



Martley CE Primary School and Pre-School Relationships and Sex Education Policy

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Our Christian Values

Our Core Christian values are the 5 C's - Commitment, Creativity, Compassion, Co-operation and Courage. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

'Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows'.

James 1:17 International Children's Bible

We also support and follow the vision of the Diocese of Worcester Multi-Academy Trust (DoWMAT) of which we are a member school:

'To Love, To Learn, To Serve' sums up the DoWMAT's vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

Equality and Diversity Statement

At Martley CE Primary School and Pre-School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

Relationships Education Rationale

‘Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds.’

(Church of England Education Office Response to call for Evidence on RSE Curriculum)

Pupils need knowledge and skills that will enable them to make informed and considered choices about relationships, physical health and mental health and well-being. Everyone faces challenges and decisions as they move through childhood, teenage years and into adulthood. PSHEC (Personal, Social, Health and Citizenship Education) and RSE education should support young people and give them confidence to deal with issues, to know when to ask for support and advice and to know how to access support when needed.

Primary schools play a major role in developing the knowledge and skills in a ‘safe’ environment where children feel confident in sharing their ideas and being able to practice responses. As a school, we feel it is important that we recognise that pupils’ learning does not just take place during scheduled lessons but through all aspects of school life. All staff members and stakeholders associated with the school have a responsibility to promote positive relationships and are important role models to the children.

School, however, is only one part of a child’s life, the foremost role lies with parents and carers. For this reason, it is vital to build and maintain positive relationships with the parents of our pupils.

‘The role of parents and carers in the development of children’s understanding about relationships is vital and they hold the responsibility of ensuring their children grow and mature into healthy relationships.’

(Church of England Education Office Response to call for Evidence on RSE Curriculum)

We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils’ level of maturity. We understand our responsibility to deliver a high quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Vision and Aims

'Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.'

(Valuing All God's Children, Church of England 2019)

Our vision is to be a school where everyone feels valued and is encouraged and supported to achieve their best. We believe in a 'growth mindset' and foster resilience and determination alongside individuality and creativity. Everyone deserves to teach and learn in a happy, safe environment.

As part of this vision, we aim to deliver a high quality PHSCE curriculum which includes information about relationships which is truthful, relevant and appropriate to the age of the children involved. The curriculum will recognise that people hold different views and prepare pupils for their life experiences beyond primary school.

The curriculum is designed as a spiral curriculum which ensures topics can be built upon over time and takes into account the emotional and physical maturity of the children in our school.

Aims - this curriculum will help pupils to:

- be equipped to live and learn safely in a modern world
- gain knowledge, skills and confidence to make positive, healthy and safe choices
- have the confidence and self-esteem to value themselves and others
- understand about the range of relationships, including the importance of family for the care and support of children
- develop confidence in talking, listening and thinking about feelings and relationships
- develop values, attitudes and opinions
- be able to name parts of the body and describe how their bodies work
- understand the consequences of their actions and behave responsibly within relationships
- be able to recognise unsafe situations and be able to ask for help and support

Roles and Responsibilities

The Local Academy Board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes
- Ensuring the curriculum is well-led, effectively managed and well planned
- Evaluating the quality of provision
- Ensuring that the curriculum is delivered in ways that are accessible to all pupils including those with SEND (Special Educational Needs and Disabilities)
- Providing clear information to parents on subject content and their rights to request withdrawal from certain aspects of the curriculum
- Ensuring the subjects are resourced, staffed and timetabled appropriately
- Ensuring that the religious ethos of the school is maintained and developed

The Executive Headteacher and Head of School are responsible for:

- The overall implementation of this policy
- Ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Ensuring that parents are fully informed about this policy
- Discussing requests for withdrawal from parents
- Reporting to the Local Academy Board on the effectiveness of this policy
- Monitoring and reviewing this policy

Teachers are responsible for:

- Delivering a high-quality and age-appropriate curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Modelling positive attitudes to RSE and health education and ensuring they do not express personal views or beliefs when delivering the programme
- Liaising with the subject leader and SENDCo when necessary to identify and respond to the needs of all pupils including those with SEND

Legislation

What is Relationships and Sex Education?

Relationships Education is a statutory component of the PSHCE curriculum in primary schools from September 2020. This involves teaching and learning about the many strands of *relationships* and *growing up* including: family relationships; friendships with peers and adults; healthy and unhealthy relationships; online relationships; the characteristics of positive relationships; staying safe and the emotional, social and physical aspects of growing up.

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DFE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health education'
- Equality Act 2010
- DFE (2013) Science Programmes of Study: key stages 1 and 2
- DFE (2020) 'Teaching about relationships, sex and health'

We believe that good relationships education should equip our pupils with the knowledge, understanding and skills they will need to succeed and be part of positive relationships in the future. They will be enabled to make new friendships, recognise potential threats to their wellbeing and be tolerant of the beliefs and values of all members of a modern society.

The importance of celebrating diversity with Relationships Education

Within school we actively encourage all pupils to celebrate and embrace their different talents and achievements and aspirations. We also aim to promote the diversity among cultures, traditions and religions in a modern and global society. Pupils are therefore taught about diversity among family structures and relationships in line with British Values. This ensures that every pupil has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults. We use a variety of teaching materials and age appropriate resources to try to fulfil this aim.

Who delivers the Relationships Education Curriculum?

All RSE lessons are taught by teachers who are fully aware of the children in the class and how they may respond differently to the material presented. It is important to establish a safe, open and positive learning environment based on trusting relationships between the members of the class and with the adults involved. Clear 'rules' are established and agreed by the class and are constantly referred to. Careful consideration is given to the delivery of sensitive issues and issues arising will be dealt with in a sensitive and supportive manner. Teachers will adopt strategies that seek to avoid bias and discrimination and will establish a classroom climate in which all pupils feel able to express reasonable points of view which may contradict those held by their peers.

External experts may be invited to assist with the delivery of the programme and will be expected to comply with the provisions of this policy. The school will ensure that the intended content is age appropriate and accessible to the pupils involved.

Curriculum Design

Relationship Education -Subject Content

Due to having mixed age classes within school, the specific content of each year group is carefully considered to ensure that age-appropriate material is used. Each topic heading is taught during the same half term across the school, this allows a blended approach to be utilised. If specific content is deemed inappropriate for a year group arrangements are made to teach the year groups separately for those sessions.

As part of the statutory Science Curriculum in Year 2, children learn that animals, including humans, have offspring that grow into adults. They are also introduced to the concepts of reproduction and growth - but not how reproduction occurs. The relationships aspect of our PSHE supports this learning. We are committed to ensuring that the children receive factually accurate biological information about their bodies. With this in mind, we begin to teach children some of the correct anatomical terminology for parts of the human body in Key Stage 1.

In Year 5, as part of the statutory Science Curriculum, children are taught about life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning about what happens during puberty. Government guidance states that children should know *'key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.'* (DFE Statutory Guidance for RSE). As part of the relationships curriculum during Year 5 children will learn accurate information about puberty, their changing bodies and how to look after them. This is always done in a safe and secure environment with a teacher.

PSHCE and wellbeing long term plan (including DFE statutory requirements for Relationships Education and Health Education)



Overview of the Curriculum		Relationships and Health Education				
Year/Term Theme	Autumn 1 Being my Best	Autumn 2 Valuing Difference	Spring 1 Rights and Responsibilities	Spring 2 Me and my Relationships	Summer 1 Growing and Changing	Summer 2 Keeping Myself Safe
EYFS	Keeping my body healthy - food, exercise, sleep Growth Mindset	Similarities and difference Celebrating difference Showing kindness	Looking after things: friends, environment, money	What makes me special People close to me Getting help	Cycles Life stages	Keeping my body safe Safe secrets and touches People who help to keep us safe
Year 1	Growth Mindset Keeping by body healthy	Recognising, valuing and celebrating difference Developing tolerance and respect	Taking care of things: My self My money My environment	Feelings Getting help Classroom rules	Getting help Becoming independent My body parts	How our feelings can keep us safe Keeping healthy Medicine Safety
Year 2	Growth Mindset Looking after my body	Being kind and helping others Listening Skills	Cooperation Self-regulation	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Life cycles Dealing with loss Being supportive	Safe and unsafe secrets Appropriate touch Medicine safety
Year 3	Keeping myself healthy Celebrating and developing my skills	Recognising and respecting diversity Being respectful and tolerant	Skills we need to develop as we grow up Helping and being helped	Cooperation Friendship (including respectful relationships)	Relationships Keeping safe	Managing risk Drugs and their risks Staying safe online
Year 4	Having choices and making decisions about my health Taking care of my environment	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Making a difference (different ways of helping others or the environment) Media influencing decisions about spending money	Recognising feelings Bullying Assertive skills	Body changes during puberty Managing difficult feelings Relationships including marriage	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences
Year 5	Growing independence and taking responsibility Media awareness and safety	Recognising and celebrating difference, including religions and cultural influence and pressure of social media	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending.	Feelings Friendship skills, including compromise Assertive skills	Managing difficult feelings Managing changing bodies and feelings Puberty Stereotypes Getting help	Managing risk, including staying safe online Norms around the use of legal drugs (tobacco, alcohol)
Year 6	Aspirations and goal setting Managing risk	Recognising and reflecting on prejudice based bullying Understanding bystander behaviour	Understanding bias including social media Caring: communities and the environment Earning and saving money	Assertiveness Cooperation Safe/unsafe touches	Keeping safe Body Image Puberty including reproduction Self esteem	Emotional needs Staying safe online Drugs: norms and risks (including the law)

Safeguarding - Keeping children safe

We aim to promote and foster a safe environment within which all children feel able to ask questions and discuss issues openly (although no pupil or staff member will have to answer personal questions or be forced to take part in discussions). Opportunities will always be given to children who wish to discuss something confidential relating to the content of a lesson.

In line with the school's Safeguarding and Child Protection Policy, we are committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both within and outside of the school itself. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all actions taken. Therefore, despite the confidential nature of RSE education, teachers will inform the Safeguarding Lead of any suspicions of inappropriate behaviour or potential abuse. Pupils will be fully informed of the school's responsibility regarding confidentiality and disclosures. All staff receive at least annually updated training in regards to safeguarding children, including any updates made to 'Keeping Children Safe in Education'.

Parent and Carer Partnership

The school understands the very important role parents play in developing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in helping to shape the curriculum. We endeavour to have a strong partnership with parents and carers and will always aim to be transparent and communicate what is being taught and when. By working together we can help address misconceptions children may have gained from the media or their peers. By answering questions and teaching them the correct scientific vocabulary we can help children to understand their bodies, their feelings and other people. Our collective aim must be to ensure that our children recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

If any parent or carer has questions about the subject content or delivery of RSE, they should ask to speak to a senior member of staff who will be able to provide more specific information on the curriculum and resources that are used to teach this strand of the PSHCE curriculum.

Right to Withdraw

From September 2020, Relationships Education became statutory for all children, in all primary schools. This means that parents cannot withdraw their child from these lessons. However, they are able to request that their child is withdrawn from lessons about Sex Education taught as part of Relationships Education, which are not statutory objectives covered in the Science National Curriculum.

We encourage you to speak to a senior member of staff about which specific sessions these are and their exact content in order to alleviate any worries you may have. We are confident this will then help parents to see how these sessions fit in to the child's overall education in a purposeful and meaningful way.

Monitoring, Reporting and Evaluation

As in all curriculum areas, pupils are given many opportunities to reflect on and evaluate their own learning through self-assessment. Pupils are encouraged to share their views about the curriculum and these views and suggestions will be considered when planning and teaching units. This will help the school to ensure that the teaching is responsive and meets the needs of all of our learners from year to year.

Staff who deliver the RSE curriculum will critically reflect on their teaching and this will be shared during whole staff meetings, PSHCE reviews or staff training sessions. The school will regularly review its curriculum offer, taking into account the views of all stakeholders and any changes in guidance.

Further Information

Information and advice for parents from CORAM Life Education 'SCARF' can be found by following this link <https://www.coramlifeeducation.org.uk/RSE-for-Y6-and-P7>

NSPCC 'Talking Pants' - <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

DFE guidance for parents - <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>