



## Relationships and Sex Education Policy

### Introduction and Aims

Our shared vision is *To inspire confident learners who will thrive in a changing world.*

Our vision and Christian values drive our moral purpose daily and ensure we live out our vision in all that we do. Our Christian foundation of "love your neighbour as yourself" helps staff and pupils focus on making the right decisions, strive for high standards and help us fulfil our vision to see every child and adult flourish and meet their full potential.

*"Love your neighbour as yourself."* Mark 12:31

We strive to give children rich opportunities and broad learning experiences to enable them to flourish as unique individuals and appreciate, understand and value others, both in their local community and in the wider world.

Our aim is for our children to leave us in year 6 as confident, inspiring individuals who will care about themselves and the people and world around them, who will share their knowledge and fortune with others and be inspired to life-long learning, as well as inspiring and enthusing those around them.

At Swinford School we recognise the moral and statutory responsibility of every member of staff to safeguard and promote the welfare of all pupils. We will be alert to the signs of abuse and maltreatment and will follow our procedures to ensure that children receive effective support, protection and justice.

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 and create a positive culture to talk about sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). RSE is based upon the premise that all life is from God and we are created in the image of God.
- RSE in church schools should be sensitive to the circumstances of all pupils and mindful of the variety of expressions of family life in their local communities.

## Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in sections 406 and 407 of the Education Act 1996; 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

This policy has been developed in consultation with staff, governors, pupils and parents.

## 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.

## Our Curriculum

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

Our RSE curriculum is based on units from the Cambridgeshire scheme of work. We have developed the curriculum with staff and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek 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.

## How RSE is taught

- At Swinford, 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).
- Please refer to Appendix 1 for information on which topics are taught.
- Our teaching enables children to extend their own self-worth and learn to respect others.

- Our lessons are planned to enable children to build on their own experiences and extend their knowledge and understanding of different relationships within a safe and secure environment.
- We organise visits by the school nurse service and other outside experts.
- All children are encouraged to participate in the RSE lessons and teaching is adapted to ensure equal opportunities and inclusion of all.
- Staff create an inclusive environment to enable all children to access the RSE curriculum at their level. Additional consideration is given to children with SEND, and the curriculum is adapted accordingly.
- This policy links with the Safeguarding policy and staff receive regular training on how to respond when the child discloses information.

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.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We use high quality resources from credible sources which are age appropriate and will support children in applying their knowledge in different contexts and environments. We will make sure that any outside agencies and any materials used are appropriate and in line with our legal duties around political impartiality. We will make 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.

This policy complies with [Teachers' Standards](#), [Equality Act 2010](#), [Human Rights Act 1998](#) and [Education Act 1996](#)

## **Roles and responsibilities**

The governing body will approve the RSE policy and hold the co-headteachers to account for its implementation. Governors are responsible for agreeing a whole school approach to sex and relationships education and that any arrangements comply with the law. Governors regularly review the policy and ensure that it reflects the Christian ethos of the school and is linked to other

pertinent policies such as the Safeguarding. A copy of the RSE policy is on our website for parents and carers.

The co-headteachers 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.

Staff are responsible for: delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual pupils and responding to concerns from parents who wish to withdraw a pupil from the non-statutory components of RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the co-headteachers.

RSE is planned by the class teacher but can be delivered either by a teacher or an LSA. Year 5/6 RSE is delivered by the class teacher.

The RSE (PSHE) coordinator in school is Edy O'Connor.

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

### **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. However, we would strongly recommend that a discussion is had with the co-headteachers regarding any concerns, before a decision is made.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the co-headteachers.

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

### **Training & Monitoring**

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

The co-headteachers will also invite visitors from outside the school, such as Cambridgeshire PSHE Services, school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

The delivery and coverage of RSE is monitored by the PSHE lead in a variety of ways including planning trawl, learning walks, book looks and pupil interviews. Teachers monitor the progress of pupils in RSE as part of our ongoing assessment for learning.



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
EYFS	<ul style="list-style-type: none"><li>• Myself &amp; My Relationships - Beginning and Belonging</li><li>• Myself &amp; My Relationships - Family and Friends</li><li>• Myself &amp; My Relationships - My Emotions</li></ul> <p>Please see link to full EYFS curriculum framework</p>	Cambridgeshire PSHE Service
Year 1/2	<ul style="list-style-type: none"><li>• Myself &amp; My Relationships - Beginning and Belonging</li><li>• Myself &amp; My Relationships - Family and Friends</li><li>• Myself &amp; My Relationships - My Emotions</li><li>• Myself &amp; My Relationships - Anti-bullying</li><li>• Healthy &amp; Safer Lifestyles - Digital Lifestyles</li><li>• Healthy &amp; Safer Lifestyles - Personal Safety</li><li>• Healthy &amp; Safer Lifestyles - Relationships and Sex Education (RS 1)</li><li>• Healthy &amp; Safer Lifestyles - Relationships and Sex Education (RS 2)</li></ul> <p>Please see link to full Year 1 / 2 curriculum framework</p>	Cambridgeshire PSHE Service

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 3/4	<ul style="list-style-type: none"> <li>• Myself &amp; My Relationships - Beginning and Belonging</li> <li>• Myself &amp; My Relationships - My Emotions</li> <li>• Myself &amp; My Relationships - Family and Friends</li> <li>• Citizenship - Working Together</li> <li>• Myself &amp; My Relationships - Anti-bullying</li> <li>• Healthy &amp; Safer Lifestyles - Managing Safety and Risk</li> <li>• Healthy &amp; Safer Lifestyles - Digital Lifestyles</li> <li>• Healthy &amp; Safer Lifestyles - Personal Safety</li> <li>• Healthy &amp; Safer Lifestyles</li> <li>• Relationships and Sex Education (RS 3)</li> <li>• Healthy &amp; Safer Lifestyles - Relationships and Sex Education (RS 4)</li> </ul> <p>Please see link to full Year 3 / 4 curriculum framework</p>	Cambridgeshire PSHE Service
Year 5/6	<ul style="list-style-type: none"> <li>• Myself &amp; My Relationships - Beginning and Belonging (BB 5/6)</li> <li>• Myself &amp; My Relationships - My Emotions (ME 5/6)</li> <li>• Myself &amp; My Relationships - Family and Friends (FF 5/6)</li> <li>• Myself &amp; My Relationships - Anti-bullying (AB 5/6)</li> <li>• Citizenship - Rights, Rules &amp; Responsibilities (RR 5/6)</li> <li>• Citizenship - Working Together (WT 5/6)</li> <li>• Healthy &amp; Safer Lifestyles - Digital Lifestyles (TG Digital Lifestyles)</li> <li>• Healthy &amp; Safer Lifestyles - Personal Safety (PS 5/6)</li> <li>• Healthy &amp; Safer Lifestyles - Relationships and Sex Education (RS 5)</li> <li>• Healthy &amp; Safer Lifestyles - Relationships and Sex Education (RS 6)</li> <li>• Myself &amp; My Relationships - Managing Change (MC 5/6)</li> </ul> <p>Please see link to full Year 5 / 6 curriculum framework</p>	Cambridgeshire PSHE Service

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



### Appendix 3: Parent form: withdrawal from sex education within RSE

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	