

TREETON C E PRIMARY SCHOOL
Policy Document For

**Relationship and Sex Education
(RSE)**
Leader: L Hales

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Let your light shine (Matthew 5:16)

At Treeton C of E primary our vision is to nurture and inspire our whole school community, to use their God-given gifts, to be the best that they can be, so that they can let their light shine to the world.

To do this we seek to inspire our children to:
have courage
have respect
have faith

Our RSE curriculum supports this and aims to ensure that all feel safe and supported.

1. Aims and Objectives of RSE

The aims of relationships and sex education (RSE) at our school are to:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Prepare pupils for puberty
- Provide pupils with an understanding of sexual development, including the use of correct vocabulary.
- Build self-confidence, self-respect and empathy.
- Teach about relationships, love and care and the responsibilities of parenthood
- Help children develop skills to enable them to understand difference, respect themselves and others
- Help young people move with confidence from childhood to adolescence
- Help pupils develop the skills and understanding they need to live confident, healthy and independent lives.

2. Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per 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 which 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](#).

At Treeton C of E Primary School we teach RSE as set out in this policy.

3. Policy Development

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

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent Consultation– Parents were informed of the policy and given the opportunity to share their opinions.
3. Pupil consultation – regular pupil voice around PSHE & RSE learning gave a clear indication of the views of pupils, and their opinions on their RSE.

4. 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, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Comprehensive sex and relationships education, taught as part of the overall framework for Personal, Social and Health Education (PSHE), in a safe environment, fosters self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse and unwanted sexual experience.

The school recognises that sex and relationships education is for all pupils in the school, taking into account all of their needs e.g. gender, religion, sexual orientation, special educational needs, maturity, ability etc.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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 don't seek answers online. The sex and relationships education at this school is firmly embedded in the PSHE framework and will help children learn to respect themselves and others, and move with confidence from childhood, through puberty and into adolescence.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

The Christopher Winter Project (CWP) Sex and Relationship Education Scheme of work is used to teach RSE; this includes three lessons in each year group from Reception to Year 5 and 4 lessons in Year 6 (Including a lesson on communication).

The Jigsaw scheme of work – Primary Phase is used alongside the CWP scheme as a framework for delivering this area of work. The issues outlined in this policy arise in many different areas of the curriculum, but the main focus of

the work is covered in PSHE and Citizenship time with the class teacher. The biological aspects of RSE are taught within the Science curriculum.

The school believes that the responsibility for planning and delivering this area of the curriculum lies firmly with the teaching staff. SRE is taught by classroom teachers and supported by classroom assistants.

There is recognition within the school that there are different values, arising not only from religion, but also from social circumstances and upbringing. Teachers need to be sensitive to these issues, and take into account a variety of different value bases when planning and delivering this programme of work. However as a C of E school the teaching will reflect Christian values.

Relationships Education focuses on;

- Feelings, friends & friendships
- Families & the understanding that all families are different.
- Respectful relationships including, personal space, loss and separation
- Communication in relationships, including online relationships.
- Caring school & bullying

7. Roles and Responsibilities

7.1 The governing board

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

7.2 PSHE Coordinator (R Stothard)

The PSHE coordinator is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RSE.

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE.

It is recognised that some staff may find it uncomfortable, and may lack confidence when delivering sensitive issues. If this is the case, every effort will be made to provide support, either with resource materials, training or in the classroom.

Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE coordinator or head teacher.

Teachers need to be aware that effective sex and relationships education, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Disclosures from pupils may take place at an inappropriate place or time. If this happens, the teacher should talk again, individually, to the pupil before the end of the school day.

Staff should follow the school's child protection procedures, should this arise, and liaise with the designated teacher for child protection.

8. Parents' right to withdraw

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

The school believes that Sex Education is the right of every pupil and encourages active participation and involvement in this area of learning.

However, parents do have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

Any parent wishing to exercise that right should put this in writing using the form found in Appendix 3 of this policy. Parents will have the opportunity to discuss the school's Sex Education scheme of work in more detail with their child's class teacher or the PSHE coordinator if they wish to do so.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

All teaching staff had training on the CWP RSE scheme of work, by the PSHE coordinator when it was implemented. New staff will be provided with the relevant information and training regarding the teaching and delivery of RSE by the PSHE coordinator.

Opportunities for further training and support around RSE will be provided for staff when relevant, in line with any changes to the curriculum or requirements of the teaching staff.

10. Monitoring Arrangements

The delivery of RSE is monitored by the PSHE Coordinator (R Stothard). Throughout the year this monitoring will include;

- Planning Scrutiny (Long term plans & Medium Term Plans)
- Book Scrutiny
- Observations
- Pupil Voice

Pupil's progress and development in RSE will be monitored by class teachers.

This policy will be reviewed by the PSHE coordinator and governors annually.

Policy Update

This policy will be reviewed annually, or if changes to the curriculum or organisation within the school, or new guidance from the Government determine that it should be sooner.

The person responsible for updating this policy is Mrs E Minhas

Date of policy: 18/9/24

Review date: September 2025

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	VOCABULARY	RESOURCES
Reception	Sex & Health Education: - Routines & Patterns of a typical day - The importance of hygiene Relationships: - Recognising that all families are different.	Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, hairbrush, family, mum, dad, grandma, grandad, brother, sister, step-mum, stepdad.	- Christopher Winter Project Scheme of work. - Jigsaw Scheme (Units 5 & 6 Changing Me & Relationships)
Year 1	Sex & Health Education: - Hygiene. - Changing – understanding babies become children and then adults. Relationships: - Different types of family. - Feelings, Friends & Friendships. - Caring School	Clean, similar, different, boy, girl, male, female, private, private parts, penis, vagina.	- Christopher Winter Project scheme of work. - Jigsaw Scheme (Units 5 & 6 Changing Me & Relationships)
Year 2	Sex & Health Education: - Differences between males and females - Gender stereotypes - Body Parts Relationships: - Caring Schools - Feelings & Relationships.	Similar, different, sex, boy, girl, male, female, gender roles, stereotype, private, private parts, penis, vagina.	- Christopher Winter Project scheme of work. - Jigsaw Scheme (Units 5 & 6 Changing Me & Relationships)
Year 3	Sex & Health Education: - Male and Female body parts - Personal Space and touching Relationships: - Different types of families - Feelings. Friends & Friendships - Loss, separation & relationships	Stereotypes, gender role, similar, different, male, female, penis, testicle, vagina, womb, family, fostering, adoption, relationship.	- Christopher Winter Project scheme of work. - Jigsaw Scheme (Units 5 & 6 Changing Me & Relationships)
Year 4	Sex & Health Education: - Human Life Cycle - Some puberty changes - That puberty is linked to reproduction Relationships: - Feelings. Friends & Friendships - Respecting Differences	Puberty, life cycle, reproduction, physical, breasts, sperm, egg, pubic hair, relationship, emotional, feelings.	- Christopher Winter Project scheme of work. - Jigsaw Scheme (Units 5 & 6 Changing Me & Relationships)

YEAR GROUP	TOPIC/THEME DETAILS	VOCABULARY	RESOURCES
Year 5	Sex & Health Education: - Emotional and Physical Changes in Puberty - Puberty in more detail - Importance of Physical hygiene Relationships: - Me and My relationships (Focus on memories) - Bullies – Bullying, pressure and risks - Caring School	Puberty, changes, physical, emotional, moods, menstruation, periods, tampons, sanitary towels, semen, erection, sweat, breasts, spots, pubic hair, facial hair, under arm hair, sexual feelings.	- Christopher Winter Project scheme of work. - Jigsaw Scheme (Units 5 & 6 Changing Me & Relationships)
Year 6	Sex & Health Education: - Puberty and Reproduction - Conception and Pregnancy Relationships: - Physical and emotional behaviours in relationships - Communication in relationships, appropriate information to share with others - Growing up - Relationships	Womb, sperm, egg, conception, fertilisation, pregnancy, intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.	- Christopher Winter Project scheme of work. - Jigsaw Scheme (Units 5 & 6 Changing Me & Relationships)

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • 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	• 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	• 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 • 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 • 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 is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• 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

TOPIC	PUPILS SHOULD KNOW
Being safe	• 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

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	