happy and confident in who they are as individuals.

Through our RSE curriculum we teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of being part of a committed, long term and loving relationship before engaging in sexual activity (in the context of conception) the importance of family life
- moral questions
- relationship issues
- respect for the views of other people
- understanding the importance of knowing what is right and wrong in respect of their own bodies and when contact is appropriate or inappropriate
- support available should they have any issues

### **Context**

While RSE in our school means that we give children information about sexual behaviour, our Christian values and moral code underpin all our work in school. In particular, we teach sex education in the belief that:

- RSE should be taught in the context of a loving relationship, marriage and family life
- RSE is part of a wider social, personal, spiritual and moral education process
- Children should be taught to understand the changes to their bodies as they are growing
- Children should be taught about the science of conception
- children should be taught to have respect for their own bodies and respect other people's boundaries
- children should learn about their responsibilities with others, involving trust and respect
- children need to learn the importance of self-control
- children should know the difference between healthy and unhealthy relationships
- children should learn the different types of relationships they will encounter

- children should learn about different types of families
- children should learn how to keep themselves safe when using the internet and other forms of technology
- children should be aware of the responsible use of all forms of technology in order to respect the well-being of others

## **Implementation**

We teach RSE through different aspects of our curriculum. While we carry out the main RSE teaching in our personal, social, health and economic education (PHSE) curriculum, we also teach some aspects through other subject areas (for example, science, RE and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

RSE is taught through a spiral curriculum where progress is built on from one year group to the next and areas of learning are re-visited at appropriate points in the children's development. This helps children to build on the prior knowledge achieved in previous years and develop age related skills and knowledge. A range of teaching and learning methods are used to teach RSE including drama, discussions, stories, reflection and animated clips. We also use some resources and lessons from kapowprimary.com, a published scheme and resources produced by subject specialists. RSE is part of our PSHE provision and therefore part of our Shine curriculum. Links to our topic areas will be made wherever appropriate to do so.

We will never put pressure on children to participate or disclose information beyond that which is appropriate or feels comfortable when talking about families and relationships. By using characters from stories, topics and other resources, RSE can be accessible to all, including those who may have experienced unhealthy relationships. Safeguarding children remains a priority and through our RSE curriculum we aim to safeguard children by preparing them to live safely in the modern world.

As previously stated, Relationships Education is now compulsory in primary schools. National Curriculum Science is also taught in both KS1 and KS2 and this is compulsory too. Parents do not have the right to withdraw their child/children from these lessons. The table in the Appendix outlines what we teach in relationships, science and sex education lessons in Years 1 to 6.

EYFS follows a different curriculum to KS1 and 2. Reforms to early years education has meant that from September 2021 staff are required to monitor and support their Personal, Social and Emotional development in the areas of self-regulation, managing self and building relationships. We recognise the importance of these early experiences and developments to the rest of a child's education and how this is then built on throughout their primary years. Our PSHE progression reflects how PSHE development begins in EYFS and is then built upon from year to year.

## **Implementation through inclusion, including the needs of SEND pupils**

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and abilities. RSE is taught inclusively to all children regardless of their race, religion and gender, at the same time addressing the need for equal opportunity. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedures. We teach the appropriate RSE to all children, regardless of their ability. For those with SEND, intervention through school SEN support will lead to the creation of a one-page profile. When teaching RSE, teachers take into account the targets set for the children in their one-page profile and their needs and abilities.

## **The role of parents**

We believe that relationships and sex education is an ongoing process and one that both the school and home share and work in partnership on. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective, we:

- inform parents about the school's RSE policy and practice
- answer any questions that parents may have about the RSE of their child
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school (see the table in the Appendix for more detail of our sex education programme). If a parent would prefer that their child was withdrawn from sex education lessons, they should inform the headteacher and make it clear in which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents will be informed in advance of when these lessons are to be taught. In order to support children and parents with questions that may arise as a result of some lessons in school, we will also inform parents in advance of when some science lessons will be taught in years 3, 4, 5 and 6, including lessons regarding changes to the body, puberty and gestation in humans.

## **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the local Health Authority such as the school nurse and other health professionals give us valuable support with our RSE programme by leading the Year 5 Puberty talk. It is important that children feel confident in the adults teaching them and safe in being able to ask age-appropriate questions without fear of embarrassment or not being taken seriously. Other people we could call on include local clergy.

## **Confidentiality**

Teachers and Health professionals conduct RSE lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. (See Child Protection Policy). Similarly, other concerns that may arise regarding the safeguarding of children will be shared by the teacher with the Designated Safeguarding Lead and will be dealt with according to the Child Protection Policy.

## **The role of the Headteacher and PSHE lead**

It is the responsibility of the Headteacher and the PSHE lead to ensure both staff and parents are informed about our relationships and sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training so that they can teach effectively, and handle any difficult issues with sensitivity.

The PSHE lead liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Headteacher and PSHE lead monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy. They also liaise with parents and staff annually to review this policy.

## **The role of the Governing Body**

The governing body monitors the RSE policy on an annual basis. They are informed by the PSHE lead and the Head of School of its implementation and impact and give serious consideration to any comments from parents also about the RSE programme.

## **Impact**

The PSHE lead will monitor the delivery and impact of the RSE policy through observation, learning walks, work reviews and discussion with teaching staff and children. The RSE curriculum will promote healthy, resilient relationships set in the context of our Christian values of love, respect, honesty, kindness, generosity and compassion. It will build resilience in children to help them form and maintain healthy relationships and to enable them to keep themselves safe in all their relationships including those online. Children will learn to become respectful, tolerant and compassionate individuals who contribute successfully to a range of diverse communities including both local, national and international.

## APPENDIX

For a more detailed account of each area, please see the PSHE progression of skills which can be found on the website, under the Curriculum tab, Shine Curriculum.

Year group	Relationships Education (Compulsory) (Further details can be found on the website in both the curriculum maps and the skills progression in PSHE)		Science (Compulsory)	Sex Education (parents can request that their child be withdrawn from these lessons)
Key stage 1 - Years 1 and 2	Families and people who care for me	Respecting similarities and differences, recognising the importance of our families and groups we belong to.	Name the external parts of the human body.  Know the differences between things that are living and things that have never been alive.	
	Caring friendships	Being a good friend, being fair and recognising how our behaviour affects others.	Know that animals, including humans, move, feed, grow, use their senses and reproduce.	
	Respectful relationships	Explore our rights and responsibilities, begin to explore familiar stereotypes and alternatives.	Know that animals, including humans, have offspring which grow into adults.	
	Online relationships	Rules for keeping safe online.		
	Being safe	Learning about privacy, what to keep private and what to share.		
Lower Key stage 2 – Years 3 and 4	Families and people who care for me	Recognise different types of relationships, how a relationship could be unhealthy and who to talk to for support.	Year 3 - consider and recognise the similarities and differences between boys and girls. This will include naming external body parts and introducing the scientific terms for the external reproductive organs. (Kapow Primary	
	Caring friendships	Develop skills to form and maintain positive and healthy relationships and skills to resolve disputes		

	Respectful relationships	Recognise and challenge stereotypes. Listen to and respond to a range of people respectfully.	Resources)  Year 4 - learn about the changes that occur to both boys and girls as they grow up. This includes changes to their bodies and changes to their emotions. (Kapow Primary Resources)	
	Online relationships	Strategies for keeping safe online		
	Being safe	Learn about confidentiality, when to share a secret or break a confidence. Understand they have a right to protect their body.		

Upper Key stage 2 – Years 5 and 6	Families and people who care for me  Caring friendships  Respectful relationships  Online relationships	Different types of relationships including friends/families/civil partnerships and marriage and these are examples of loving relationships and commitment. Be aware of problems that families can face.  Work collaboratively towards shared goals and continue to develop strategies to resolve disputes.  Different kinds of responsibilities, rights and duties. Realise the consequences of harmful behaviours.  Critically examine what is presented to them in social media.	How to describe the life process of reproduction in some plants and animals and describe the changes as humans develop to old age.  Learn to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  Year 5 – Puberty talk by Health professional (Please note that this is planned to take place in the summer term but can be brought	Year 6 – Learn about conception How babies are made and how babies are born. (Kapow Primary Resources)
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	Being safe	Managing requests for images of themselves and others and who to talk to if they feel uncomfortable.	forward to the Spring term depending on the needs of the children in the cohort).  Year 6 – Learn about gestation in humans and other animals	
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