THE BLUE SCHOOL

CHURCH OF ENGLAND

*Whatever you do in word or deed,
do everything in the name of the Lord Jesus,
giving thanks to God the Father through him.*

Colossians 3:17

Policy:	**Relationships & Sex Education**
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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.](#)

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

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

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](#).

2.1 Statutory Guidance

We are also mindful of statutory guidance contained in the following:

Keeping Children Safe in Education ([statutory guidance](#))

[Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) \

[Equality Act 2010 and schools](#)

[SEND code of practice: 0 to 25 years](#) (statutory guidance)

[Mental Health and Behaviour in Schools](#) (advice for schools)

[Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))

[Sexual violence and sexual harassment between children in schools](#) (advice for schools)

[The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

[Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

3. Policy development

This policy has been developed in consultation with Governors, staff, 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. Governors – all governors were given the opportunity to look at the policy, make recommendations and approve the policy in its whole

4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

5. 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, sexual health, sexuality, 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 in Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with Governors, 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 age-appropriate manner, in order that children will be properly informed and to deter them from seeking answers online.

Primary sex education 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 curriculum, see our curriculum map in Appendix 1.

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, and other aspects are included in religious education (RE).

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme.

We recognise that Relationships and Sex Education is a highly sensitive subject, but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Whilst we use relationships and sex education to inform children about sexual issues, we do this in a context of morality and the need for individual responsibility, and in a way that allows children to ask and explore moral questions. (We have taken account of the guidance provided in teaching materials supplied by the London Diocesan Board for Schools.)

Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

Due to our status as a Church of England school, we teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Our RSE teaching and learning is designed to be consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness

- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.

- It reflects that sex is a gift from God: a human longing for an intimate union

- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, while upholding Christian values regarding relationships and marriage

- Issues regarding human sexuality should be addressed sensitively.

The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief. Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us from seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated, and everyone is included and valued for who they are.

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

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

The Church of England Guidelines state that RSE should be based on the following principles and is something that we will adhere to within the teaching and learning of RSE at The Blue School C of E.

- Children should learn the importance of marriage, family and committed relationships as key building blocks of community and society.

- RSE includes learning about physical and emotional development.

- RSE is part of the wider social, personal, moral and spiritual development.

- Children should be made aware of the way in which advertising and the media influence their views about sexuality.

- Children should be taught to have respect for their own and other peoples' bodies

- Children should learn that it is important to build positive relationships that involve trust and respect.

- Children need to learn how to keep themselves safe when using the internet and other forms of technology.

- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

These areas of learning are taught within the context of family life while taking care to ensure that there is no stigmatisation of children based on their home circumstances.

Families in our community may include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, and 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 will approve the RSE policy and hold the headteacher to account for its 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 non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Teaching RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring children's learning and recording their 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 headteacher.

All teachers and Teaching Assistants at The Blue CofE Primary School may be required to participate in the teaching of RSE in line with this policy.

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 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 using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education and they will be required to attend school as normal to complete such work during any sessions when their peers are involved in sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by AHT Character and Community and Phase Leaders through:

informal observations, discussions with staff, learning walks and pupil surveys.

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

This policy will be reviewed by Nóra Wilkinson, Deputy Headteacher annually. At every review, the policy will be approved by the governing body.

RSE curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 2	**Boys' and Girls' Bodies** Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina Respect my body and understand which parts are private	Jigsaw – Piece 4 In Changing me
Year 2	Summer 2	**Boys' and Girls' Bodies** Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private Tell you what I like/don't like about being a boy/girl	Jigsaw – Piece 4 In Changing me
Year 3	Summer 2	**How Babies Grow** Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby Express how I feel when I see babies or baby animals	Jigsaw – Piece 1 In Changing me

Appendix 1: Curriculum map

		Babies Understand how babies grow and develop in the mother's uterus Understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family	Jigsaw – Piece 2 In Changing me
Year 4	Summer 2	**Birth characteristics** To understand that some of my personal characteristics have come from my birth parents. To understand that DNA comprises two parents' DNA and that each child is unique, including that siblings can differ.	Jigsaw – Piece 1 In Changing me
Year 5	Summer 2	**Puberty for Girls** Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be OK for me	Jigsaw – Piece 2 In Changing me
		Puberty for Boys and Girls Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me during puberty	Piece 3 In Changing me

Appendix 1: Curriculum map

Year 6	Summer 2	**Puberty** Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally Express how I feel about the changes that will happen to me during puberty	Piece 2 In Changing me
		Girl Talk/Boy Talk Ask the questions I need answered about changes during puberty Reflect on how I feel about asking the questions and about the answers I receive	Piece 3 In Changing me
		Babies – Conception to Birth Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how I feel when I reflect on the development and birth of a baby	Piece 4 In Changing me
		Attraction Understand how being physically attracted to someone changes the nature of the relationship Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this	Piece 5 In Changing me

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	- 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 (focus on different families discussed in LKS2 in Y4 sexual orientation -LGBT) - 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	- 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
Respectful relationships	- 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	● That people sometimes behave differently online, including by pretending to be someone they are not, (Y5/6 grooming and being aware of dangers) ● 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
Being safe	● 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

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	