



# **Wilden Church of England Primary School**

## **Relationship and Sex Education Policy**

<b>Author/Responsible Officer</b>	<b>Lisa Byrne</b>
<b>Board to be ratified</b>	<b>Full Governing Body</b>
<b>Approved by</b>	<b>Dionne Collins</b>
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## 1. Aims

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
- We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. At Wilden,

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Wilden Church of England VA Primary School, we teach RSE as set out in this policy.

## 3. Policy development

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

- As PSHE and RSE lead, Lisa Byrne pulled together all relevant information including relevant national and local guidance and consulted Church of England guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were sent a copy of the policy and invited to meet with the subject lead to discuss the policy

- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definition**

Relationships Education and RSE are about the emotional, social, physical, moral and cultural development of pupils, and involve learning about relationships, healthy lifestyles, growing up, diversity and personal identity. They involve a combination of sharing information and exploring issues and values. Pupils need to be given accurate information and helped to develop skills to enable them to understand differences and respect themselves and others and for the purpose also of preventing and removing prejudice. RSE is not about the promotion of sexual activity.

Effective Relationships Education and RSE are essential if young people are to make responsible and well informed decisions about their lives enabling young people to learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

## **5. Curriculum**

Our RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils 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.

## **6. Delivery of RSE**

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

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

In our mixed age classes, all children access each year group on a rolling two year programme. Sex education covers content through our PSHE scheme. These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **6.2 Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The Executive 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 (see section 8).

### **7.3 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. All teaching staff at Wilden have the responsibility of delivering the curriculum as per this policy.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

It is our strong belief that parents have a crucial role in the continuing development and support of this teaching within the home. The school is committed to working with parents in the teaching of Relationships and Sex Education. All parents will have the opportunity to develop their own understanding of the RSE programme in advance of the children beginning work on their learning.

This will be achieved by consultations being offered with the teachers / RSE subject leads for individual parents as appropriate. Under the Statutory guidance September 2020, parents are not able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing 9 adolescent body and puberty).

Parents are able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. Whilst sex education is not statutory in primary schools, the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education.

Parents who wish to exercise this right are invited to see the Head Teacher who will explore the concerns of the parents and the possibilities of adjusting the approach to the programme. Once a child has been withdrawn they cannot take part in the programme until the request for withdrawal has been removed.

## **9. 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Camille Bogard, PSHE coordinator, through book scrutinies, learning walks, lesson observations and gaining pupil voice.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed biannually and takes into the account the views of staff, parents and governors.

## Progression of Knowledge for Relationships and Sex Education (RSE)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>use a range of words to describe their own appearance</li> <li>describe ways their body has changed since they were a baby</li> <li>talk positively about some of their body's capabilities</li> <li>name a sex specific body part using scientific vocabulary</li> <li>wash their hands at school</li> <li>explain when they might need help to take care of themselves</li> <li>talk about ways people in families look after each other</li> <li>describe a feeling they associate with growing up.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>recognise names for the main external parts of the body</li> <li>name the sexual parts with growing confidence using colloquial and usually scientific words with trusted adults</li> <li>describe what their bodies can do and understand how amazing their body is</li> <li>show some understanding that their body belongs to them</li> <li>be able to describe some basic personal hygiene routines and</li> <li>understand how these can prevent the spread of disease.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>recognise babies, children and adults of different ages and put them into age order</li> <li>understand that human babies grow inside their mothers</li> <li>describe the main physical developments which take place in early childhood</li> <li>describe some of the changes in responsibilities and expectations during early childhood</li> <li>understand a baby's basic needs</li> <li>understand how dependent a baby is on parents/carers to provide its basic needs.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>use the scientific terms penis, testicles, breast and vagina</li> <li>and explain which parts are male and which are female</li> <li>give several examples of the capabilities of their own bodies</li> <li>describe familiar hygiene routines and understand the reasons for doing these things</li> <li>anticipate new responsibilities for their personal hygiene</li> <li>explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy</li> <li>explain that a baby grows from a male seed and a female egg</li> <li>explain ideas about being grown up and show they have a relatively realistic view of adulthood</li> <li>identify an area for which they can take more responsibility</li> <li>explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>know and understand the appropriate scientific names for the external and internal sexual parts of the body and be able to explain basic functions.</li> <li>understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently.</li> <li>have a basic understanding about body image and have learnt some ways to support a positive body image for themselves and others.</li> <li>understand the importance of washing regularly and of maintaining other hygiene routines during puberty.</li> <li>understand ways they can prevent the spread of some bacterial and viral diseases.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>describe the main stages of sexual reproduction, using some scientific vocabulary</li> <li>describe some emotions associated with the onset of puberty and have strategies to deal with these positively</li> <li>understand that puberty affects people in different ways, both physically and emotionally</li> <li>understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt</li> <li>describe some characteristics of loving, trusting relationships</li> <li>understand a few reasons a couple might choose to have children</li> <li>show awareness of some family arrangements which are different from their own.</li> </ul>