RELATIONSHIPS AND SEX EDUCATION POLICY

CLAINES
CE PRIMARY SCHOOL

AT CLAINES CE PRIMARY SCHOOL, WE HAVE A STRONG COMMITMENT TO ENSURING CHILDREN FLOURISH AND SUCCEED **TOGETHER**, AS PART OF A CARING AND UNITED SCHOOL COMMUNITY. DRIVEN BY OUR KEY VALUES OF **RESPECT** AND **COMPASSION**, WE ARE INCLUSIVE AND COMMITTED TO EACH INDIVIDUAL CHILD AND THEIR SENSE OF BELONGING, RECOGNISING THAT WE ARE **STRONGER TOGETHER.**

WE AIM TO BE A SCHOOL WHERE EVERYONE IS TREATED WITH DIGNITY AND VALUED FOR THEIR UNIQUE PLACE WITHIN OUR COMMUNITY AND THE WIDER WORLD. AT THE HEART OF OUR LEARNING ARE THE VALUES OF **PERSEVERANCE** AND **COURAGE**, WHICH WE DEVELOP AND CELEBRATE **TOGETHER**. WE STRIVE FOR EVERYONE TO HAVE HIGH ASPIRATIONS, SUPPORTING ONE ANOTHER TO FACE NEW CHALLENGES WITH CONFIDENCE AND ENSURING THAT NO ONE SETTLES FOR LESS THAN THEIR BEST.

WE DO ALL OF THIS WHILST FOLLOWING IN THE FOOTSTEPS OF CHRIST, LEARNING TO LIVE, GROW AND ACHIEVE **TOGETHER IN FAITH.**

Approved by:	Full Governing Body	**Date:**	22.3.21
Last reviewed on:	9.11.26		
Next review due by:	November 2027		

"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 P1)

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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 personal 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.

However, 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.

At Claines CE Primary we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance
2. Staff/Governor consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
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

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

At Claines CE Primary we will teach Relationships Education and only the elements of Sex education covered in the statutory Primary Science Curriculum.

National Curriculum Science:

https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study

5. Curriculum

"THE CURRICULUM SHOULD OFFER OPPORTUNITIES FOR PUPILS TO LEARN TO VALUE THEMSELVES AND THEIR BODIES."

(VALUING ALL GOD'S CHILDREN, CHURCH OF ENGLAND 2019 P24)

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, governors, 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.

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 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

We teach PSHE and RSE using units and lessons from SCARF (Coram Life Education). These have been structured to build on prior learning and sequenced carefully by staff to meet the needs of the children and be taught effectively.

For more information about our PSHE & RSE curriculum, see Appendices.

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. Roles and responsibilities

7.1 The governing body

The governing body 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.

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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.

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 also do not have the right to withdraw their children from the Science Curriculum.

9. Training

Staff are trained on the delivery of RSE 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 health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through:

Planning scrutinies, lesson observations, learning walks and pupil interviews.

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

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Full Governing Body.

Appendix 1: Curriculum map

PSHE & RSE UNIT OVERVIEW

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Valuing Difference (Links with 'Amazing Me' topic)	Me and My Relationships (Links with Colourful Parties topic and exploring feelings and emotions)	Being My Best (Links with Star Performers topic)	Keeping Myself Safe	Growing and Changing (Links with 'Grow and Cook' topic)	Rights and Responsibilities (Links with 'On Safari' topic and how we look after animals)
Year 1	Me and My Relationships (Settling in routines, rules and listening skills. Feelings focus)	Keeping Myself Safe (Link to 'Stick Man' topic and how he escapes dangerous situations)	Being My Best (Linked to Science topic - healthy, balanced diet in different environments)	Valuing Difference (Link to Superheroes topic and how people have different strengths)	Growing and Changing (Link to Science curriculum about body parts and changes)	Rights and Responsibilities (Link to 3 Little Pigs topic and making sensible choices)
Year 2	Me and My Relationships (New classroom routine and being a good friend)	Keeping Myself Safe (Link with fireworks and safeguarding)	Being My Best (Link to New Year - target setting and healthy eating)	Valuing Difference	Rights and Responsibilities	Growing and Changing (Maturity when discussing topics being taught)
Year 3	Me and My Relationships (Establishing rules and renewing friendships at start of year)	Keeping Myself Safe (Links to online safety curriculum)	Rights and Responsibilities (Link with 'What makes Britain Great?' topic)	Valuing Difference (Link with Worcester topic)	Being my Best	Growing and Changing (Moving onto new class & maturity required as children may start to experience puberty and periods.)
Year 4	Being My Best (Goal setting and positive start to year)	Keeping Myself Safe (Links to water safety/fireworks/dark nights etc.)	Me and My Relationships (New Year - renewing friendships, collaboration	Valuing Difference (British Values Focus)	Rights and Responsibilities (Living in wider world and money sense)	Growing and Changing (Maturity of children)

			and anti bullying)			
Year 5	Me and My Relationships (Exploring how they're feeling and who they can talk to)	Growing and Changing (Earlier in year as children may start to experience puberty and periods. Link with Science Curriculum.)	Rights and Responsibilities	Valuing Difference (Follows on well after Rights & Responsibilities unit)	Being My Best (Growth mindset and goal setting as they prepare to move into Y6)	Keeping Myself Safe (Links well with holidays, change and progression)
Year 6	Me and My Relationships (Exploring how they're feeling and who they can talk to)	Growing and Changing	Being My Best (Link with New Year's resolutions and goal setting)	Rights and Responsibilities (Link with Magistrate visit into school)	Keeping Myself Safe (Link to Water Safety in swimming lessons)	Valuing Difference (Preparing for high school and the different people they will meet)

UNIT OVERVIEW

Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty, including periods Keeping safe Safe & unsafe secrets Relationships, inc. online

Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Self-esteem