

Grazeley Parochial Primary School

“Be courageous. Be strong. Do everything in love.”

1 Corinthians 16 v13-14

We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.

Relationships and Sex Education Policy

DATE OF LAST REVIEW :

May 2024

REVIEWED BY :

PSHE Lead

APPROVED BY:

Full Governing Body

DATE OF NEXT REVIEW :

March 2025

| Version | DATE | DESCRIPTION |
|---------|---------------------------|--|
| 10 | May 2023 | Move to new format |
| 11 | 14 th May 2024 | Add information from revised curriculum – CORAM SCARF Update legal expectations and links Incorporate sections 7 and 8 |
| | | |

RELATIONSHIPS AND SEX EDUCATION POLICY

1 Rationale

At Grazeley Primary School, we put RSE as part of PSHE, at the core of our curriculum enabling our children to grow into healthy, confident, independent, and responsible adults. Our children are shown how to treat others with love and respect, and approach difficult decisions with courage, so that they can play a positive and successful role within our society, both as children now, and as adults in the future.

We help them understand how they are developing personally and socially, and give them opportunities to explore important moral, social and cultural issues. We enable our children to learn about rights and responsibilities, and provide them with a strong understanding of the diverse world around them.

2 Aims and Connected Provision

We aim 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

Relationships and Sex Education (RSE) within Grazeley school, is taught in line with our Christian Foundation and Christian values. It aims to provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become active and informed citizens. Age appropriate information will be given to the children in an accepting and honest way, which enables the children to contribute. Parents will be fully informed of policy and practice.

3 Statutory and Non-Statutory Guidance

As a maintained primary school, we must provide relationships education to all pupils under 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.

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 must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a church school we provide RSE with due regard [Valuing All God's Children](#) CofE 2019.

At Grazeley School we teach RSE as set out in this policy.

4 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 –Parent views were sought via a working party and the policy shared with parents electronically due to Covid limitations
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5 Definition

RSE is about the emotional, social and cultural development of pupils, enabling them to have positive, healthy and meaningful relationships of all kinds It involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

At Grazeley Primary school we choose to teach Sex Education although this is not statutory. RSE is not about the promotion of sexual activity.

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

RSE is taught in an age appropriate manner, and will be taught in a way which recognises the cultural and religious backgrounds of all those in the school community.

6 Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary. We will inform parents of any significant change to the curriculum content.

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. If appropriate, staff will inform parents if particular questions are raised by a child for them to discuss at home.

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 2.

7 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).

Year six pupils also receive stand-alone sex education sessions delivered by the class teacher. See Appendix 2 for information about what is covered.

Lessons will typically be delivered by the class teacher, however, health professionals may be used to support the delivery of teaching if available.

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

The objectives of the RSE policy and programme are to promote three main elements;

Attitudes and Values

Pupils will be encouraged to;

- Learn the importance of values and living up to accepted moral standards.
- Value family life and stable and loving relationships for the nurture of children.
- Learn the value of respect, love and care.
- Explore and consider moral dilemmas.
- Develop critical thinking as part of decision making.
- Recognise that they have a right to say no in a situation that is making them feel uncomfortable.

Personal and Social Skills

Pupils will be encouraged to;

- Learn to manage emotions and relationships confidently and sensitively.
- Develop self-respect and empathy for others

- Learn to make choices based on an understanding of difference and with an absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions, and to manage conflict.

Knowledge and Understanding (See Appendix 1)

Pupils will be taught about;

- 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 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).

7.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
- Small groups or targeted sessions

- 1-to-1 discussions
- Digital formats
- Give careful consideration to the level of differentiation needed

7.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

For more information about our RSE curriculum, see Appendix 2.

8. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage

- Comply with:
- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme

9 Assessment

Assessment of pupil's work will take place through;

- Written work
- Oral work - class and individual discussions and responses
- Circle time (PSHE/ RE lessons)

10 Special Needs

Provision for pupils with special needs will be highlighted in teacher's weekly planning in order for the pupils to access the Sex and Relationship Education programme at an appropriate level.

11 Roles and Responsibilities

The governing body

The governing board 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

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 teaching staff are required to teach Relationships Education at Grazeley school

Our Year 5 and 6 teachers are responsible for teaching Sex Education.

Pupils

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

12 Withdrawal

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. See Appendix 3 for DFE Guidance for Parents.

Requests for withdrawal should be made to the headteacher – Mrs Critchlow – either in person or via email using the form in appendix 4.

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

13 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.

14 Child Protection

The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

15 Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect others, who may have a different opinion.

16 Monitoring

The delivery of RSE is monitored by the PSHE Lead through

Planning scrutinies, learning walks and discussions with staff.

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

This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by the governing body.

This policy will be monitored by the PSHE lead and its effectiveness evaluated through staff discussion. Governors, Parents and outside agencies will be consulted where appropriate.

See also Policy for Personal, Social and Health Education (and citizenship) PSHE,

Safeguarding leaflet & policy

By the end of Primary school children will learn about:

| | |
|---|---|
| <p>Families and people who care for me</p> | <p>Pupils should know</p> <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> | <p>Pupils should know</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. |
|--|--|

| | |
|---------------------------------|---|
| Respectful Relationships | <p>Pupils should know</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. |
|---------------------------------|---|

| | |
|-----------------------------|---|
| Online Relationships | <p>Pupils should know</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. |
|-----------------------------|---|

| | |
|-------------------|---|
| | <ul style="list-style-type: none"> • 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 | <p>Pupils should know</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. |

At Grazeley school we follow the Coram SCARF PSHE scheme that links to the PSHE Association themes for teaching PSHE and RSE. RSE is taught as part of that curriculum.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safe-guarded

RSE is taught a way that is appropriate to the children's age and developmental stage. If a child asks a question as a result of the lesson that the teacher feels it is inappropriate to answer in class, this information will be shared with you by your child's class teacher.

Below is a summary of the RSE curriculum for each phase within school.

Learning Journey Growing and Changing Early Years



Children notice the similarities and differences between males and females. They begin to play inclusively with their friends, regardless of their sex (if not already doing so). They think differently and more openly about what a family may look like.

Children understand that animals and humans change in appearance over time. They use relevant vocabulary such as egg, seed, baby, grow, change, old, and young (and the names for young animals). They make observations and ask questions about living things.

Children are introduced to the basics of human reproduction (not sexual intercourse). They understand that a baby is made by a woman and a man.

They recognise that every family is different and talk about the similarities and differences between themselves and others.

NURSERY
When I was a baby

Children talk about how babies change as they grow, what they need and how this changes as they grow. They share their own experiences and listen to those of the others.

NURSERY
Girls, boys and families

RECEPTION
Life stages – plants, animals, humans

Children use the language and describe the different life stages of: baby, child, teenager, adult, older age, and talk about their own experience of growing up.

RECEPTION
Life stages: Human life stage – who will I be?

RECEPTION
Where do babies come from?

Children reflect on how they have changed as they have grown. They can explain the differences between babies, children, and adults, and understand that we are all unique.

RECEPTION
Getting bigger

Children learn the names of parts of the body using the correct vocabulary. They can explain which parts of their body are kept private and safe - and why. They know to tell or ask an appropriate adult for help if they feel

RECEPTION
Me and my body – girls and boys

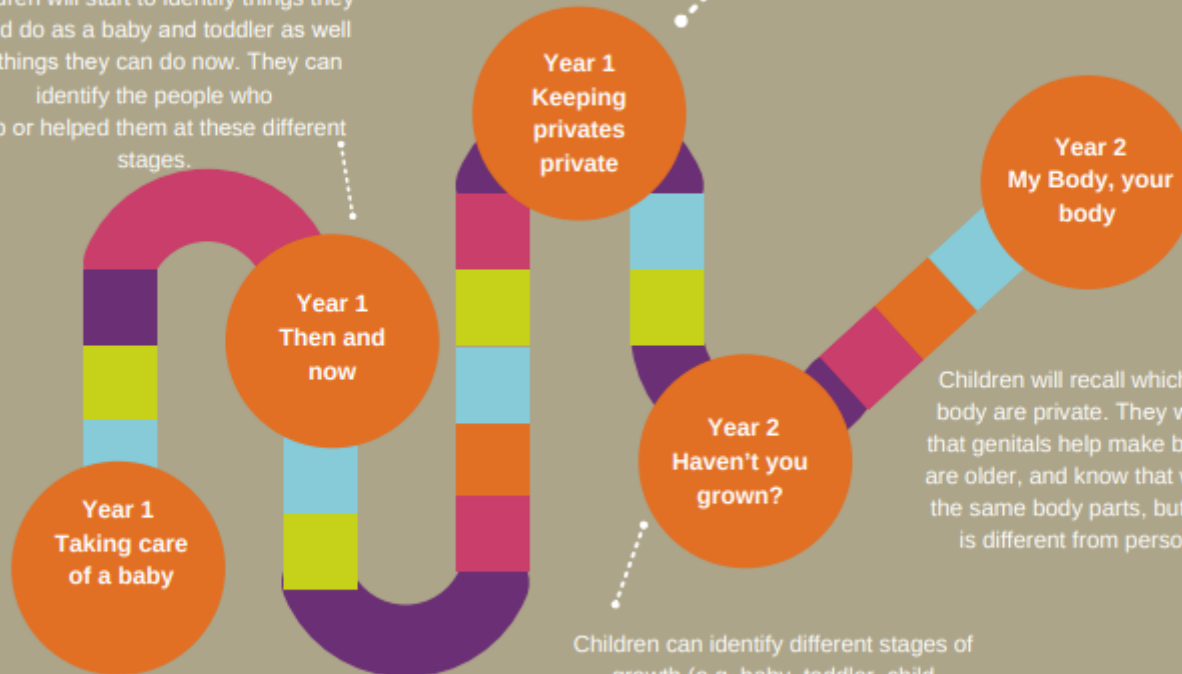
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Learning Journey Growing and Changing Key Stage 1



Children will be able to identify parts of the body that are private and ways in which they can be kept private. They can identify people that it's ok to talk to about their private parts.

Children will start to identify things they could do as a baby and toddler as well as things they can do now. They can identify the people who help or helped them at these different stages.



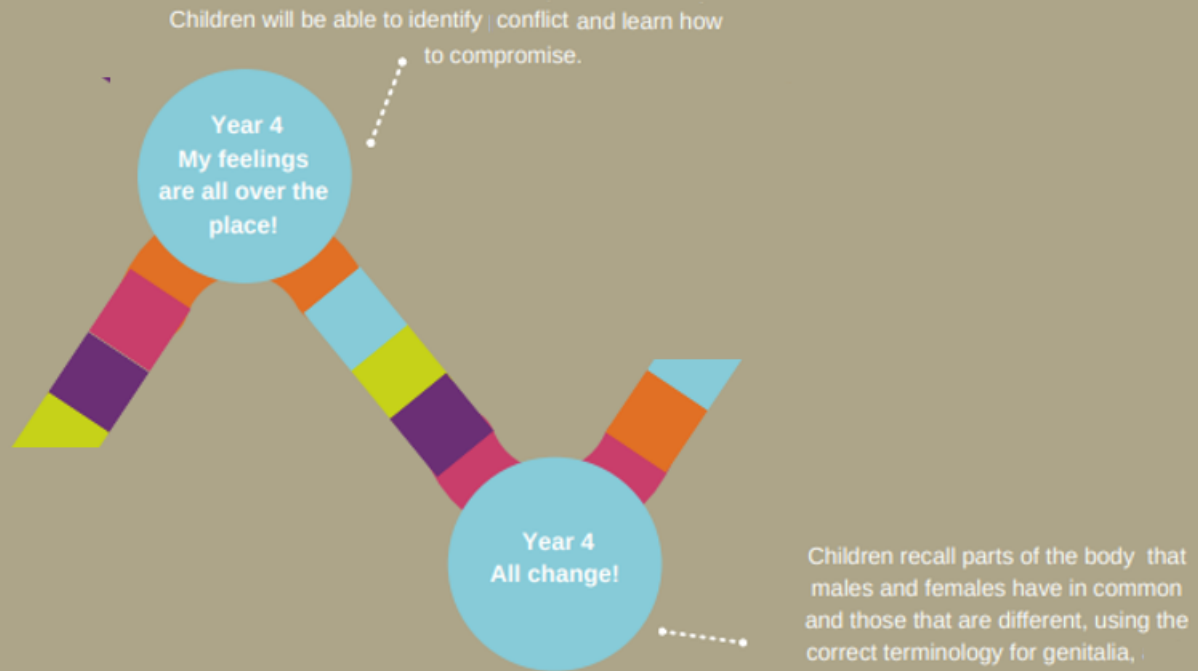
Children will understand some of the tasks required to look after a baby, and how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding.

Children can identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages.

Children will recall which parts of their body are private. They will understand that genitals help make babies when we are older, and know that we mostly have the same body parts, but how they look is different from person to person.

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Learning Journey
Growing and Changing
Lower Key Stage 2



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Learning Journey Growing and Changing Upper Key Stage 2



Children apply their knowledge of the various puberty changes, including menstruation, and identify some products that they may need during puberty, and why.

Children will increase their vocabulary for the external sexual organs, as well as debunk some of the myths associated with various puberty changes.

Children learn the variety of ways in which a couple can create a family (including through sexual intercourse), and how it can be prevented. They learn the legal age of consent and what it means.

**Year 5
Help! I'm a
teenager-
get me out
of here!**

Children recall that puberty is an emotional as well as a physical change, how and why mood swings occur and how to manage their strong feelings.

**Year 5
Growing up
and
changing
Bodies**

**Year 5
Changing
bodies and
feelings**

**Year 6
Is this normal?**

Children will apply their knowledge of the physical and emotional changes experienced during puberty and list strategies that would help someone who felt challenged by these changes.

**Year 6
Making babies**

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Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child



You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Appendix 4: Parent/carer form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS/CARERS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent/carer | | 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/carers | |