

**ALL SAINTS' CHURCH OF ENGLAND
PRIMARY SCHOOL**

**POLICY FOR
RELATIONSHIP AND
SEX EDUCATION
(RSE)**



ACADEMIC YEAR 2020 – 2021

Policy shared with staff on: Intranet [by email / staff meeting]

Policy confirmed by the Governing Body of All Saints' Church of England Primary School on:

Date: 4th March 2020

Signature: Governing Body of All Saints' Church of England Primary School

Policy to be reviewed on: March 2021

1. Aims

The aims of Relationship 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 relationships, difference and diversity
- Teach pupils the correct vocabulary to describe themselves and their bodies

At All Saints' we recognise that everyone is important, valued and special. We have high aspirations so that all can flourish and we fulfil this through learning to love and loving to learn in a deeply Christian ethos. We have a faith-sensitive and inclusive approach to Relationships and Sex Education.

2. Statutory requirements

Currently RSE is not compulsory in primary schools. However, academies do have the right to follow their own curriculum. At All Saints' CE Primary, we do believe that RSE is crucial for teaching respect and acceptable and at the very least tolerance of difference. It is also imperative in preparing pupils for their future lives, so they can grow up knowing how to keep safe, healthy and be prepared for adult living. Therefore, at All Saints' CE Primary, we do teach RSE.

As of September 2020, relationship education is to become compulsory in primary schools and there will be no right to withdraw from this aspect of RSE.

If primary academies do teach RSE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The equalities act 2010, outlines characteristics which are protected in law. Our RSE at All Saints' covers these in the context of relationships. The only characteristic which is not represented is maternity, as this is not relevant to primary school aged children. Gender reassignment is addressed through exploring male and female stereotypes and acceptance of difference. We do not cover gender reassignment as a medical procedure. Our RSE curriculum addresses the following protected characteristics directly:

- age
- disability
- gender reassignment
- pregnancy
- marriage and civil partnership
- race
- religion or belief
- sex

As a Church of England School, we follow the guidance given by the Church of England. In the document, 'Valuing All God's Children,' it clearly states that as a church school, we should tackle homophobic, biphobic and transphobic bullying. At All Saints', we are using a proactive rather than a reactive approach to this issue.

At All Saints' CE 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. Review – a member of staff or working group 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 attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. 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, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

The content of the RSE curriculum will protect, inform and nurture all pupils.

RSE is not about the promotion of sexual activity.

5. Delivery of RSE

RSE is taught within the personal, social, health, citizenship and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum. Online safety is taught as part of the computing curriculum.

Pupils also receive stand-alone sex education sessions delivered by a classroom teacher.

In keeping with our Christian ethos and values, we offer guidance to staff delivery RSE on how to tackle sensitive issues around faith and other protected characteristics. When discussing marriage, we explain to the pupils that in UK civil law, marriage is recognised between a woman and a man, man and man or woman and woman but within the context of some faith groups, marriage is only recognised as being between a man and a woman. We also teach the children that Christianity teaches us to have respect for others.

At All Saints' CE Primary, we will cover the following in line with the statutory guidance from the government for September 2020:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions

- Recognising and assessing potential risks including those that are online
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others, including body image
- Recognising and maximising a healthy lifestyle, including body image
- Managing conflict
- Exploring difference and diversity with a view of being tolerant and accepting towards others
- Discussion and group work

These skills are taught within the context of school and family life.

We ensure that the RSE is taught at an age appropriate time to all pupils. The possible exception to this is where a pupil has SEND needs and is working cognitively and / or socially well below their chronological age. As expected for all pupils, who have SEND at All Saints', an individual tailored programme might be deemed necessary by the class teacher. If this is the case, then this must be discussed with the Headteacher first before delivering RSE.

We use the Cambridgeshire PSHE scheme to complement our RSE and PSHCE requirements.

Appendix 1 outlines what is taught and when within school.

6. Roles and responsibilities

6.1 The governing board

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

6.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

6.3 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 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 head teacher.

6.4 Pupils

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

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action.

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

The National Curriculum for science outlines what should be covered at Key Stage 1 and 2, this is outlined below:

Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age including puberty

8. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The head teacher 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 necessary.

9. Monitoring arrangements

The delivery of RSE is monitored by the subject leader and Senior Leadership Team through:

- Planning
- Lesson observations
- Learning walks

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

This policy will be reviewed every year. At every review, the policy will be approved by the governing body.

Appendix A

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
FOUNDATION	Beginning and Belonging (Myself and My Relationships)	Family and Friends (Myself and My Relationships)	Me and My World (Citizenship)	Keeping Safe (Healthy and Safer Lifestyles)	My Body and Growing Up (Healthy and Safer Lifestyles)	Healthy Lifestyles (Healthy and Safer Lifestyles)
YEAR 1	Beginning and Belonging (Myself and My Relationships)	My Emotions (Myself and My Relationships)	Working Together (Citizenship)	Healthy Lifestyles (Healthy and Safer Lifestyles)	Sex & Relationships Education (Healthy and Safer Lifestyles)	Managing Risk (Healthy and Safer Lifestyles)
YEAR 2	Rights, Rules and Responsibilities (Citizenship)	Family and Friends (Myself and My Relationships)	Diversity and Communities (Citizenship) Financial Capability (Economic Wellbeing)	Personal Safety (Healthy and Safer Lifestyles)	Sex & Relationships Education (Healthy and Safer Lifestyles)	Managing Change (Myself and My Relationships)
YEAR 3	Beginning and Belonging (Myself and My Relationships)	My Emotions (Myself and My Relationships)	Working Together (Citizenship)	Healthy Lifestyles (Healthy and Safer Lifestyles)	Sex & Relationships Education (Healthy and Safer Lifestyles)	Managing Risk (Healthy and Safer Lifestyles)
YEAR 4	Rights, Rules and Responsibilities (Citizenship)	Family and Friends (Myself and My Relationships)	Diversity and Communities (Citizenship)	Drug Education (Healthy and Safer Lifestyles)	Sex & Relationships Education (Healthy and Safer Lifestyles)	Managing Change (Myself and My Relationships)
YEAR 5	Beginning and Belonging (Myself and My Relationships)	My Emotions (Myself and My Relationships)	Diversity and Communities (Citizenship)	Diversity and Communities (Citizenship)	Sex & Relationships Education (Healthy and Safer Lifestyles)	Safety Contexts (Healthy and Safer Lifestyles)
YEAR 6	Rights, Rules and Responsibilities (Citizenship)	Family and Friends (Myself and My Relationships)	Financial Capability (Economic Wellbeing)	Drug Education (Healthy and Safer Lifestyles)	Sex & Relationships Education (Healthy and Safer Lifestyles)	Managing Change (Myself and My Relationships)

Agreed vocabulary for each year group.

	Key areas of learning	Feelings/ relationships	Body parts and processes		Other
Foundation	External body parts	Range of feelings words <i>e.g. happy, pleased, calm, sad</i> baby child girl boy	size shape range of simple external body parts <i>e.g. hands, head, teeth</i> penis testicles vulva vagina bottom		range of action words <i>e.g. run, jump</i> growing up germs
KS1 Year 1/2	External body parts	same similar different unique special responsibility	birth death range of more specific external body parts <i>e.g. stomach, chest</i>		male female man woman teenager adult
KS2 Year 3/4	External body parts Differences between male and female	love dependent independent	breast nipple anus scrotum		toiletries bacteria infection hygiene
KS2 Year 5/6	Puberty Sexual reproduction Internal body parts	commitment marriage stable relationship	puberty development period menstruation cervix labia fallopian tube clitoris ovary ovum vulva vagina uterus ovulation sperm	sperm duct seminal vesicle urethra pubic hair voice breaking arousal erection sexual intercourse sex ejaculate conception pregnancy	sanitary towel tampon body odour deodorant