



Our aim is as simple as **ABC**

Achieving, Belonging, Caring

'Be courageous, for the Lord your God will be with you wherever you go' Joshua 1:9

Relationships and Sex Education (RSE) Policy

March 2023

We are proud to be a truly inclusive Church school and we aim to help our children develop as individuals, combining academic achievement, good pastoral care and spiritual development.

Our Christian Values are an integral part of the character of our school and are reflected in the daily life and work throughout the day.

We guide the children's moral and spiritual development in a way that reflects the school's Christian foundation.

Through excellent teaching we give each child access to an appropriate, broad, balanced and relevant curriculum.

We provide a secure, caring and stimulating environment in which children are happy, enabled as learners and fulfil their potential.

Contents:

1. Introduction
2. Context - Defining Comprehensive Relationship Education
3. Context - Defining Sex Education at Primary School
4. Aims and Objectives
5. Subject Content -
Protective Behaviours
Scheme of Work You, Me, PSHE
Supported by 'Goodness and Mercy' (Diocese of Bristol)
6. Role of Parents
7. The role of other members of the community
8. Confidentiality
9. The role of the headteacher
10. Monitoring and Review

11. Safeguarding Children

1 Introduction

- 1.1** This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom
- 1.2.** It was produced with guidance from Warwickshire County Council and through consultation with our staff, board of governors.
- 1.3** It will be reviewed on a regular basis (every 2 years) to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils.
- 1.4** To ensure its use, this policy will be available for staff and parents through our school website.
- 1.5** This policy reflects our school's overarching aims and objectives for our pupils by supporting their physical, emotional and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life.
- 1.6** We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.
- 1.7** We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.
- 1.8** As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...
- 1.9** We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.
- 1.10** Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as: naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, gender equality and sexuality. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

2 Context - Defining Comprehensive Relationship Education

- 2.1** The Department for Education defines relationships education as teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.
- 2.2** It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human

being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

- 2.3 Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.
- 2.4 It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.
- 2.5 In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

3 Context - Defining Sex Education at Primary School

- 3.1 Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made **Relationship** Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.
- 3.2 As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.
- 3.3 We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information, where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.
- 3.4 In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed, as set out in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty, including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.
- 3.5 We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated, age-appropriate, spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts from becoming taboo and children from becoming embarrassed by the topic.
- 3.6 We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

4 Aims and objectives

- 4.1 We teach children about:

the physical development of their bodies as they grow into adults;
the way humans reproduce;
respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
the importance of family life;
moral questions;
relationship issues;
respect for the views of other people;

- 4.2 We teach about sex in the context of the school's aims and values framework. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code, and of the values which underpin all our work in school. In particular, we teach about sex in the belief that:

sex should be taught about in the context of marriage and family life in the light of the fact we are a Church of England school;

sex education is part of a wider process of social, personal, spiritual and moral education;

children should be taught to have respect for their own bodies;

children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;

it is important to build positive relationships with others, involving trust and respect;

children need to learn the importance of self-control.

5 Subject Content

- 5.1 In school, we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. Across all year groups we deliver the '**Protective Behaviours: Taking Care Programme**' as recommended by Warwickshire's Safeguarding Children's board and we use a scheme of work entitled **You, Me, PSHE**. Both programmes are based on a spiral curriculum. The Taking Care Programme begins in Reception and builds on key messages through to year 6. The You, Me, PSHE scheme of work is taught from year 1 through to year 6.
- 5.2 Both Protective Behaviours and You, Me, PSHE are delivered by the classroom teacher. The local authority deliver ongoing support and training to all staff to ensure they are confident and competent to deliver the Protective Behaviours materials appropriately and safely. This includes training around safeguarding and answering children's questions age-appropriately.
- 5.3 We believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum so we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.
- ### 5.4 Protective Behaviours
- 5.4.1 Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours Process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.
Theme 1: We all have the right to feel safe all the time.
Theme 2: We can talk with someone about anything, even if it feels awful or small.
- 5.4.2 Protective Behaviours uses a 'Rights and Responsibility' approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with.
- 5.4.3 Protective Behaviours is delivered across the entire school from Reception to year 6. There are four lessons in each year group. Lessons are delivered over 1 or 2 weeks but key messages are revisited throughout the year as part of our PSHE curriculum.
- 5.4.4 As a school Protective Behaviours is delivered in the Autumn term, across all year groups.
- 5.4.5 There are Protective Behaviour Manuals for each year group. These can be made available on request.
- ### 5.5 You, Me, PSHE Scheme of Work
- 5.5.1 The scheme is split into seven strands, each year group covering lessons from each strand during the year.

Sex and Relationship Education
Drug, alcohol and tobacco education
Keeping safe and managing risk
Mental health and well-being
Physical health and well-being
Careers, financial health and economic well-being
Identity, society and equality

5.5.2 You, Me, PSHE reinforces all of the key messages from Protective Behaviours, allowing children to refresh their support networks and build on previous learning. We deliver Protective Behaviours in Autumn Term and You, Me, PSHE throughout the year.

5.6 Other programmes

5.6.1 As a school, we support both the Protective Behaviours programme and the You, Me, PSHE Scheme of work by delivering complimentary work across the school throughout the rest of our PSHE curriculum, through assemblies and during Online Safety Week and Anti-bullying Week.

6 The role of parents

6.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective we:

- inform parents about the school's relationships and sex education policy and practice;
- answer any questions that parents may have about the relationships and sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for relationships and sex education in the school;
- inform parents about the best practice known with regard to relationships and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own family's, beliefs and values.

Before the Protective Behaviours programme is delivered in school, we will send home a letter to parents to inform them of the dates the lessons will be delivered, including a link to the Protective Behaviours website for further information. If parents have any concerns, special circumstances we should be aware of, or would like any further information, we will be happy to talk to parents individually.

6.2 We recognise under the new guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2020), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the National Curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

6.3 If parents do decide to withdraw their child, they should inform the head who will find other provision for the child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

7 The role of other members of the community

7.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school health advisor and other health professionals, give us valuable support with our sex education programme. Other people that we may call on include local clergy, social workers and youth workers.

8 Confidentiality

- 8.1** Teachers conduct relationships and sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

9 The role of the headteacher

- 9.1** It is the responsibility of the headteacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.
- 9.2** The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- 9.3** The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

10 Monitoring and review

- 10.1** The governing body monitors the impact of our relationships and sex education policy on a two year cycle. They discuss as necessary, if the policy needs modification. The governing body gives serious consideration to any comments from parents about the relationships and sex education programme, and makes a record of all such comments. The headteacher informs Governors via the head's report of the relationships and sex education programme.
- 10.2** This policy will be reviewed in two years, or earlier if necessary.

11 Safeguarding Children

- 11.1** When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.
- 11.2** All members of staff who deliver any of our Relationship or Sex Education Programme have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.
- 11.3** It is our practice to review safeguarding procedures in team meetings before the relationships and sex education is delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.
- 11.4** Our school is able to access specialist support if we have any concerns around delivering RSE to vulnerable children.
- 11.5** We recognise that, for children who may be vulnerable (due to past or present abuse or changes in family situations), there may be need to adapt the teaching or offer additional support. It is also a protective factor in preventing further abuse to help them make sense of their experiences and it is essential to help them develop skills and resilience to keep them safe in future.