



CHURCHDOWN PARTON MANOR SCHOOLS' FEDERATION RELATIONSHIPS AND SEX EDUCATION POLICY

Date of policy	Spring 2022
Review date	Spring 2023
Staff responsible	Well-being KAT

Equalities Statement

Churchdown Parton Manor Schools' Federation provides an education for all, acknowledges the society in which we live, and is enriched by the ethnic, cultural and religious diversity of its citizens. The school strives to ensure that the culture and ethos of the school are such that, whatever the heritage, origins, faith, age, gender, sexuality and ability of members of the school community, everyone has the right to equal chances, is equally valued and treats one another with respect so that all pupils and staff are encouraged and supported in achieving their full potential. We provide pupils with the opportunity to experience, understand and celebrate diversity, actively tackle all instances of unlawful discrimination and strive for equality of opportunity and good relationships to permeate all aspects of school life, including:

- attainment, progress and assessment
- behaviour, discipline and exclusion
- admission and attendance
- curriculum
- personal development and pastoral care
- teaching and learning
- working with parents / carers and communities
- staff recruitment and professional development

Safeguarding Statement

- The named person with responsibility for child protection in our school is the Head Teacher, who liaises with a named Governor. We will follow the procedures for child protection drawn up by the LA and the Governing Body.
- If any person suspects that a child in the school may be the victim of abuse, they should not try to investigate, but should immediately inform the Head Teacher about their concerns
- When investigating incidents or suspicions, the person responsible in the school for child protection works closely with social care, and with the Gloucestershire Safeguarding Children Board. We handle all such cases with sensitivity, and we attach paramount importance to the interests of the child.
- We require all adults who work in school to have their application vetted by the police, in order to check that there is no evidence of offences involving children or abuse. (DBS, Barred and Prohibition Checks).
- All the adults in our school share responsibility for keeping our children safe. We may, on occasion, report concerns which, on investigation, prove unfounded. It is better to be safe than sorry and we trust that parents and carers, while they will naturally be upset, will nevertheless accept that the school acted in the child's best interests.

Accessibility Statement

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect. Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be.

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1. Aims

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

2. Statutory requirements

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.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and Section 80A of the Education Act 2002.

At Churchdown Parton Manor Schools' Federation we teach RSE as set out in this policy.

For further information please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

3. Policy development

This policy has been developed in consultation with staff, parents and Governors. 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. 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, sex education, 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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Parents will be informed if changes are to be made.

We have developed the curriculum in consultation with parents, staff and Governors, taking into account the age, needs, feelings and prior knowledge of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that the pupils are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Older pupils also receive sex education sessions delivered by their Class teachers.

Relationships and Sex education also 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.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board has delegated the approval of this policy to the Policy Committee and will hold the headteacher to account for the implementation.

7.2 The headteacher

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

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 sex education 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. The responsibility for teaching RSE is with Class teachers.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health education.

Parents do have the right to withdraw their children from the components of sex education within RSE.

Letters and/ or Dojo notifications are sent to year groups (Y4-6) informing them about forthcoming sex education sessions. Parents have the option to refuse permission for their child to participate in

these sessions and may discuss this with the Class teacher, the PSHE lead or the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff will receive training for the delivery of RSE as part of our continuing professional development calendar.

The headteacher will also invite professionals from outside the school to provide support and training to staff teaching RSE.

10. Links

This policy should be read in conjunction with the following policies and documents:

Child Protection/ Safeguarding policy; Keeping Children safe in Education 2019; SEND policy; Behaviour policy

11. Monitoring arrangements and Review

The delivery of RSE is monitored by the PSHE lead (Well Being KAT) through: planning scrutinies, learning walks, lesson observations and pupil conferencing.

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

This policy will be reviewed annually. At every review, the policy will be approved by Governors.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
EYFS	<p>Understand what personal responsibility is</p> <p>Value their body, including physical achievements and capabilities</p> <p>Know the adults who are responsible for looking after them</p> <p>Recognize personal needs and act on them where appropriate or ask for help</p> <p>Understand basic hygiene routines, including toileting and washing</p>
Year 1	<p>Understand what a cycle is</p> <p>Understand that changes happen constantly as we grow</p> <p>Understand the life cycles of humans and animals</p> <p>Understand the different stages of the human life cycle</p> <p>Understand that humans, like other animals, change over time</p> <p>Value their own body and recognize its capabilities and uniqueness</p> <p>Recognize that people are similar in some ways and different in others</p> <p>Learn basic information about how the body works and ways of looking after it</p> <p>Know how to keep themselves clean</p>

YEAR GROUP	TOPIC/THEME DETAILS
Year 2	<p>Recognize the main external parts of human bodies including agreed names for reproductive organs</p> <p>Understand that all living things originate from other living things</p> <p>Understand that humans produce babies that grow into children and then into adults</p> <p>Consider the ways they have changed physically since they were born</p> <p>Consider physical changes that will take place as they move from childhood to adulthood</p> <p>Consider their responsibilities now and compare these to when they were younger</p> <p>Understand the choices they are able to make in order to keep themselves healthy</p>
Year 3	<p>Recognise the main organs of the bodies of humans including scientific names for reproductive organs</p> <p>Identify the differences between men and women</p> <p>Know the difference between appropriate and inappropriate touch and understand that they have the right to say "no" to unwanted touch</p> <p>Understand there are different types of love</p> <p>Understand how infection can spread</p> <p>Understand how to prevent infection through good personal hygiene practices</p> <p>Understand that our bodies have three main lines of natural defence but that sometimes we need help to fight an infection</p>

YEAR GROUP	TOPIC/THEME DETAILS
Year 4	<p>Understand some of the physical changes that will happen as humans get older</p> <p>Know the difference between appropriate and inappropriate touch and understand that they have the right to say “no” to unwanted touch</p> <p>Consider their responsibilities and levels of independence and understand that these have changed as they have grown and that they will continue to change into their future</p> <p>Understand that most common infections get better on their own through time</p> <p>Understand that antibiotics should only be taken as prescribed</p> <p>Challenge gender-based stereotypes</p>
Year 5	<p>Know and understand physical changes that take place during puberty and why they happen</p> <p>Understand that emotional as well as physical changes happen at different rates for different people</p> <p>Consider new aspects of personal hygiene relevant to puberty</p> <p>Understand genetic inheritance</p>
Year 6	<p>Understand the functions of male and female reproductive organs</p> <p>Know and understand about physical changes that take place at puberty and why they happen</p> <p>Be able to recognise their own changing emotions and be able to express their feelings and concerns positively</p> <p>Know about the facts of the human lifecycle, including sexual intercourse</p> <p>Consider the need to trust and love in marriage and established relationships</p> <p>Consider different types of love</p> <p>Understand how babies are born</p> <p>Explore the impact a new baby has on a family</p>

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

Taken from:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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 • 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	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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 • 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	<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

TOPIC	PUPILS SHOULD KNOW
Being safe	<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