



ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL

Relationships and Sex Education (RSE)

"LOVING TO LEARN; LEARNING TO LOVE"

"A new command I give you, Love one another.
As I have loved you, so you must love one another."

John 13:34

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

There is a statutory expectation that RSE is taught 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 important for teaching respect and acceptance. 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 became 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, biphobia 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 and workshops 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, 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.

In keeping with our Christian ethos and values, we offer guidance to staff delivering 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 A 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 Sex education of RSE. Following consultation with parents it was agreed that this content would only be taught in year 6.

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

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|---|-------------------|-----------------|-------------------------------------|------------------|---|
| Statutory Elements - Learning for ALL children: | | | | | Non-Statutory Elements Children can be withdrawn ONLY from: |
| Being Safe | Health Prevention | Changing Bodies | Families And People Who Care For Me | Mental Wellbeing | Sex Education |

| Session | EYFS | Year 1 | Year 2 |
|---------|--|--|---|
| 1 | What can my body do? To understand and value what their bodies can do. | What can my amazing body do? To describe what their bodies can do. | Can I identify private body parts and say 'no' to unwanted touch? To be able to identify private body parts. |
| 2 | What differences and similarities are there between our bodies? To recognise similarities and differences between themselves and others. | What are the names of the main parts of the body? To recognise the main external parts of the bodies of humans. | Can I identify private body parts and say 'no' to unwanted touch? To know that my body belongs to me and to be able to say 'No' to unwanted touch. |
| 3 | What does my body look like? To describe their own appearance and name external body parts. | When am I in charge of my actions and my body? To understand that they have responsibility for their body's actions and that their body belongs to them. | How have I changed since I was a baby? To consider the ways they have changed physically, socially and emotionally since they were born. |
| 4 | How has my body changed as it has grown? To understand ways in which their body has changed since they were a baby. | How can I keep my body clean? To know how to keep themselves clean. | What are my responsibilities now I'm growing up? To consider their responsibilities now and compare these with when they were younger. |
| 5 | How can I look after my body and keep it clean? To understand ways of looking after their body and keeping it clean. | How can I avoid spreading common illnesses and diseases? To understand the importance of basic hygiene practices. | What do babies and children need from their families? To understand how the needs of babies and young children are met by their families |
| 6 | How am I learning to take care of myself and what do I still need help with? To understand how members of their family and other trusted people care for them and look after them. | | Which stable, caring relationships are at the heart of families I know? To understand that not all families are the same, but that love and care should be at the heart of all families |
| 7 | Who are the members of my family and trusted people who look after me? To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. | | |
| 8 | How do I feel about growing up? To recognise how growing up makes them feel. | | |

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|---|-------------------|-----------------|--|------------------|---|
| Statutory Elements - Learning for ALL children: | | | | | Non-Statutory Elements Children can be withdrawn ONLY from: |
| Being Safe | Health Prevention | Changing Bodies | Families And People Who Care For Me | Mental Wellbeing | Sex Education |

| Session | Year 3 | Year 4 |
|---------|--|---|
| 1 | How are male and female bodies different and what are the different parts called? To know scientific names for male and female private parts and use them confidently. | How are male and female bodies different and what are the different parts called? To know scientific names for male and female private parts and use them confidently. |
| 2 | When do we talk about our bodies, and who do we talk to? To understand times to talk about private body parts and identify trustworthy and approachable adults. | What are the main stages of the human life cycle? To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. |
| 3 | What can my body do and how is it special? To value and respect their own bodies and understand their uniqueness | What does it mean to be 'grown up'? To investigate perceptions of being physically, emotionally and socially 'grown up'. |
| 4 | Why is it important to keep myself clean? To understand the value of carrying out regular personal hygiene routines. | What am I responsible for now and how will this change? To consider their responsibilities and how these have changed and how they will change in the future. |
| 5 | What can I do for myself to stay clean and how will this change in the future? To consider who is responsible for their personal hygiene now, and how this will change the future. | How do different caring, stable adult relationships create a secure environment for children to grow up? To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children |
| 6 | How do different illnesses and diseases spread and what can I do to prevent this? To understand a range of ways illness and disease might be spread and how they are able to reduce this. | |
| 7 | | |

Statutory Elements -

Learning for ALL children:

| | | | | |
|------------|-------------------|-----------------|-------------------------------------|------------------|
| Being Safe | Health Prevention | Changing Bodies | Families And People Who Care For Me | Mental Wellbeing |
|------------|-------------------|-----------------|-------------------------------------|------------------|

Non-Statutory Elements

Children can be withdrawn ONLY from:

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|----------------------|
| Sex Education |
|----------------------|

| Session | Year 5 | Year 6 |
|---------|--|--|
| 1 | What are male and female private parts called? To identify male and female private parts confidently. | What happens to different bodies at puberty? To know and understand about the physical changes that take place at puberty and how to manage them. |
| 2 | What happens to our bodies at puberty? To know and understand about the physical changes that take place at puberty and how to manage them. | What happens to different bodies at puberty? To understand that physical changes affect people in a variety of ways and at different rates. |
| 3 | What happens to our bodies at puberty? To understand that physical changes affect people in a variety of ways and at different rates | What effect might puberty have on feelings and emotions? To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. |
| 4 | What happens to our bodies at puberty? (Girls Only) To understand that physical changes affect people in a variety of ways and at different rates | What might influence my view of my body? To understand how the media, families and friends can influence attitudes to their bodies. |
| 5 | What might influence my view of my body? To understand how the media, families and friends can influence attitudes to their bodies. | When can I take responsibility for how others feel? To understand that they have some responsibility for the feelings and wellbeing of others. |
| 6 | How can I keep my growing and changing body clean? To know about aspects of personal hygiene relevant to puberty and the implications of these. How can I reduce the spread of a wider range of viruses and bacteria? | How are babies are conceived and born? To know about how babies are conceived and born, including sexual reproduction and sexual intercourse. |
| 7 | | What values are important in a relationship? To consider different types of relationships (friendship, marriage, civil partnership) and draw conclusions about why these are successful. |