



Crowton Christ Church CE Primary School

Relationships and Sex Education Policy (SRE)

Vision Statement

Within our welcoming and safe Christian environment, we encourage enquiring minds and treat every child as an individual.

Family and community are the heart of our happy and inclusive school where all are able to grow with God, develop their faith and achieve their own potential.

To fulfil our mission statement, our aims are:

- to be a happy, caring community of learners
- to know and understand Christianity as a diverse, global living faith and to have mutual respect and tolerance for all
- to provide a curriculum which is stimulating, broad, balanced and creative
- to engage with challenging questions of meaning and purpose
- to build a foundation for the enjoyment of lifelong learning and to celebrate our achievements
- to encourage positive parental and community involvement
- to promote healthy bodies and minds
- to explore religious, spiritual and philosophical ways of living and thinking
- to Achieve, to Believe, to Care

1) Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Relationships and Sex Education (RSE) at Crowton Christ Church C of E Aided Primary School. The Education Reform Act 1988 (Section 1) states that schools should provide a curriculum that “promotes the spiritual, moral, cultural, mental and physical development of pupils ... and of society; and prepare such pupils for the opportunities, responsibilities and experiences of adult life.” RSE is an important dimension of a child’s statutory entitlement.

RSE is an umbrella term for all the teaching and learning we offer pupils to understand our own and others’ sexuality and to develop skills for relationships and informed decision making.

2) New Requirements

From September 2020, all schools with a primary phase (including all- through and middle schools) will need to provide
Relationships education
Health education

Schools are likely to cover parts of these topics already if they teach relationships and sex education (RSE) or PSHE – which are currently optional for state-funded primary schools. This sets out Department of Education’s (DFE) guidance, which it finalised following consultation.

Sex education continues to be non-compulsory and schools in the primary phase will not be required to provide sex education, but the DFE recommends that schools have a programme in place.

Schools require a policy for relationships (and sex) education and must consult parents when the policy is developed and reviewed. Depending on what RSE teaching the school currently provides, the requirements for this new policy are similar to those of its existing RSE policy. It is recommended that schools use the model policy when reviewing existing policy.

3) 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
- Create a firm foundation of knowledge about how to identify, develop and sustain healthy relationships
- Develop children as well-informed members of society ready for life as local, national and global citizens.

4) Benefits

Effective teaching of sex education will increase pupils' knowledge of:

- Body language
- Human growth and development
- Families, parenting and life cycles
- Safety and child protection
- Helping agencies

It will also enable pupils to:

- Improve their self-esteem
- Make informed choices and decisions
- Develop personal initiative and be able to take responsibility
- Recognise personal skills and qualities in themselves and others
- Maintain and develop relationships
- Develop self-confidence
- Develop assertiveness in appropriate situations
- Develop the motivation to succeed

Crowton Christ Church CE Primary recognises that a planned, appropriate and sensitive approach to the provision of sex education is a fundamental entitlement of all our pupils. This policy statement will be continually developed in consultation with parents, pupils and governors, to reflect that the school plays a supportive and complementary role to that of parents in preparing pupils to meet masterly, the challenges of adult life.

The aim of the RSE policy is to clarify the provision of RSE to all pupils (including education about growth, puberty, reproduction, sexuality and sexual health) in line with the school's underpinning Christian values and as set out in the guidance published by the Department for Education in July 2000. Relationship and sex education is delivered through the PSHE and other appropriate elements of the curriculum. The policy statement is designed to be complementary to, and supportive of, the role of parents in educating their children about sexuality and relationships. It recognises that the prime responsibility for bringing up children rests with parent/carers.

5) Intent

At Crowton Christ Church Primary, our intent for RSE (Relationships and Sex Education) is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This sets up a firm foundation for individual growth and for life as local, national and global citizens. We will ensure pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. We intend that children should understand the features of healthy friendships, family relationships and other relationships which they are likely to encounter and what to do if they experience negative personal relationships.

Our intent is to ensure that the building blocks for understanding consent are taught to all children at an age-appropriate level by teaching them how to establish personal space and boundaries, show respect and understand the differences between appropriate and inappropriate or unsafe physical contact.

Children will also be taught respect for others in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources etc.

Our high quality RSE teaching and learning will enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. They will develop their knowledge of a range of different family situations and also learn to deal with mental health issues such as anxiety, worry and coping with loss. Our intention is also to ensure that children are taught to stay healthy and to understand their own bodies and the changes that occur as they grow.

At Crowton Christ Church CE Primary we aim to ensure our Relationships and Sex Education curriculum is accessible to all, maximising the development of every child's ability. On the completion of the RSE curriculum at Christ Church each learner will:

- Understand the importance of a range of different types of personal relationships and family life the importance of loving and supportive family relationships, including for the care and support of children
- Manage changing relationships and emotions using strategies taught.
- Recognise unsafe situations and be able to protect themselves and ask for help and support (mental health problems, health issues, abuse or physical danger).
- Have confidence in talking, listening and thinking about feelings and relationships.
- Be able to name parts of the body using correct anatomical vocabulary and describe how their bodies work.
- Be prepared for physical and emotional changes that occur during puberty.
- Understand the consequences of their actions and behave responsibly within relationships.
- Know and understand about the physical development of their bodies as they grow into adults and know that such changes are normal.
- Know and understand the way humans reproduce.
- Discuss relationship and sex education issues, at home or school, confidently.
- Understand they have a responsibility to themselves to respect their own bodies and to look after their own mental and physical well-being.
- Understand the importance of sexual activity as part of a committed, long-term, and loving relationship.
- Be able to discuss relationship issues, including issues of self-esteem, assertiveness and equality
- Respect the views of other people and stand up against prejudice and discrimination.
- Understand about sexual abuse (at an age appropriate level) and what they should do if they are worried about any sexual matters.
- Understand that other people's families may look different than their own or that others may have different sexualities to them and treat everyone respectfully.

6) Implementation

At Crowton Christ Church, RSE is taught mostly through PSHE sessions. These sessions take the form of weekly, timetabled lessons, assemblies, visiting speaker visits and whole school experience days.

Relationships and Sex Education is taught across the school at age-appropriate levels so that even the youngest children begin to develop a solid understanding of how to form and sustain healthy relationships, how their bodies work, grow and change and how to keep

themselves safe in a variety of situations.

The programme will teach about relationships, love and care and the responsibilities of parenthood as well as reproduction, sexuality and sexual health. Young people need a clear understanding of the arguments for delaying sexual activity and resisting pressure, including the various moral and practical issues which need to be considered. It may be necessary to link RSE with issues of peer pressure and other risk-taking behaviour, such as drugs, smoking and alcohol, and ensure that young people understand how the law applies to sexual relationships.

Teachers have a responsibility to ensure the safety and welfare of pupils. RSE will be undertaken within the broad framework of the school's core underpinning Christian values. The personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework.

Pupils need to be taught to behave responsibly towards reproduction, sexuality and sexual health issues and be able to make informed decisions about relationships and their behaviour.

7) Impact

Our RSE curriculum will ensure all pupils develop key knowledge and understanding in line with the updated guidance and ensure that pupils are fully supported in developing knowledge that will help them be successful and well-informed citizens.

8) 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 Christ Church CE Primary we teach RSE as set out in this policy.

9) 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. Governor consultation - all governors were given the opportunity to look at the policy and make recommendations.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
5. Pupil consultation – we investigated what exactly pupils want from their RSE.
6. Ratification – once amendments were made, the policy was presented to governors and ratified.

10) 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.

11) The Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. Our curriculum has been developed over time and includes elements from the Grace and Mercy resources, Jigsaw and Christopher Winter materials to support planning and resourcing.

We have developed the curriculum in consultation with staff and governors, taking into account the age, needs and understanding 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.

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.

12) Delivery of RSE

At Crowton Christ Church CE Primary, RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of RSE are taught within the science curriculum. Pupils in upper KS2 also receive stand-alone sex education sessions delivered by a trained health professional.

RSE is taught weekly for 30 minutes per week by the class teacher and learning is recorded in class when necessary. Children with additional SEND needs are taught alongside other children but are provided with additional support or tailored resources when appropriate.

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).

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

13) Roles and Responsibilities

The Governing Board

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/non-science] components of RSE (see section on withdrawals).

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

Along with the governing body the Headteacher will support the design of a programme of study which ensures that the central aims of this RSE policy are covered and which meet the needs of pupils in their individual school. In doing this the governing body and Headteacher will have regard to guidance on teaching styles, appropriate curriculum content and the age and maturity of the pupils.

The Headteacher may liaise with external agencies regarding the school RSE programme, and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework and that of the school safeguarding policies.

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

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 class teachers are responsible for the teaching of RSE within school.

Pupils

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

14) Parental Roles/ Withdrawal

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's sex education policy and practice.
- Answer any questions that parents may have about the sex education programme for their child.
- Take seriously any issue that parents raise with teachers or governors about this

policy or the arrangements for RSE in the school.

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/non-science components of sex education within RSE.

The school fully recognises that the views of parents need to be borne in mind when developing a RSE policy, and parents are welcome to comment on the extent to which this policy reflects their wishes and the culture of the community served by a Church of England school.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Requests for withdrawal should be put in writing and addressed to the Headteacher. The school always complies with the wishes of parents in this regard. Alternative work will be given to pupils who are withdrawn from sex education.

15) Confidentiality

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that s/he may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the designated person (DP) for safeguarding in the school. The DP will then deal with the matter in consultation with health care professionals. (See also Safeguarding/Child Protection Policy.)

16) Continuing Professional Development/ Training

Staff are trained on the delivery of RSE as part of their induction and it is included in regular staff training sessions throughout the school year.

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.

17) Assessment

Assessment in RSE is informal and based on teacher formative assessment within lessons.

18) Monitoring

The delivery of RSE is monitored by the Headteacher and the RSE Lead through:

- Learning Walks
- Pupil Voice
- Teacher Voice

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

19) Linked Policies

Child Protection Policy

SMSC Policy

PSHE Policy

Equality Information

Anti-Bullying Policy

E-Safety Policy

Behaviour Policy

20) Review

This policy will be reviewed every 3 years by the Full Governing Body.

Signed: R Downes

Chair of Governors

Date: Jan 2023

Signed: H Bettley

Headteacher

Date: Jan 2023

Date: Jan 2023

Adopted by Full Governing Body

Appendix 1 – Curriculum and Progression of Skills

Crowton Christ Church CE Primary School

Progression of Skills and Knowledge in SRE

Focus	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>PANTS</p> <p>https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>	<p>I am beginning to understand and learn the PANTS rules</p> <p>I am beginning to know the difference between appropriate and inappropriate touch.</p> <p>I am beginning to start thinking about who they trust and who they can ask for help.</p>	<p>I know the PANTS rules</p> <p>I can name body parts and know which parts should be private.</p> <p>I know the difference between appropriate and inappropriate touch.</p> <p>I understand that they have the right to say “no” to unwanted touch.</p> <p>I know about who they trust and who they can ask for help.</p>	<p>I know the PANTS rules</p> <p>I can name body parts and know which parts should be private.</p> <p>I know the difference between appropriate and inappropriate touch.</p> <p>I understand that they have the right to say “no” to unwanted touch.</p> <p>I know about who they trust and who they can ask for help.</p>	<p>I know the PANTS rules</p> <p>I know the difference between appropriate and inappropriate touch.</p> <p>I understand that they have the right to say “no” to unwanted touch.</p> <p>I know about who they trust and who they can ask for help.</p>	<p>I know the PANTS rules</p> <p>I know the difference between appropriate and inappropriate touch.</p> <p>I understand that they have the right to say “no” to unwanted touch.</p> <p>I know about who they trust and who they can ask for help.</p>	<p>I know the PANTS rules</p> <p>I know the difference between appropriate and inappropriate touch.</p> <p>I understand that they have the right to say “no” to unwanted touch.</p> <p>I know about who they trust and who they can ask for help.</p> <p>I can help a friend and give advice if they have a problem.</p>	<p>I know the PANTS rules</p> <p>I know the difference between appropriate and inappropriate touch in a range of situations.</p> <p>I understand that they have the right to say “no” to unwanted touch.</p> <p>I know about who they trust and who they can ask for help.</p> <p>I can offer advice if a friend needs support.</p>
<p>Coping with change</p>		<p>I can describe how baby animals grow into adults.</p> <p>I can name baby animals of different species.</p> <p>I can describe how adult animals care for their</p>	<p>I can describe a simple human life cycle as part of growing up.</p> <p>I can describe ways in which we have already grown and changed.</p>	<p>I can discuss the impact of certain changes and some of our feelings about these.</p> <p>I can explain how to deal with changes in a positive way.</p>	<p>I can identify the changes in our bodies since Nursery or Reception class.</p> <p>I can discuss the physical changes that happen during puberty.</p>	<p>I can identify changes that happen during puberty and why they happen.</p> <p>I can describe ways to manage these changes, and where to get help if needed.</p>	<p>I can describe ways in which external influences (including examples such as the media and celebrities) can influence and affect the way people view</p>

		<p>young.</p> <p>I can explain that animals have families just like humans do.</p> <p>I can identify the things a baby needs.</p> <p>I can identify ways in which we have changed since we were babies.</p> <p>I can describe things we can now do without a grown-up helping us.</p> <p>I can talk about job roles within our families and our community.</p> <p>I can discuss the things we'd like to achieve when we grow up.</p> <p>I can describe a 'future me'.</p>	<p>I can identify ways in which we will continue to grow and change.</p> <p>I can explain that the kind of person we are can change over time.</p> <p>I can reflect on ways we have changed and will continue to change in the future.</p> <p>I can discuss our aspirations and demonstrate positivity towards future change</p> <p>I can set my own goal(s) for the future and identify ways to achieve them.</p> <p>I can give encouragement and praise to others.</p>	<p>I can explain ways to demonstrate empathy.</p> <p>I can identify and describe ways to support others who are feeling sad.</p> <p>I can identify positive things in our lives and in the lives of others.</p> <p>I can demonstrate things which can help if someone doesn't feel OK.</p> <p>I can describe ways to ask for help and support.</p>	<p>I can distinguish between the changes that happen to girls and boys.</p> <p>I can explain what periods are and why females have them.</p> <p>I can identify and dispel common myths around having periods.</p> <p>I can identify and describe the difference between essential and luxury products for hygiene.</p> <p>I can explain the need for certain products and how to use them.</p> <p>I can explain the importance of bodily hygiene as we grow and change.</p>	<p>I can identify emotional changes that may happen during puberty.</p> <p>I can describe ways in which our emotions may change and how to respond.</p> <p>I can identify changes during puberty that we cannot control, and ways to manage these.</p> <p>I can identify and describe to whom and where we can go for advice and support if we need it.</p> <p>I can give advice and support to others who might need it.</p>	<p>themselves.</p> <p>I can describe the positive strengths and attributes of our own bodies and ourselves.</p> <p>I can explain how relationships change as we grow older.</p> <p>I can describe ways in which puberty can have an impact on our relationships.</p> <p>I can identify ways to manage and resolve impact on our relationships.</p> <p>I can reflect on the positives of our time in Year 6</p> <p>I can respond to questions or worries about moving to secondary school.</p>
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Appendix 2 – End of KS2 Expectations

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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
Caring friendships	<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
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