



All Saints CE Primary School & Nursery Relationships and Sex Education Policy

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1 Aims

All Saints Primary School is part of the Frays Academy Trust.

Within a Christian context, the purposes of teaching relationships and sex education (RSE) are:

- Bring about growth in self-respect, self-worth, confidence and empathy, with children recognising that we are God's creation, created in his image and likeness.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect our Christian values.
- Enable pupils to reflect and recognize the qualities that help them to grow, develop and sustain positive and effective relationships where love, trust and faith are central to success including the importance of marriage and lifelong commitments.
- Create a positive culture around issues of sexuality and relationships
- Enable pupils to have an understanding of themselves, their bodies and their emotional development including the correct vocabulary to describe themselves and their bodies
- Provide a safe framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

2 Christian Context

Effective Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education. RSE should be taught in a way that ensures there is no stigmatisation of children based on their home/personal circumstances. All RSE should be set in a context that is consistent with the school's Christian ethos and values.

- RSE should be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- RSE should be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- RSE should be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage as recognised by the Church of England (i.e. Marriage is a gift of God in creation and encompasses consent, public witness, permanence and lifelong fidelity).
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the Science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.

Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Sex education must be an integral part of the personal, social and health education curriculum in all Church Schools. Each school must teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst schools may use sex education to inform children about sexual issues, each must do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

3 Statutory requirements

As a primary academy trust 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 Frays Academy Trust we teach RSE as set out in this policy.

4 Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
3. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback about the policy. This included local Church of England clergy who are members of the Local Governing Body.
4. Pupil consultation – we investigated what exactly pupils want from their RSE;
5. Ratification – once amendments were made, the policy was shared with the Board of Directors and ratified.

5 Definition

Relationships and Sex Education 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.

6 Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils, staff and governors, 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.

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.

7 Delivery of Relationships and Sex Education

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is taught by the class teacher as part of the curriculum and is inclusive to match all pupil needs. This is more beneficial than a trained professional as they are familiar with the adult and it provides a safer environment for them to discuss personal views, opinions and ask questions for clarity.

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

For more information about our RSE curriculum, see Appendices 1 and 2. This includes which areas are covered by the science curriculum and which through the RSE curriculum. This has an impact on which aspects parents have the right to withdraw their children from (see section 8).

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT 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: looked after children or young carers).

8 Moral Framework

Morals and morality are essential dimensions of sexuality and relationships. The curriculum will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds - and it will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies.

Pupils will be taught RSE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for bringing up children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation

9 Our Approach as a Church School

The 2018 SIAMS schedule for inspection also states in the section on 'Dignity and Respect' that schools should offer 'offer age appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships.' The curriculum puts the health of all relationships as the most important factor, particularly relationships with, and respect for, yourself. The Church of England document 'Valuing all God's Children', 2017 states: "All bullying, including homophobic, biphobic and transphobic bullying, causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide. Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value." (Page 1). It is also a part of the 2018 SIAMS schedule that Church of England schools should enable their pupils to "embrace difference".

10 Roles and responsibilities

10.1 The Board of Directors

The Board of Directors of the Frays Academy Trust will approve the RSE policy.

10.2 The Local Governing Body

The Local Governing Body of the school will hold the Headteacher to account for the implementation of the RSE policy.

10.3 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

10.4 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 the Headteacher.

10.5 Pupils

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

11 Parents' right to withdraw

Within the whole school environment, pupils are given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We believe that it is important to inform parents/carers about Approved by the SMSC Committee Noted by the FGB: 13th June 2023 5 the relationships and sex education programme within the curriculum, so that they may be involved. A letter is sent out annually before the RSE units are taught in school, reminding parents of the content which will be covered and giving them the opportunity to ask questions. At each policy review, the draft policy will be sent to parents for consultation. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (those not outlined in the Science National Curriculum). At The Piggott School: Charvil Primary, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g. Year 3, Lesson 2 (Having a baby) Year 4, Lesson 2 (Having a baby) Year 5, Lesson 4 (Conception) Year 6, Lesson 3 (Conception, birth) These lessons are usually taught in the Summer term and a letter will be sent to parents reminding them of their right to withdraw their child from these lessons before they are taught. Requests for withdrawal should be put in writing and addressed to the Deputy Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Deputy Headteacher will discuss the request with parents and take appropriate action. As is required by all primary schools, all requests to withdraw pupils from the non-statutory aspects of sex education will be granted. Alternative work will be given to pupils who are withdrawn from sex education. There is no right to withdraw from Relationships Education or Health Education. Alternative work will be given to pupils who are withdrawn from sex education.

12 Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

13 Safeguarding

Teachers need to be aware that sometimes disclosures may be made during sessions, in which case safeguarding procedures must be followed immediately (see Child Protection Policy and Procedures).

Year group	Content – Changes (including puberty and sex education)
FS	Our Bodies – respecting our bodies; growing up
1	My Changing Body – understanding that animals and humans grow and change Boys' and Girls' Bodies – Appreciating the parts of the body that make us different and using the correct names for them

2	The Changing Me – where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls – Differences between boys and girls. Using correct names for body parts. Which parts of our bodies are private? Assertiveness – understanding there are different types of touch and can tell you which ones I don't like.
3	Babies – how babies are made and grow (RSE) Outside Body Changes – How our bodies change as we get older Inside Body Changes – how bodies change on the inside as we grow (female and male reproductive system)
4	Having a Baby – internal and external body parts (RSE) Girls and puberty – periods Accepting change
5	Body image Conception - Having a Baby – The choice to have a baby, the parts of men and women that make babies and, in simple terms, how this happens (RSE). The role of IVF to help some people have babies. (RSE) Puberty – Physical changes and feelings about them
6	Self image Puberty – Consolidating understanding of physical and emotional changes and how they affect us Girl talk / Boy talk – A chance to ask questions and reflect in single sex groups Conception to birth – The story of pregnancy and birth (RSE) Boyfriends and girlfriends Self-esteem

Year group	Content - Relationships
FS	Friendship and bullying
1	Families, friendships and special relationships
2	Families, keeping safe, secrets, conflict, trust
3	Families, friendship, being a global citizen
4	Jealousy, love and loss, memories, getting on and falling out, boyfriends and girlfriends
5	Self identity, online safety, online communities, relationships and technology
6	Mental health, love and loss, power and control, online safety

Year group	Content – Health
FS	Bodies, movement, keeping clean, keeping ourselves safe
1	Healthy choices, being clean, medicine safety, road safety
2	Being healthy, being relaxed, medicine safety, healthy eating
3	Being fit and healthy, drugs, keeping safe
4	Friends, group dynamics, smoking, alcohol, healthy friendships
5	Smoking, alcohol, emergency aid, body image
6	Drugs, exploitation, gangs, mental health

Appendix 1 – what children should know (content outlined in Department for Education’s Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019))

Relationships

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.
	<ul style="list-style-type: none"> • 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 marriage¹ 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.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
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<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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.
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	<ul style="list-style-type: none"> • 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.
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Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Mental and physical health and wellbeing

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
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| | <ul style="list-style-type: none">• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
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Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

14 Links to other policies

This policy operates in conjunction with the following school policies and guidance documents:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-safety Policy
- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019
- Valuing All God’s Children CofE 2019
- Church of England, Changes to the teaching of Relationships and Sex Education and PSHE: A call for evidence 2018

15 Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead through:

- Planning and book scrutiny
- Learning walks
- Pupil voice

The Local Governing Body of each school will monitor the policy and its impact annually. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed and approved by the Board of Directors every three years.

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	