

<b>Whitchurch Church of England Primary School</b>	Effective Date:	May 2024
 <p><b>Relationships and Sex Education</b></p>	Revision Date:	May 2025
	Review	Annually
<b>Head Teacher</b>	<b>Mrs C Pritchard</b>	
<b>DSL</b>	<b>Mrs C Pritchard</b>	
<b>Chair of Governors</b>	<b>Mrs J Fisher</b>	

\*This policy will be reviewed further, following the government consultation on sex education guidance which is currently ongoing. Once this guidance is finalised, the policy will be amended and a parent consultation will then take place. Until this point, the school will work to this policy.

Relationships education is a continuous part of everyday life in our school as it clearly incorporates our Christian values of love, courage and respect. This is fully demonstrated through all interactions between the children and staff in school and is integral to the ethos of our school. We have a comprehensive PSHE curriculum, based on the HeartSmart programme for Year R to Year 2 and Jigsaw for Years 3 to 6, which incorporates the full coverage of Relationships Education as set out in the Statutory Guidance. It supports children's physical, moral, social and emotional development, in order to prepare them for the opportunities and challenges they may face as they grow up in an ever-changing world.

Relationship education is closely connected with our Vision for our school which is printed below as a school prayer.

*Lord God, together we make a difference through love, courage and respect. With kind actions, words and thoughts we accept everyone for whom they are and care for those in need. Help us learn well with curiosity and confidence. Our world is your creation and we will cherish it. Amen*

## **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 relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **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](#).

We have consulted the diocesan guidance for writing an RSE policy, and the school's approach is in agreement with the Church of England's principles and charter on RSE: [https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-11/RSHE%20Principles%20and%20Charter_0.pdf)

At Whitchurch C of E Primary School we teach RSE as set out in this policy.

## **Roles and responsibilities**

**The governing body 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 components of RSE (see section 8).

### **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
- Ensuring that any visiting professionals supporting this area of the curriculum will be required to read this policy before visiting
- Staff do not have the right to opt out of teaching RSE.

### **Pupils**

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

### **Parents**

To engage with the initial consultation process and then any subsequent development of the policy, sharing their thoughts and asking questions about elements of the policy or curriculum which they have further questions about or require further clarification on.

To support the school in its teaching of RSE by preparing for, or following up on lessons through discussion at home where appropriate.

Parents will be given the opportunity to view materials and resources used in the delivery of sex education content prior to teaching.

## **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 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 for children in Year 5 and 6 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 RSE curriculum, see Appendices 1 and 2.

## **Delivery of RSE**

RSE is taught within the personal, social, health and education (PSHE) curriculum. Our PSHE curriculum is based on the HeartSmart programme for Reception, Year 1 and 2 and the Jigsaw programme for Key Stage 2 pupils. Some of the biological aspects of RSE are also taught within the science curriculum and some of the work on Internet safety and online relationships is taught within the Computing curriculum.

Pupils also receive stand-alone sex education sessions in Year 6.

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

These areas of learning are taught within the context of family life, with the understanding that children have different home circumstances, all of which are accepted for what they are (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).

## **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

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

Requests for withdrawal should be put in writing and addressed to the head teacher.

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

## **Safeguarding**

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the Designated

Safeguarding Lead within the school, who will then deal with the matter in consultation with health care professionals (see also Safeguarding Policy).

## **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE lead and Head Teacher through planning and work scrutiny, learning walks and pupil conferencing.

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

This policy will be reviewed by the Head Teacher annually.

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

**Appendix 1 – See separate overview of the curriculum for each year group**

Overview of Puberty and Sex Education in Year 3 /4 /5 /6

Year group	Curriculum coverage	
	PSHE learning intention	Social & emotional development learning intention
<p>Year 3 – Changing Me</p>	<p>To understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby.</p> <p>To understand how babies grow and develop in the mother’s uterus.</p> <p>To understand what a baby needs to live and grow.</p> <p>To understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies.</p> <p>To identify how boys’ and girls’ bodies change on the outside during this growing up process.</p> <p>To identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>To recognise stereotypical ideas I might have about parenting and family roles.</p> <p>To identify what I am looking forward to when I move to my next class.</p>	<p>To express how I feel when I see babies or baby animals.</p> <p>To express how I might feel if I had a new baby in my family.</p> <p>To recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>To recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>To express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p> <p>To start to think about changes I will make next year and know how to go about this.</p>

<p>Year 4 - Changing Me</p>	<p>To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>To understand what responsibilities there are in parenthood and the joy it can bring.</p> <p>To consider what has influenced my life and what might influence the lives of other people.</p> <p>To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>To know how the circle of change works and can apply it to changes I want to make in my life</p> <p>To identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>To identify what I am looking forward to when I move to a new class.</p>	<p>To appreciate that I am a truly unique human being.</p> <p>To understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p> <p>To understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p> <p>To have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p> <p>To be confident enough to try to make changes when I think they will benefit me.</p> <p>To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>To reflect on the changes I would like to make next year and describe how to go about these.</p>
<p>Year 5 - Changing Me</p>	<p>To be aware of my own self-image and how my body image fits into that.</p>	<p>To know how to develop my own self esteem.</p> <p>To understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p>

	<p>To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>To describe how boys' and girls' bodies change during puberty.</p> <p>To understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>To also understand that sometimes people need IVF to help them have a baby.</p> <p>To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>To identify what I am looking forward to when I move to my next class.</p>	<p>To express how I feel about the changes that will happen to me during puberty.</p> <p>To appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>To be confident that I can cope with the changes that growing up will bring.</p> <p>To start to think about changes I will make next year and know how to go about this.</p>
<p>Year 6 - Changing Me</p>	<p>To be aware of my own self-image and how my body image fits into that.</p> <p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend</p>	<p>To know how to develop my own self esteem.</p> <p>To express how I feel about the changes that will happen to me during puberty.</p> <p>To recognise how I feel when I reflect on the development and birth of a baby.</p> <p>To understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p> <p>To be assertive when appropriate.</p> <p>To express how I feel about my self-image and know how to challenge negative 'body-talk'.</p>

	<p>To know myself well enough to maintain positive relationships with others whilst still keeping my own identity.</p> <p>To be aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>	<p>To know how to prepare myself emotionally for the changes next year.</p>
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## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

