
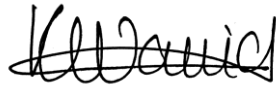


Relationships and Sex Education (RSE) Policy

Date ratified	March 2021
Committee Responsible for Policy	Standards, Teaching and Learning Committee
Date to be updated	March 2022
Headteacher Signature	
Chair of Governors/ Committee Signature	

Growing Together as Children of God

At Holy Trinity C of E Primary School:

- we want our pupils to **grow** in confidence, independence, resilience and knowledge, so that all achieve their full potential and develop a life-long love of learning and of the world around us.
- we work **together** with families, community and church to model positive relationships, supporting each other and acknowledging that we are stronger when we work together.
- we are growing together as **children of God**, strengthening our faith, secure in the knowledge we are unique, loved and cherished.

Biblical Basis for Policy

Ephesians 4:2

Be completely humble and gentle; be patient, bearing with one another in love.

I. Introduction

Under the Children and Social Work Act 2017 the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools. Revised Department for Education statutory guidance states that from September 2020 all primary schools will be required to have relationships education in place and have a relationships and sex education policy.

We want our pupils to flourish and to gain every opportunity to live fulfilled lives. Relationships and Sex Education (RSE) is a key part of the Personal, Social and Health Education (PSHE) curriculum in our school.

RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Our PSHE curriculum therefore comprises Relationships Education (RE), Health Education (HE), and some aspects of Sex Education (SE) in upper KS2.

Whilst there is no requirement for primary schools to teach sex education, we have chosen to incorporate sex education into our Year 6 curriculum, in order to safeguard our pupils effectively.

Context

All RSE in a Church of England school should be set in context which 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.

Whilst pupils 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.

2. The Aims and Objectives of RSE at Holy Trinity

We aim to ensure that our RSE curriculum protects, informs and nurtures all pupils. We aim to clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society), and moral teaching about relationships and values.

Our RSE curriculum ensures that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others.

It will provide pupils with age-appropriate knowledge (see curriculum overview for further information) that will enable them to navigate a world in which many will try to tell them how to behave, what to do and what to think. This is a responsibility that is shared between parents/carers and school.

3. Principles

At Holy Trinity C of E Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education, which will enable all pupils to flourish. The following principles are based on the Church of England's Charter.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers during policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act¹ and will be sensitive to the faith and beliefs of those in the wider school community.
4. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.
5. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge

¹ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

6. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
7. **To seek pupils' views about RSE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

4. Organisation and Curriculum Overview

We use the Christopher Winter Project material for all of our Relationships Education lessons.

The table below shows the breakdown of the objectives covered in Relationships, Sex and Health Education in each year group. Further information can be found on the school website about other aspects of our PSHE curriculum: mental well-being; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; allergy awareness.

Year Group	Key Words	Science (aspects of science linked to this area)	RSHE		
			Health Education	Relationships Education	Sex Education
Rec	Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad			To recognise the importance of friendship To recognise the importance of saying sorry and forgiveness To recognise that all families are different	
1	Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva	To identify, name, draw and label the basic parts of the human body		To understand that we are all different but can still be friends To explore different types of families and who to ask for help To discuss how children grow and change	
2	Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva	To identify, name, draw and label the basic parts of the human body, with a focus on sexual differences To notice that animals, including humans, have offspring that grow into adults (lifecycles)		To introduce the concept of gender stereotypes To identify differences between males and females	
3	Similar, different, gender roles, stereotypes, male, female, private			To identify that people are unique and to respect those differences	

	parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship			To explore the differences between male and female bodies To consider appropriate and inappropriate physical contact and consent To explore different types of families and who to go to for help and support	
4	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings	To explore the human lifecycle	To identify some basic facts about puberty and explore how it is linked to reproduction	To explore respect in a range of relationships To discuss the characteristics of healthy relationships	
5	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings		To explore the emotional and physical changes occurring in puberty To understand male and female puberty changes in more detail To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty		
6	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety	To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents		To explore the importance of communication and respect in relationships To explore positive and negative ways of communicating in a relationship To understand the decisions that have to be made before having children	To describe how and why the body changes during puberty in preparation for reproduction To understand some basic facts about conception and pregnancy To consider different ways people might start a family.

Parents/carers of children in Year 4, 5 and 6, will be informed prior to the start of the above lessons, in order to prepare their children.

5. The Role of Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supportive 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 RSE policy and practice
- answer any questions that parents may have about the RSE of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- inform parents about the teaching of RSE in school so that the parents and school can work together to support the child with regard to RSE.

Parents/carers have the right to withdraw their child from all or part of the sex education aspect of RSHE (not science aspects, Relationships Education or Health Education) that we teach in our school. If a parent/carer wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not want their children to participate in. The school always complies with the wishes of the parents/carers in this regard.

6. The Role of other Members of the Community

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. Other people that we may call on include local clergy and social workers.

7. Confidentiality and Safeguarding Procedures

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the safeguarding team. They will then deal with the matter in consultation with health care professionals. (See also Safeguarding/Child Protection Policy).

8. The Role of the Headteacher

It is the role of the headteacher to ensure that both staff and parents are informed about our RSE 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 effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

9. Monitoring and Review

The Standards, Teaching and Learning Committee (STLC) of the governing body monitors our RSE policy on a three yearly basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The STLC gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments.

The RSE policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Equal Opportunities Policy
- Health and Safety Policy
- Inclusion Policy
- Special Educational Needs and Disability Policy
- Behaviour Policy
- Anti-Bullying Policy
- Kindness and Respect Policy
- Physical Activity Policy
- Safeguarding/ Child Protection Policy

- ICT Policy and Safe Internet Use Policy