



***High Aspirations, Moral Strength, Spiritual Depth***

**What is Relationships and Sex Education?**

*Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.*

*(Sex & Relationship Education for the 21<sup>st</sup> Century PSHE Association, Brook and Sex Education Reform)*

**RATIONALE AND ETHOS**

At Andrews' Endowed CE Primary School, RSE is underpinned by the ethos and values of our school. Our vision is to create a safe, positive and stimulating environment in which all members of the school community learn and grow in confidence, knowledge and skills. We believe Relationships and sex education is important for our pupils and our school because it provides 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.

RSE is lifelong learning about personal, physical, moral and emotional development.

We see our RSE programme as supportive of our work to ensure all children feel safe and respected in all aspects of their lives. We believe relationships and sex education is important for our pupils and our school because it supports pupils throughout life, to develop safe, fulfilling and healthy relationships, and supporting lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and health. RSE is not about the promotion of sexual activity or lifestyles.

RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring lessons are tailored to meet the developmental needs of all pupils.

We also provide opportunities of social groups to also support children with SEND to develop positive relationships. RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

We ensure RSE fosters gender equality and LGBT+ equality by



We define 'Relationships and sex education' as building fundamental learning blocks and characteristics of positive respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. 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).

Health Education: teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education: the focus is on teaching children the facts about puberty (preparing children for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents have the right to withdraw their child(ren) from sex education lessons.

### **How the Policy was formulated**

This policy has been produced in consultation with governors, staff, pupils and parents. 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 teaching 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 attend meetings about the policy;
4. Pupil consultation – we discuss with pupils what they want from their RSE as part of the RSE lessons;
5. Drafting of policy – a member of staff pulled together all relevant information including relevant national and local guidance and feedback from the consultations and drafted the policy;
6. The draft policy was shared with governors and then circulated to parents for further Feedback;
7. Ratification – once amendments were made, the final policy was shared with governors and ratified.

### **National Guidance**

This policy was drawn up with reference to a range of national documents including 'Sex and Relationship Education Guidance' DfEE 2000 and associated guidance provided by the Local Authority Healthy Schools team including Brook ([www.brook.org.uk](http://www.brook.org.uk)) the PSHE Association ([www.pshe-association.org.uk](http://www.pshe-association.org.uk)) and the Sex Education Forum ([www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)).



### **Why is Relationships and Sex Education in schools important?**

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships.
- Enables pupils to learn about safety and risks in relationships in order for them to make wise and informed choices.
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

Relationships and Sex Education covers three main elements:

#### **Attitudes and values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

#### **Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect, and empathy for others;
- learning to make choices based on an understanding of difference and acceptance with an absence of prejudice;
- learning about issues such as body confidence and peer pressure;
- developing an appreciation of the consequences of choices made;
- developing a clear understanding of consent;
- providing children and young people with a language and understanding to manage conflict; and
- learning how to recognise and avoid exploitation and abuse

#### **Knowledge and understanding**

- learning about the risks of social media and how to stay safe online;
- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;



- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and
- the avoidance of unplanned pregnancy.

### **Aims and Objectives**

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

- Provide a 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support the school's ethos of nurturing a caring community which is based upon Christian values and the commitment to the belief that all children are unique and have the right to develop their potential to the full.

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;
- online safety
- sex abuse and what they should do if they are worried about any sexual matters.

### **Context**

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.

While Relationships and 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 values which underpin all our work in school. In particular, we teach Relationships and Sex Education in the belief that:

- Relationship and sex education should be taught in the context of family life;
- Relationship and sex education is part of a wider social, personal, spiritual and moral education process;
- Relationship and sex education provides balance to sometimes distorted messages in the media;
- Relationship and sex education helps to protect children by explaining boundaries and safety;
- 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 should learn that their body belongs to them;
- promotes equality in relationships and emphasises the importance of seeking and gaining mutual consent through positive and active communication;
- children need to learn the importance of self-control.

### **Content of RSE Programme**

We believe that Relationships and Sex Education should not be delivered in isolation but firmly embedded in all curriculum areas, including Personal, Social Health Education (PSHE), Science and citizenship. At Andrews' Endowed the main content is delivered in PSHE lessons. Some aspects are covered as part of the national curriculum for Science. Content is normally delivered by class teachers in mixed gender groups.

In the Foundation Stage, pupils learn about growth in animals, and explore human growth through a topic on the changes they have experienced since birth. In Key Stage 1, pupils learn to recognise similarities and differences between themselves and others, identify and share their feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust. Pupils learn about the parts of the human body, and about how animals, including humans, move, feed, grow and reproduce.

In Key Stage 2, pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and well-being of others. Children in Years 3 and 4 learn about human life cycles and plant life cycles. Children in Years 5 and 6 have opportunities to learn about changes that take place in their bodies at puberty. Course material provides a framework for effective Relationships and Sex Education which relates to the pupil's stages of development, with activities presented in the context of family life, loving relationships and respect for others. Materials used reflect prior consultation with parents/carers and governors.

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. single sex question sessions etc. 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.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

#### **1. Listen Politely to Each Other**



Ensure that every voice is heard without interruption.

Show empathy and understanding by giving full attention to the speaker.

**2. Everyone Gets a Turn to Speak, If They Want To**

Encourage participation, but respect each child's choice to speak or not.

Foster an environment where sharing is voluntary and valued.

**3. Everyone Has a Right Not to Speak**

Respect the choice of those who prefer to listen rather than contribute.

Ensure that no one feels pressured to share personal information or opinions.

**4. Everyone's Contribution is Respected**

Emphasise that all contributions are valid and valuable.

Encourage positive and constructive feedback.

**5. We Don't Ask or Have to Answer Any Personal Questions**

Maintain boundaries by focusing discussions on general concepts rather than personal experiences.

Reinforce that it's okay to keep personal stories private.

**6. We Use Anatomically Correct Language When We Have Learnt It**

Promote the use of proper terminology to foster understanding and respect.

Ensure clarity and accuracy in discussions by using scientifically accurate language.

**7. Create a Safe Space for Discussion**

Establish that the classroom is a judgement-free zone.

Encourage openness by fostering a supportive and inclusive environment.

**8. Confidentiality Within the Group**

Agree that what is shared in the room stays in the room, with exceptions only for safeguarding concerns.

Highlight the importance of trust and privacy in building a safe discussion space.

**9. Be Mindful of Others' Feelings**

Encourage sensitivity and empathy towards others' experiences and emotions.

**10. Use 'I' Statements**

Promote self-expression by using statements like "I think," "I feel," and "I believe" to share perspectives.

Avoid generalisations or speaking on behalf of others.

**11. Ask for Help When Needed**

Encourage children to seek support from teachers or trusted adults if they feel uncomfortable or confused.

Ensure children know it's okay to ask questions or request further explanation outside of class.

**12. Celebrate Diversity**

Acknowledge and respect differences in opinions, backgrounds, and experiences.

Foster an inclusive environment where diversity is seen as a strength.

By incorporating these enhanced golden rules, we can ensure that RSE sessions are conducted in a respectful, supportive, and inclusive manner, creating a safe space for all children to learn and discuss openly.

**Roles and responsibilities**

**The governing body**



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

### **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-statutory/non-science components of Sex Education (see section 8).

### **Staff**

Staff are responsible for:

Delivering RSE in a sensitive way using inclusive language

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 Sex Education

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. All class teachers are responsible for teaching RSE.

### **Pupils**

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

### **Staff Support and Training**

We believe in the importance of training for staff delivering RSE. Staff are encouraged to access appropriate training and support to help them deliver effective RSE.

Resources are checked to make sure they support inclusion, contain accurate information from authoritative medical sources, and clearly separate opinions, beliefs and facts.

### **Assessment, monitoring, evaluation and review**

The delivery of RSE is monitored by senior leaders through:

- o Discussion with the Headteacher and teachers
- o Discussion with the PSHE Champion (Governor teaching and learning review meeting)
- o Book reviews
- o Learning walks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

### **Support**

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 nurse and other health professionals, are able to offer us valuable





support with our Relationships and Sex Education programme. Other people that we can call on include local clergy, social workers and youth workers when this is appropriate.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school. Andrews' Endowed Primary School has a code of practice for using visitors to support the delivery of PSHE:

- Visitors are invited in to school because of the particular expertise or contribution they are able to make;
- All visitors are familiar with and understand the school's RSE policy and agree to work within it;
- All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance;
- All visitors are supervised/supported by a member of staff at all times;
- The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

### **Involvement of Parents/Carers**

The school is well aware that the primary role in children's Relationship sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's Relationship and sex education policy and practice;
- answer any questions that parents may have about the Relationship and sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationship and sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to Relationship 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 body and their increasing responsibilities.

Y5 & Y6 Parent information meetings are offered each year to inform parents about the school's Relationships and Sex Education programme for that year group. There are opportunities to view the materials the children will be using, and to raise any questions or concerns.

### **Withdrawal**

We acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed.





### **The Needs of Pupils**

#### **Dealing with Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner having sought advice from the Senior Leadership Team, so the children are fully informed and don't seek answers online. The school believes that individual teachers must use their skill and professional discretion in this area and refer to the Designated Safeguarding Lead (DSL) (Headteacher) if they are concerned.

#### **Controversial and Sensitive Issues**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught within the framework of our Christian values of Love, Courage and Respect. Pupils are made aware of a variety of views and beliefs so that they are able to reach their own, informed opinions but also understand that others may have different opinions.

#### **Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However staff must not promise absolute confidentiality as work relating to RSE may give rise to disclosures about possible sexual abuse. In these cases staff follow the Child Protection and Safeguarding policies. Pupils must be reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement.

#### **Equalities and Diversity**

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Andrews' Endowed CE Primary School is committed to equality of opportunity in all aspects of school life. In RSE this will include:

Examining and challenging gender stereotyping,



Celebrating difference and diversity

Ensuring a programme of Relationships Education that is relevant to all pupils

**Dissemination**

The policy is published on the school website and copies are available from the school office. Training is regularly delivered to staff on the policy content. A short summary of the policy is included in the school prospectus.

**Responsibility for Implementation and Monitoring**

Responsibility for implementing, co-ordinating, monitoring and reviewing this policy lies with the Headteacher and Governing Body. The delivery of the RSE program of study to the children will be monitored by the PSHE and Science Coordinators.

**Control Box**

<b>Version</b>		<b>Date/Effective from</b>	Summer 2023
<b>Author</b>	Gemma Gundry	<b>Review Date</b>	Summer 2024
		<b>Responsibility</b>	Head Teacher

**Associated Policies, Documents, Agencies:**

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Confidentiality Policy
- Equality Objectives
- PSHE Policy
- Drugs Policy