



Radley CE Primary School & Foundation Stage Unit

Relationships and Sex Education (RSE) Policy

Radley CE Primary School Vision: Jesus said, I come to give life - life in all its fullness John chapter 10, verse 10

We aim for every child to achieve success to the best of their abilities in a welcoming hub of learning, providing a vibrant wealth of opportunities. Christian values, principles and standards lie at the heart of our education, summarised in our over-arching values of Relationships, Resilience and Respect

Introduction

Radley CE Primary School considers Relationships and Sex Education (RSE) to be an integral part of the Personal, Social and Health Education (PSHE) curriculum and is linked to that for Science. 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, related to the school's ethos and values and our vision and matched to the children's level of maturity.

1. Aims

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other and to celebrate diversity. Wherever possible we make close links between our values, worship and PSHE curriculum.

As part of a whole school approach, we aim to develop the attributes children need to thrive as individuals, as part of a family and as a confident member of the wider community. Our school is committed to serving its community and surrounding areas.

We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in teaching positive relationships ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

We embrace the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs, including those of no faith.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The specific aims of Relationships and Sex Education (RSE) at Radley CE Primary School are to:

- Incorporate and reflect our school values to provide an inclusive and broad curriculum which inspires and challenges all children within a safe and secure learning environment.
- Help pupils develop feelings of self-respect, confidence and empathy
- 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
- Create a positive culture around topics of sexuality, relationships difference and diversity
- 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](#). 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 teach the elements of sex education contained in the science curriculum throughout all age groups. At Radley CE Primary School we teach RSE as set out in this policy.

3. Definition

Relationships and Sex Education (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.

4. Curriculum

Personal, Social and Health and Economic (PSHE) Education - which includes Relationships and Sex Education (RSE) - is taught within each class through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate and sensitive manner.

Delivery of Relationships and Sex Education

Relationships and Sex Education (RSE) is taught within the Personal, Social and Health and Economic (PSHE) education curriculum to all children. Biological aspects of RSE are taught within the science curriculum.

Year 6 pupils also receive a stand-alone sex education session focussing on how a baby is conceived and born. Year 6 parents have the right to withdraw their child from this non-statutory curriculum component of sex education within RSE. (See Appendix 2)

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

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).

6. Roles and responsibilities

6.1 The Governing Body

The Governing Body has delegated the approval of this policy to the headteacher and Governor Curriculum Committee

6.2 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/non science components of RSE, delivered in Year 6 (see section 8).

6.3 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
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non science components of RSE, delivered in Year 6.

RSE is delivered within the PSHE and science curriculum of the school.

6.4 Pupils

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

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or science education.

Year 6 parents have the right to withdraw their Year 6 child from the non-statutory component of sex education within RSE (How a baby is conceived and born) delivered in Year 6. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

8. Training

Training on the delivery of RSE by teachers is included as part of our continuing professional development calendar.

9. Monitoring arrangements

The delivery of RSE is monitored within PSHE and Science by the Subject Leads.

Pupils' development in RSE is monitored by class teachers

This policy will be reviewed by the headteacher on an annual basis. At every review, the policy will be approved by the Curriculum Committee of the Governing Body.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</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>	<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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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	<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

TOPIC	PUPILS SHOULD KNOW
Being safe	<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

Appendix 2: Parent form: withdrawal from Sex Education in Year 6 within RSE

Withdrawal from the non-statutory component of Sex Education in Year 6 within Relationships and Sex Education

Name of child:

Name of parent:

I request my child be withdrawn from the non-statutory component of sex education within relationships and sex education

Parent's signature: _____

Date: _____