

Slindon Church of England Primary School



Relationships and Sex Education Policy

Approved by:	Headteacher (Laura Webb) and Governing Body
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1. Introduction

Slindon Church of England Primary School is led by four overarching principles. These principles run through the ethos of our school and feed into our policy and pedagogy.

Within our RSE policy, we recognise that all children are **unique** and whilst this policy governs how we teach RSE, we recognise the varying experiences of our children. Our curriculum is delivered with sensitivity to the needs each individual child.

The **positive relationships** that we are able to develop in our small community enable our children to express their understanding, thoughts and views about RSE in a safe and supportive environment.

We respect that everybody **learns and develops** in different ways. Our RSE policy respects the developmental needs of children in understanding the curriculum content of RSE.

As a staff team, we ensure that we access continual professional development to create an **enabling environment**, that ensures that our staff are well equipped to deliver high quality RSE.



At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is *Unique* and want to ensure they are able to *Learn and Develop* in a high quality learning environment. We enrich the spirit in an *Enabling Environment*, in which *Positive relationships* foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5; 22-23

Let Your Light Shine ~ Matthew 5:16

At Slindon Church of England Primary School, central to our RSE curriculum is the Church of England's statement – 'Valuing All God's Children' -

Valuing All God's Children notes the importance of educating children on a variety of relationships to help combat homophobic, biphobic and transphobic bullying in both primary and secondary schools. It promotes an inclusive school vision, giving pupils a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality should be hallmarks of Church of England schools, every child should be revered and respected as a member of a community where we are all known and loved by God.

As a Rights Respecting School, our RSE Policy underpinned by the following articles of the UN Convention on the Rights of a Child.

- Articles 3/ 5: The adults in our school community, including our parents/ carers and families will act as role models.
- Articles 2/ 12/ 30: We respect the right to be listened to and listen to others, to give an opinion and have the right to protection against discrimination.
- Article 13: We respect the right to find things out and share what we think with others, through art, talking or writing, unless it breaks the rights of others,
- Article 17: We respect the right to collect information from radio, newspapers, television and the internet, but to also be protected from information that could be harmful.
- Articles 19/ 24: We respect the right to feel safe at school and help others feel safe, to not be hurt or badly treated.
- Article 28: We respect the right to learn and let others enjoy their learning.
- Articles 15/31: We respect the right to join in and be part of a team, to join or set up groups, as long as it isn't harmful to others.
- Article 29: We respect the right to develop our potential.
- Article 32/34/25/36: We respect the right to be protected from exploitation or harm.

2. Aims

We undertake to follow the principles in the Church of England Charter (see Appendix 4) for faith sensitive and inclusive Relationships and Sex Education (RSE).

Through our RSHE curriculum, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At Slindon, RSE is taught within the Relationships, Sex and Health Education (RSHE) curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Literacy
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Provide a consistent standard of teaching within relationship, sex and health education across the school
- Promote responsible behaviour
- 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 of communication and understanding around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up
- Raise awareness of exploitation and educate for safeguarding

These aims complement those of the Science curriculum in KS1 and KS2.

3. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. 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](#). At Slindon Church of England Primary School we teach RSE as set out in this policy.

4. Policy development

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

1. Review – Rachel Poulton (RSHE lead teacher) researched and assessed all relevant information including national and local guidance, national and local statistics pertaining to children’s health and wellbeing and took part in the Education for Safeguarding training as set out by West Sussex Services For Schools.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents, governors and any interested parties were invited to share their thoughts and questions about the policy.
4. Pupil consultation – we investigated what pupils want from their RSE curriculum.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about healthy relationships, growing and changing, puberty (year 3/4) and what happens in adolescence (year 5/6). Lessons involve a combination of sharing information, and exploring issues and values. RSE is about recognizing safe and healthy relationship and sex education in addition to coverage in the science curriculum.

6. Curriculum

Our curriculum is set out as per Appendix 1. The RSHE and RSE curriculum is tailored to the needs of the children at any particular time and is therefore always evolving and fluid.

We develop the curriculum in consultation with parents, pupils and staff and ensure it is appropriate to 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 do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that puberty and adolescence brings
- How a baby is conceived and born (linked to the Science Curriculum)

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

7. Delivery of RSE

RSE is taught within Relationships, Sex and Health Education (RSHE). Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). 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

Teaching is taught in mixed gender groups. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Pupil's questions will be dealt with sensitively and in an age appropriate

way. A questions box is available for pupils to ask anonymous questions.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. All staff understand they have a responsibility to implement this policy and promote the aims of the school.

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

These areas of learning are taught within the context of family life (families can include single parent families, LGBTQ 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: Children Looked After or Young Carers).

8. Roles and responsibilities

8.1 The governing body

Elaine Foakes, as the governor responsible for monitoring RSHE, along with the governing body will approve the RSE policy and hold the Headteacher to account for its implementation.

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 the non-science components of RSE (see section 8).

8.3 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- 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 Rachel Poulton as the lead teacher for RSHE and RSE or the Headteacher.

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/ Carers' right to withdraw

Parents/ Carers do not have the right to withdraw their children from relationships education. Parents/ Carers have the right to withdraw their children from the non-science components of sex education within the following RSE units – Puberty: How will I change when I grow up? (Year 3/4) and, What happens during adolescence (Year 5/6). Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to Miss Laura Webb, the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and within our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSE is monitored by Rachel Poulton, lead teacher for RSHE/RSE through: Planning scrutiny, analysis of foundation assessment data, consultation with pupils and staff. Pupils' development in RSE is monitored by class teachers, as part of our internal foundation assessment systems.

This policy will be reviewed by Rachel Poulton (RSHE/RSE lead teacher) each year. At every review, the policy will be approved by Laura Webb, the Headteacher and Elaine Foakes, lead governor for RSHE/RSE.

Appendix 1 – RSHE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EYFS Physical, Social and Emotional Development	EYFS Physical, Social and Emotional Development	EYFS Physical, Social and Emotional Development	EYFS Physical, Social and Emotional Development	EYFS Physical, Social and Emotional Development	EYFS Physical, Social and Emotional Development
Hazel Cycle A	Yr. 1 Emotions: How do I feel today?	Yr.1 Communities: Who am I? Who are you? Healthy relationships: Who is in my family?	Yr.1 Healthy relationships: What makes a good friend?	Yr.1 Power in relationships: When do I feel safe?	Yr. 1 Media influence: How do I decide what to do online? Our online lives: What should I do if I feel unsafe online?	Yr.1 Physical health: How can I look after my body? Staying safe and healthy: How can I look after my body?
Hazel Cycle B	Yr.2 Emotions: What helps me to be happy?	Yr. 2 Communities: Who is in my community? Healthy relationships: How can we stop bullying?	Yr.2 Healthy relationships: What does a family look like? Power in relationships:	Yr. 2 Media influence: Is everything I see online true?	Yr.2 Our online lives: Who should I talk to online?	Yr.2 Physical health: How do I eat a balanced diet? Risky substances: How do I stay safe at home?

			Should I keep secrets?			Staying safe and healthy: How can I take responsibility for my health?
Acorns Cycle A	Yr.3 Emotions: How can I manage my emotions? Power in relationships: Who does my body belong to?	Yr.3 Communities: What does it mean to be British?	Yr. 3 Healthy relationships: How can I help my family? Are friendships ever perfect?	Yr. 3 Media influence: How do I keep myself safe online?	Yr.3 Our online lives: How can I be kind and happy online?	Yr. 4 Puberty: How will I change as I grow?
Acorns Cycle B	Yr.4 Emotions: How can we add to our emotions toolkit?	Yr.4 Communities: How are we all different? Healthy relationships: Do all families look the same?	Yr. 4 Healthy relationships: Are all friends the same? Power in relationship: What does a healthy relationship feel like?	Yr. 4 Physical health: What makes a balanced lifestyle? Staying safe and healthy: How do I avoid getting ill?	Yr. 4 Media influence: What is fake news? Our online lives: How do I decide who to trust?	Yr.3 Physical health: How can I get active and eat well every day? Staying safe and healthy: How can I stay safe while out and about?
Chestnut Cycle A	Yr.5 Emotions: How can we manage challenges?	Yr. 5 Communities: How can we ensure fairness and respect for women and girls?	Yr. 5 Healthy relationships: Is there such thing as a perfect family? Healthy relationships: How can I be a great friend?	Yr. 5 Physical health: Is it hard to be healthy?	Yr. 5 Media influence: Who decides what I experience in the online world? Our online lives: How do I thrive online?	Yr.6 Healthy relationships: How can we live in harmony? Puberty: What happens during adolescence? CBBC Operation Ouch Puberty Special How is a baby made? (Linked to Science Curriculum)

Chestnut Cycle B	Yr. 6 Emotions: How can we manage our emotions through periods of change?	Yr.6 Communities: How can we show respect to people of different races and cultures?	Yr. 6 Healthy relationships: How can we have healthy boundaries? Power in relationships: What are my boundaries?	Yr. 6 Physical health: How do I plan a healthy week? Risky substances: Why do people use alcohol and drugs?' Staying safe and healthy: How can I save a life?	Yr.6 Media influence: How do I decide what is true online? Our online lives: What should I share online?	Yr. 5 Risky substances: Why do people get addicted? Staying safe and healthy: How can I avoid harm?
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Appendix 2 – Content to be covered by the end of KS2

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

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	

**A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS
EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH
EDUCATION (RSHE)¹**

In Slindon Church of England Primary School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of RSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and RSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. influences including their peers,

the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

1. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
2. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
3. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
4. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

