



Relationships and Sex Education Policy

St Eanswythe's Church of England Primary School 2023-2024

Learning holistically through God's unconditional love

Vision: We radiate God's unconditional love by being accepting, inclusive and supportive. Everyone is nurtured, enabling them to reach their full potential as caring, confident members of both the school family and global community. All are educated holistically through a variety of enjoyable academic, creative, physical and spiritual experience.

Date: September 2023

Signed: Headteacher

Signed: Chair of Directors

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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 and for our pupils feel comfortable and able to express their thoughts and feelings in a safe environment.
- Prepare our pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To support our pupils to 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
- To help our pupils understand what healthy relationships look like and how negative relationships can have an impact on our lives.
- For our pupils to understand that their concept of family may look different to their peers, we understand that families can be different and we respect that.

2. Statutory requirements

At St Eanswythe's Primary we provide relationships education to all pupils under 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. This 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](#).

We also have regard to 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 St Eanswythe's Primary School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with our Senior Leadership Team and Teaching Staff. The consultation and policy development process involved the following steps:

1. Review – Our subject lead has synchronised our new PSHE curriculum with relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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, class discussions and values.

RSE is not about the promotion of sexual activity but about health and age-appropriate knowledge.

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 our curriculum in consultation with our staff, and taking into account the age, developmental stage, needs and feelings of our pupils.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- The reproductive system
- Life cycles

For more information about this, please see our Long Term PSHE Plans.

6. Delivery of RSE

At St. Eanswythe's Primary School 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). This has been identified in cross-curricular research completed by PSHE subject lead.

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
- Where help can be found in relation to concerns about relationships
- Keeping ourselves safe

Sex Education focuses on age-appropriate knowledge that our children need as they grow and mature within our school. Our whole school topic for Term 6 is "*Changing Me*" and this has been designed differently for each year group. During this term is when our Sex Education topics are covered:

- Life Cycles
- Differences between male and female body parts
- NSPCC PANTS Rule

- Naming our body parts
- Changes in our bodies: Puberty (Year Five)
- Changes in me: Puberty & Reproduction (Year 6)

These above 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. Our curriculum ensures that our pupils know that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures.

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.

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

Our whole school plans for PSHE can also be located on our School Website.

6.1 Inclusivity

We will teach these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Is inclusive to all of our family groups
- 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
 - 1:1 sessions with Child Liaison Officer if a more sensitive subject needs to be addressed.
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider the suitability of 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

Our Subject Lead is also available to guide and support Class Teachers with delivery, Inclusivity and resources.

7. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum and ask to see in advance any materials that the speaker/agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

The governing board has delegated the approval of this policy to Head Teacher- Claire Jacobs, and Board Members Jim Kreiselmeyer & Trevor Devooght.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Maintaining and adding work to pupil's individual Learning Journals

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from 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 and Subject Lead.

8.4 Pupils

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

9. Parents' right to withdraw

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

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

Requests for withdrawal must be put in writing and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education. Pupils will be asked to join another class or work outside class whilst the lesson takes place.

10. Training

Our staff are trained in the delivery of RSE and our Subject Lead is there to offer guidance and support if our teaching staff are worried about delivering a specific part of the curriculum.

Our curriculum also encourages visitors from outside the school, such as school nurses/health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

Katy Semple (Child Liaison Officer and Well-Being Lead) monitors the delivery of RSE by:

- Delivering and Teaching PSHE Lessons across the school
- Delivering Sex Education lessons to Year 5 & 6 alongside Class Teacher
- 'Book Looks' in all Year Groups
- Learning Walks
- Reviewing our curriculum each academic year.
- Supporting Teaching staff with any concerns/questions in relation to our curriculum.

This policy will be reviewed annually by Katy Semple. At every review, the policy will be approved by the governing board and Head Teacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Reception	Term 2	<p>Term Two: Relationships and Family:</p> <p>My family:</p> <ul style="list-style-type: none"> • Who is in my family • Family trees (immediate family) • Families in Literature <p><u>Different Families:</u></p> <ul style="list-style-type: none"> • Different families within our class. • Looking at different Families in Literature • Families around the world <p><u>Being Kind and unkind:</u></p> <ul style="list-style-type: none"> • Kindness and unkindness within stories • What is kindness • What is unkindness • Acts of kindness
	Term 6	<p>Term Six: Changing Me:</p> <ul style="list-style-type: none"> • Phases of growth for animals and humans • How I have changed (from a baby to now) • What can I do now?

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year One	Term 2	<p>Term Two: Relationships and Family</p> <p><u>My Family:</u></p> <ul style="list-style-type: none"> • Who is in my family? Immediate/ Extended family. • Family trees (including extended family) • How does my family keep me safe? <p><u>Different Families:</u></p> <ul style="list-style-type: none"> • Exploring different types of families e.g. single parent families. • How are families different around the world? • Family Celebrations <p><u>Friendships:</u></p> <ul style="list-style-type: none"> • What makes a good friend? • Kind Hands • Choose Kind!
	Term 6	<p>Term Six: Changing Me</p> <ul style="list-style-type: none"> • Lifecycles Humans and animals • I can understand phases of growth e.g. animals and humans. • Exploring the human growth cycle

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year Two	Term 2	<p>Term Two: Relationships and Family</p> <p><u>My Family:</u></p> <ul style="list-style-type: none"> • Caring relationships, who cares about me? • How does my family keep me safe? <p><u>Different Families:</u></p> <ul style="list-style-type: none"> • Exploring different types of families e.g. adopted children, step- families. • What is a 'normal' family? <p><u>Friendships:</u></p> <ul style="list-style-type: none"> • Am I a good friend? • Solving friendship problems. • New Friends and old friends. • Sharing friends <p>Term Six: Changing Me</p> <p><u>Animals, male and female:</u></p> <ul style="list-style-type: none"> • Our pets • Characteristics of our pets. • How can we tell they are male or female e.g. anatomy/ growth? <p><u>Difference between male and female parts</u></p> <ul style="list-style-type: none"> • Simple parts of anatomy using correct terminology. • My body belongs to me –NCPCC PANTS Rule

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year Three	Term 2	<p>Term Two: Relationships and Family</p> <p><u>My family/</u> <u>Different Families:</u></p> <ul style="list-style-type: none"> • Who cares about me? Family, communities, emergency services • Recognising and valuing special relationships. <p>Friendships:</p> <ul style="list-style-type: none"> • Am I a good friend? Exploring own behaviours within friendships • Solving friendship problems. • Trust, appreciation, and 'safe/unsafe' secrets
	Term 6	<p>Term Six: Changing Me</p> <p><u>Difference between male and female parts:</u></p> <ul style="list-style-type: none"> • Re-visiting names of female/male body parts. <p><u>Appropriate touch</u></p> <ul style="list-style-type: none"> • My body belongs to me. • My space, <p>My bubble</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year Four	Term 2	<p>Term Two: Relationships and Family</p> <p><u>My family/ Different Families:</u></p> <ul style="list-style-type: none"> • Judging by appearance, my family compared to other families • Valuing relationships; discussing current relationships and relationships with those who have passed away/lost contact with <p><u>Friendships:</u></p> <ul style="list-style-type: none"> • Having a voice and standing up for what is right. • Trust, appreciation, and 'safe/unsafe' secrets • What is conflict within friendships?
	Term 6	<p>Term Six: Changing Me</p> <p><u>Lifecycles:</u></p> <ul style="list-style-type: none"> • Plants, animals and humans: • Looking and comparing different growth cycles. <p><u>Differences and similarities, males and females:</u></p> <ul style="list-style-type: none"> • Body parts, the same and different

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year Five	Term 2	<p>Term Two: Relationships and Family</p> <p><u>My family/Different Families/ Different types of relationships:</u></p> <ul style="list-style-type: none"> ● Explore the makeup of different family types: Nuclear Family, Same sex families, and Adopted families. ● Relationships and marriages in our modern society e.g. same sex marriage. <p><u>Friendships:</u></p> <ul style="list-style-type: none"> ● Trust, appreciation, and 'safe/unsafe' secrets ● Conflict and resolution methods within friendships groups ● Different types of bullying.
	Term 6	<p>Term Six: Changing Me</p> <p><u>Changes in me: Puberty & emotions:</u></p> <ul style="list-style-type: none"> ● Puberty for boys & girls (children to understand both genders) ● Hormones and emotions. ● Growing up.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year Six	Term 2	<p>Term Two: Relationships and Family</p> <p><u>My family/Different Families/Different relationships</u></p> <p><u>Friendships:</u></p> <ul style="list-style-type: none"> ● Love and Loss within our lives. ● Explore the makeup of different family types: Nuclear Family, Same sex families, and Adopted families. <p><u>Healthy and Unhealthy relationships:</u></p> <ul style="list-style-type: none"> ● What does a loving relationship look like? ● What makes a relationship unhealthy? ● Where to find help? E.g. NSPCC, School safeguarding team
	Term 6	<p>Term Six: Changing Me</p> <p><u>Changes in me: Puberty & reproduction:</u></p> <ul style="list-style-type: none"> ● Revisit puberty for boys & girls ● Where do I come from: The reproductive system

Appendix 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 ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed ● Where to find help if they feel unsafe, worried or need help
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 ● 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 or prejudice is, and how this 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

