



Relationship Sex and Health Education Policy

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Approved by Diocese of Chichester Academy Trust

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DCAT Non-statutory Policy	✓
DCAT Model Optional Policy	
Academy Policy	
Local Authority Policy	



Central CE Academy Family, together growing in learning, knowledge, life skills and love.
'Love one another as I have loved you' John 13:34-35

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1.0 Introduction

This policy is based on guidance issued by the DfEE ([Ref:0116/2000](#)) and our vision to grow together. At Central Relationship and Sex Education is firmly rooted in our PSHE provision as part of the National Curriculum. Relationship and Sex Education is defined as “supporting our young people through their physical, emotional and moral development, enabling them to learn to respect themselves and others and enabling them to move with confidence through childhood, adolescence and into adulthood.”

2.0 Our Vision and Values

All policies at Central Academy are built on our Christian values of: Wisdom, Respect and aspiration.

These values permeate our practice and support our vision of a Christian learning environment. These values are embodied in the New Commandment that Jesus gave us:

John 13:34-35

“...love one another. As I have loved you.”

Within our caring Christian community, we provide a safe, inspiring environment where a lifelong love of learning is nurtured, and children are given the opportunity to achieve their full potential. This reflects our Academy vision 'Central Academy Family together growing in learning, knowledge, life skills and love'. We feel a deep responsibility to nurture happy, responsible and confident young people of faith and values.



3.0 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

4.0 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. This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019). Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals.

Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age appropriate sex education if they feel their pupils need this information: Page 3 “It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement... “It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”

Should you like to see the guidance from the government 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

5.0 Policy Development

This policy has been developed in consultation with the school community. The consultation and policy development process involved the following steps:

- I. 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 – any interested parties were invited to make recommendations
4. Ratification – once amendments were made, the policy was shared with governors and ratified

6.0 Context

We teach relationship and sex education in the belief that:

- i) relationship and sex education is part of a wider social, personal, spiritual and moral education process
- ii) children should be taught to have respect for their own bodies and those of other people
- iii) children should learn about their responsibilities to others
- iv) it is important to build positive relationships with other people, involving trust and respect.

7.0 Definition

RSE is about the emotional and social development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is about educating and informing children of the facts they need to keep themselves safe and healthy.

8.0 Curriculum

Our curriculum is set out as per Appendix I but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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 will focus on:

- Preparing boys and girls for the physical and emotional changes that adolescence brings ➤
- How a baby is conceived, the process of pregnancy and birth

For more information about our curriculum, see our curriculum map in Appendix I.

9.0 Delivery of RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, etc.

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:



- Families and friendship
- Different types of families
- Safe relationships
- Respecting ourselves and others
- Online relationships
- Being safe

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).

For more information about our RSE curriculum, see Appendices 1 and 2.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
 - Everyone gets a turn to speak, if they want to
 - Everyone has a right not to speak
 - Everyone's contribution is respected
 - We don't ask or have to answer any personal questions
 - We use anatomically correct language when we have learnt it
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- No one (teacher or pupil) will have to answer a personal question □ No one will be forced to take part in a discussion

10.0 Dealing with Questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a class setting. For example:

If a question is too personal, the teacher should remind the pupil of the ground rules. The teacher can state that they will talk to the pupil about the question after the lesson and request that the pupil sees them individually. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a school teacher, Headteacher, school nurse, helpline, or an outside agency or service. If it is a genuine question then the pupil will meet with the teacher, however, if the question was intended to embarrass then they won't and the situation has been handled without conflict or embarrassment on anyone's part?

If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher or both together research the question later.



If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge the question and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not be involved. To maintain trust and respect, however, the teacher must always remember to talk with the pupil later.

If a teacher is concerned that a pupil is at risk of sexual abuse, they must follow the school's child protection procedures. (See Child Protection Policy.)

11.0 Inclusion Statement

In our school we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used to deliver this programme. These will include:

- i) Circle time and class discussion (perhaps involving outside agencies such as the police and school nurse where appropriate.)
- ii) Imaginative writing
- iii) Reflection and sharing
- iv) Role play and drama
- v) The use of video and computer technology

12.0 Roles and responsibilities

12.1 The governing body

The governing body will approve the RSE policy, and hold the headteacher to account for its implementation. It is reviewed every two years.

12.2 The headteacher

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

12.3 Staff

Class teachers are responsible for:

- Delivering RSE in a sensitive way
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE

All staff must model positive attitudes to 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.



12.4 Pupils

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

13. 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-science components of sex education within RSE.

Requests for withdrawal should be put in writing addressed to the headteacher.

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

14.0 The role of parents and carers

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

In promoting this objective we

- i) inform parents about the school's sex education policy and practice;
- ii) answer any questions that parents may have about the sex education of their child;

- iii) take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- iv) inform parents about best practice with regard to sex education, so that through mutual exchange of knowledge and information, children will benefit from being given consistent messages.

15.0 Training

Training is included in our continuing professional development calendar.

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 Constabulary and Local Health Authority.

16.0 Confidentiality

Teachers will conduct sex education lessons in a sensitive manner and in confidence.

However, if a child makes a reference to being involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher or designated child protection officer. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)



17.0 Monitoring, Assessment and Reporting to Parents and Carers

It is the responsibility of individual teachers to evaluate the progress and attainment of knowledge for each child in their class in accordance with our stated curriculum. The PSHE Leader will monitor the

overall delivery of the curriculum and ensure that there is coverage within Year group planning across the school. The Senior Leadership Team and the Headteacher will liaise with everyone to monitor SRE.

Assessment in SRE should be active and participatory helping the children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. Pupils can undertake a range of activities that forms the basis of assessment. The Annual report to parents will include a section on Personal, Social, Health and Economic education.

Appendix I: Curriculum map

Relationships and sex education curriculum map.

PSHE – Relationships and Sex Education	
<u>Year Group</u>	<u>Area of Learning</u>
Year 3	<ul style="list-style-type: none">• Explore the differences between males and females and to name the body parts• Judge what kind of physical contact is acceptable or unacceptable and how to respond• Explore different types of families and understand people who look after them• Recognise when and how to ask for help
Year 4	<ul style="list-style-type: none">• Explore the human lifecycle• Begin to understand how their body will change as they approach & move through puberty and how this is linked to reproduction
Year 5	<ul style="list-style-type: none">• Deepen their understanding of how their body will and emotions may change as they approach and move through puberty• Explore the impact of puberty on the body & the importance of Hygiene• Know about menstrual wellbeing including the key facts about the menstrual cycle• Explore ways to get support during puberty



Year 6	<ul style="list-style-type: none"> • Learn about human reproduction including conception and pregnancy (and that this can be prevented) • Consider physical & emotional behaviour in relationships • Deepen their understanding of what constitutes a positive, healthy relationship including communicating in a relationship
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PSHE – Relationships and Sex Education - Vocabulary

<u>Year Group</u>	<u>Vocabulary</u>
Expected vocabulary Pre – Year 3	Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, toothbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad.
Expected vocabulary Pre – Year 3	Boy, girl, gender, penis, testicles, vulva, vagina, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, (un)comfortable feeling, clean, similar, different, family, male, female, private parts.
Expected vocabulary Pre – Year 3	Boy, girl, gender, penis, testicles, vulva, vagina, pregnant, baby, child, teenager, elderly, life cycle, change, grow, feelings, love, care, comfortable feeling, uncomfortable feeling, similar, different, sex, gender roles, stereotypes, male, female, private parts,
Year 3	Change, grow, mature, feelings, emotions, excited, worried, reproductive organs, sperm, egg, stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship,
Year 4	Puberty, change, lifecycle, reproduction, physical, breasts, feelings, excited, attraction, worried, internal, inside, reproductive organs, sperm, egg, penis, testicles, vagina, womb, pubic hair, emotional feelings.



Year 5	Puberty, physical changes, emotional changes, moods, sexual feelings, grow, mature, private parts, genitals, vagina, womb, penis, testicles, breasts, feelings, excited, attraction, worried, internal, inside, reproductive organs, spots, pubic hair, facial hair, underarm air, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, sweat, body odour, sanitary towel, tampon.
Year 6	Puberty, physical changes, emotional changes, moods, sexual feelings, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, womb, penis, testicles, breasts, feelings, excited, attraction, worried, internal, inside, reproductive organs, spots, pubic hair, facial hair, underarm air, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, sexual intercourse, conception, fertilisation, embryo, pregnant, birth, baby, twins, contraception, wet dream, masturbation, condom, consent, wet dream, masturbation, sweat, body odour, sanitary towel, tampon, fostering, adoption, relationship,
	friendship, love, intimacy, communication, personal/private information, internet safety.

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

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



<p>Caring friendships</p>	<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
<p>TOPIC</p>	<p>PUPILS SHOULD KNOW</p>
<p>Respectful relationships</p>	<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
<p>Online relationships</p>	<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



<p>Being safe</p>	<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
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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	

