

# Slindon Church of England Primary School



## Relationships and Sex Education Policy

<b>Approved by:</b>	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.

**As a Christian school**, the Christian values that guide us every day are intrinsic to many of our policies, including our Relationships and Sex Policy. Our Fruits of the Spirit; **Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-Control**, not only guide us in our attitude to God, to other people and ourselves, but are both modelled and explicitly taught within our RSE curriculum;

*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



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 PSHE 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 Personal, Social, Health and Economic (PSHE) education 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 (PSHE and RSE 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 relationships, sexual health, sexuality, healthy lifestyles, diversity and

personal identity. RSE

involves a combination of sharing information, and exploring issues and values. RSE is about relationship and sex education in addition to coverage in the science curriculum.

## **6. Curriculum**

Our curriculum is set out as per Appendix 1. The PSHE 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

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

## **7. Delivery of RSE**

RSE is taught within Personal, Social, Health and Economic Education (PSHE). 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.

The 'communities of enquiry' developed through of Philosophy for Children (P4C) curriculum is central to the teaching of RSE. Our children develop 'the four Cs'; creative, critical, caring and collaborative thinking skills.



**Caring** = listening (concentrating) and valuing (appreciating) (e.g. showing interest in, and sensitivity to, others' experiences and values)

**Collaborative** = responding (communicating) and supporting (conciliating) (e.g. building on each other's ideas, shaping common understandings and purposes)

**Critical** = questioning (interrogating) and reasoning (evaluating) (e.g. seeking meaning, evidence, reasons, distinctions, and good judgements)

**Creative** = connecting (relating) and suggesting (speculating) (e.g. providing comparisons, examples, criteria, alternative explanations or conceptions)

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**

Emer Cloke, as the governor responsible for monitoring PSHE, 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 PSHE 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 RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to Lucy Cooper, 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 PSHE/RSE through: Planning scrutinies, 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 (PSHE/RSE lead teacher) each year. At every review, the policy will be approved by Lucy Cooper, the Headteacher and Emer Cloke, lead governor for PSHE/RSE.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Year Group	Term	Topic/Theme details
Year 1/2	Autumn	<p><b><u>Feeling Safe</u></b></p> <p><b>1. Pupils learn about safety in familiar situations</b> - Pupils • recognise the difference between 'real' and 'imaginary' dangers • understand that there are situations when secrets should not be kept • know to tell a trusted adult if they feel unsafe</p> <p><b>2. Pupils learn about personal safety</b> - Pupils • recognise the difference between good and bad touches • understand there are parts of the body which are private • know who they can go to, what to say or do if they feel unsafe or worried</p> <p><b>3. Pupils learn about people who help keep them safe outside the home</b> - Pupils • can identify situations where they might need help • can identify people in the community who can help to keep them safe • know how to ask for help if they need it</p>
	Spring	<p><b><u>Friendship</u></b></p> <p><b>1. Pupils learn about the importance of special people in their lives</b> - Pupils • can identify people who are special to them and explain why • understand what makes a good friend • can demonstrate how they show someone they care</p> <p><b>2. Pupils learn about making friends and who can help with friendships</b> - Pupils • understand how people might feel if they are left out or excluded from friendships • recognise when someone needs a friend and know some ways to approach making friends • know who they can talk to if they are worried about friendships</p> <p><b>3. Pupils learn about solving problems that might arise with friendships</b> - Pupils • can identify some ways that friendships can go wrong • can describe some ways to sort out friendships problems • recognise that difficulties within friendships can usually be resolved</p>
	Summer	<p><b><u>Boys and girls, families</u></b></p> <p><b>1. Pupils learn to understand and respect the differences and similarities between people</b> - Pupils • are able to define difference and similarity • understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that</p> <p><b>2. Pupils learn about the biological differences between male and female animals and their role in the life cycle</b> - Pupils • know that female mammals give birth and nurse their young • can describe the biological differences between male and female • understand that the creation of life requires a male and female</p> <p><b>3. Pupils learn the biological differences between male and female children</b> - Pupils • identify and name biological terms for male and female sex parts • can label the male and female sex parts with confidence • understand that the male and female sex parts are related to reproduction</p> <p><b>4. Pupils learn about growing from young to old and that they are growing and changing</b> - Pupils • can identify key stages in the human life cycle • understand some ways they have changed since they were babies • understand that all living things including humans start life as babies</p> <p><b>5. Pupils learn that everybody needs to be cared for and ways in which they care for others</b> - Pupils • understand that we all have different needs and require different types of care • identify ways we show care towards each other • understand the links between needs, caring and changes throughout the life cycle</p> <p><b>6. Pupils learn about different types of family and how their home-life is special</b> - Pupils • can describe different types of family • identify what is special and different about their home life • understand families care for each other in a variety of ways</p>

Year 3/4	Autumn	<p><b><u>Bullying – see it, say it, stop it</u></b></p> <p><b>1. Pupils learn to recognise bullying and how it can make people feel</b></p> <p>Pupils • are able to define what is meant by 'bullying' • can identify the difference between falling out with someone and bullying • understand how bullying can make people feel and why this is unacceptable</p>
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		<p><b>2. Pupils learn about different types of bullying and how to respond to bullying incidents</b>  Pupils • can name different types of bullying (including racism) • can identify the different ways bullying can happen (including online) • can describe how they would respond in a range of situations relating to falling out and bullying, including how to get help</p> <p><b>3. Pupils learn about what to do if they witness bullying</b>  Pupils • can explain how to react if they witness bullying • understand the role of bystanders and the important part they play in reducing bullying • know how and to whom to report incidents of bullying, where to get help and support</p>
	Spring	<p><b><u>Celebrating difference</u></b></p> <p><b>1. Pupils learn about valuing the similarities and differences between themselves and others</b>  Pupils • know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief • recognise they have shared interests and experiences with others in their class as well as with people in the wider world • understand that peers might be similar or different to each other but can play or work together</p> <p><b>2. Pupils learn about what is meant by community</b>  Pupils • can explain what being part of a community means • can recognise some of the different groups or communities they belong to and their role within them • value and appreciate the diverse communities which exist and how they connect</p> <p><b>3. Pupils learn about belonging to groups</b>  Pupils • can identify positive and negative aspects of being a member of a group • can acknowledge that there may be times when they don't agree with others in the group • can stand up for their own point of view against opposition</p>
	Summer	<p><b><u>Growing up and changing</u></b></p> <p><b>1. Pupils learn about the way we grow and change throughout the human lifecycle</b>  Pupils • can identify changes throughout the human life cycle • understand change is on-going • understand change is individual</p> <p><b>2. Pupils learn the physical changes associated with puberty</b>  Pupils • are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults • identify physical changes associated with puberty • Understand that everyone's experience of puberty is different and that it begins and ends at different times</p> <p><b>3. Pupils learn about menstruation and wet dreams</b>  Pupils • can describe menstruation and wet dreams • can explain effective methods for managing menstruation and wet dreams • understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</p> <p><b>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</b>  Pupils • can explain how changes at puberty affect body hygiene • can describe how to care for their bodies during puberty • can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</p> <p><b>5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</b>  Pupils • are able to describe how feelings and behaviour change during puberty • can devise strategies for managing these changes • understand how changes during puberty can affect relationships with other people</p> <p><b>6. Pupils learn strategies to deal with feelings in the context of relationships</b>  Pupils • are able to identify feelings and understand how they affect behaviour • can practise strategies for managing relationships and changes during puberty • can empathise with other people's feelings in relationships, including parents and carers</p> <p><b>7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</b>  Pupils • can identify sources of information, support and advice for children and young people • can use</p>

		appropriate language to discuss puberty and growing up with confidence • can answer their own questions about puberty and growing up
Year 5/6	Autumn	<p><b><u>When things go wrong</u></b></p> <p><b>1. Pupils learn about keeping safe online</b> Pupils • understand that people can be influenced by things online • can explain why what they see online might not be trustworthy • know when and how to report something that makes them feel unsafe or uncomfortable</p> <p><b>2. Pupils learn that violence within relationships is not acceptable</b> Pupils • know what is meant by domestic violence and abuse • understand that nobody should experience violence within a relationship • know what to do if they experience violence/ where to go for help, advice and support</p> <p><b>3. Pupils learn about problems that can occur when someone goes missing from home</b> Pupils • understand some of the reasons that might cause a young person to run away or be absent from home • can identify the potential risks and dangers of running away or going missing • know who to talk to if they feel like running away</p>
	Spring	<p><b><u>Stereotypes, discrimination and prejudice (including tackling homophobia)</u></b></p> <p><b>1. Pupils learn about stereotyping, including gender stereotyping</b> Pupils • can explain what is meant by the word 'stereotype' • identify stereotypes as presented in the media and wider world • feel able to challenge gender stereotypes</p> <p><b>2. Pupils learn about prejudice and discrimination and how this can make people feel</b> Pupils • identify some discriminatory language (homophobic, sexist, disablist, racist and transphobic) • know what to do if they experience discriminatory language at school • understand how discriminatory language can make people feel and that this is unacceptable</p>
	Summer	<p><b><u>Healthy relationships How a baby is made</u></b></p> <p><b>1. Pupils learn about the changes that occur during puberty</b> Pupils • can identify the physical, emotional and behavioural changes that occur during puberty for both males and females • understand that puberty is individual and can occur any time between 8-17 • understand that body changes at puberty are a preparation for sexual maturity</p> <p><b>2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</b> Pupils • understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture • can recognise and challenge gender stereotypes • understand how media messages affect attitudes, can cause inequality of opportunity and affect behavior</p> <p><b>3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</b> Pupils • can identify positive qualities and expectations from a variety of relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage • understand that sex or making love may be one part of an intimate relationship between adults</p> <p><b>4. Pupils learn about human reproduction in the context of the human lifecycle</b> Pupils • understand that sexuality is expressed in a variety of ways between consenting adults • know that sexual intercourse may be one part of a sexual relationship • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs</p> <p><b>5. Pupils learn how a baby is made and grows (conception and pregnancy)</b> Pupils • know the male and female body parts associated with conception and pregnancy • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes</p> <p><b>6. Pupils learn about roles and responsibilities of carers and parents</b> Pupils • can identify some of skills and qualities needed to be parent and carer • understand the variety of</p>

		ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children • can recognise that both men and women can take on these roles and responsibilities
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## 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### 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)<sup>1</sup>**

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 PSHE.** 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 PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools 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 Act<sup>2</sup> 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

<sup>1</sup> 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.

<sup>2</sup> 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.

5. **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.
6. **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.
7. **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.
8. **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.