



Our vision statement is:

Rooted in Mark 4:30-32

Our Christian school exists to provide a **welcoming** environment in which everybody is **cherished** and **challenged** to fulfil their **potential**

the three values we embrace:

Belonging, Believing, Becoming

Relationships and Sex Education Policy

Policy compiled by E. Lomas (Relationships and Sex Education Lead)

Date of policy: April 2021

1) This policy has been developed through consultation with:

To be completed after the consultation process which will include parents and governors.

2) Rationale

RSE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being'.

Our RSE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the faith ethos of our school.

3) Definition of RSE:

Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline in the digital world in which they live.
- Learn how our bodies change and grow during adolescence.

Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

4) Aims and Objectives of this Policy

The overall aim of this RSE policy is to enable effective planning, delivery and assessment of RSE.

Our RSE programme aims to equip our pupils with skills to prepare pupils for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Understand the concept of personal privacy/ consent.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.

- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

Teaching staff within our school will be confident in planning, delivering and assessing the RSE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

5) Morals, Values, and Equalities Framework

RSE strives to promote acceptance and end discrimination in line with the Equalities Act, 2010. Didsbury CE Primary School continually promotes the spiritual, moral, cultural, mental and physical development of the child.

- The RSE curriculum (Appendix 2) will reflect the values of our school/PSHE programme and will be taught within the context of Relationships (Summer 1) and Changing Me (Summer 2).
- RSE will be delivered as a whole school approach to ensure that they are equipped with the skills necessary for transition to adolescence.
- Promoting acceptance of and celebrating difference and diversity.
- Promote gender equality and equality in relationships.
- Challenge gender stereotypes and inequality.
- Develop spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010.

6) Delivery of Relationships and Sex Education

RSE is delivered within discrete PSHE lessons that take place once a week. Many aspects of RSE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child and respond in a timely manner to questions that may arise from these lessons to reinforce learning.

Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school child protection / safeguarding procedures must be followed.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

Pupils are able to ask anonymous questions by writing a note for the class worry / question box. This box is found in every classroom.

We use resources that are quality assured by Jigsaw and Healthy Schools which are flexible in order to meet the needs of the pupils and curriculum. Lessons are differentiated to ensure they are accessible to all. Prior to these lessons a letter and email are sent home inviting parents to discuss the lesson content and view the resources with teaching staff and/or the school nurse (Appendix 1).

Correct medical/ scientific and inclusive language will be used throughout the RSE and PSHE curriculum.

RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: circle time, active teaching and learning, role play/scenarios, card sorting and small groups and whole class discussions.

External agencies can be invited to support or enhance the delivery of RSE.

External agencies and visitors must make themselves familiar with and understand the school's RSE policy, confidentiality, Child Protection and safeguarding policy and work within these policies.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff, as per the external visitor policy (Appendix 5). This evaluation informs future planning. Co-delivery with teaching staff is encouraged and in years 4, 5, and 6 lessons are co-delivered with the school nurse; consideration to this is given at the planning stage.

7) Parental involvement

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSE programme.

To promote effective communication and discussion between parents and their children, we notify parents during policy development and through the newsletter and the school website about when particular aspects of RSE will be taught. We also encourage parents to contact class teachers or the RSE Lead if they would like to discuss any concerns they may have.

Parents are also informed that the RSE curriculum serves to:

- Safeguard and promote the welfare of their children and this is paramount in our school.
- To ensure school work is in line with the Equality Act (2010) and the RSE Statutory Guidance (2019).
- Encourage the spiritual, moral, social and cultural development of the children.
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities.

8) Parents right to withdraw

Those parents/carers wishing to exercise the right to withdraw their child can do so from any or all sex education lessons in RSE/PSHE. **The only sex education lesson is Lesson 3 in the Changing Me unit in Year 6.** However, it is required that all children attend relationships and health education lessons, this includes puberty and menstruation. You should make your request of withdrawal by completing the Withdrawal Form (Appendix 3). Parents/ carers will then be invited in to see the RSE Lead and/or the class teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Following the discussion, if parents still wish to withdraw their child from the sex education lesson, then the Head of School will sign the withdrawal form.

Provision will be made for those children withdrawn from the sex education lesson via an alternative lesson, in a familiar classroom. Please note that withdrawal from sex education in RSE **does not** withdraw your child from these elements in the statutory National Curriculum for Science (Appendix 4).

9) Menstruation and Period Poverty

Period poverty is estimated to affect around 1 in 10 women in the UK.

Pupils are beginning to menstruate as early as in Year 4.

Pupils who are menstruating can obtain sanitary products from any member of staff and from the school office. Sanitary bins are provided in the Key Stage 2 female toilets. Sanitary products can also be obtained to take away from the school office as part of the DfE free period products campaign (2020).

10) Evaluating and monitoring learning

To ensure that the curriculum content and teaching is effective, the delivery of RSE will be assessed and evaluated in the classroom. Pupil evaluation of RSE is carried out via surveys and discussions.

The school will use pupil and staff voice to influence and amend learning activities through questioning, draw and write activities, surveys, pre- and post-topic mind maps and discussion.

RSE is monitored on an annual basis by the RSE Lead in the school to ensure that the content is relevant for the pupils and resources are updated.

11) Pupil Involvement

We involve pupils in the development of the RSE curriculum promoting dialogue about feedback and learning, enabling teachers to monitor pupils' views.

RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of the RSE work, in addition to those already used in the classroom.

12) Accessibility / Equalities Act

The RSE policy reflects, and is in line with, the schools' equal opportunities policy and in line with the Equality Act (2010) the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school and wider community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Inappropriate actions and bullying are not tolerated at Didsbury CE Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the anti-bullying policy).

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility, in accordance to the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality RSE is accessed by all pupils, including SEND and EAL.

13) Confidentiality and Child Protection Issues

A child's confidentiality may not always be maintained by the teacher or member of staff concerned; if a disclosure is made this will be reported to the appropriate professional as per ground rules. RSE discussions or lesson content may prompt a pupil to disclose about related incidents; for example, FGM, forced marriage, child exploitation or abuse. If this occurred or a member of staff believes that the child is at risk of harm or has concerns about any information disclosed, the staff member must discuss with the named Designated Safeguarding Lead and follow the procedure set out in the Safeguarding/ Child Protection Policy. All staff and visitors are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding/ Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

14) Process of professional development for Staff

Staff are updated via email and staff meetings of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and anti-bullying.

Staff training is provided at staff meetings and INSET days by the RSE Lead and external organisations, such as Healthy Schools. Should any staff identify any training needs this should be reported to the PSHE/RSE Lead.

15) This RSE Policy is supported by and links to the:

PSHE Policy

Safeguarding/Child Protection Policy

Behaviour Policy

Confidentiality Policy

Equality Policy

Anti-bullying Policy

Relationship and Sex Education Guidance – DfE (2019)

Health and Safety Policy

E-Safety Policy

16) Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

Appendix 1

Didsbury CE Primary School letter to parents

Dear Parent/Carer

Re: Relationships and Health Education lessons

As part of the school's Personal, Social and Health Education programme, your child will soon receive relationship and health education (*for Year 6 pupils, they will also receive a lesson on sex education*). This will include a unit of lessons on self-esteem, healthy relationships, personal safety and growing up.

There is a vast amount of, and sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc. which children and young people are exposed to. This can sometimes make an already confusing time seem even more complicated.

The purpose of the upcoming unit is to provide your child with the knowledge and skills to keep them safe in the modern world. The unit will develop attitudes which will help pupils form relationships in a responsible and healthy manner, based on love and respect.

If pupils are provided with timely and age appropriate information about their bodies and relationships, they can make their transition into adulthood with the confidence and knowledge to understand what is happening to them, and hopefully grow into confident and healthy adults able to make positive choices.

The school is committed to working in partnership with parents and therefore, you may find it useful to be aware of what your child will cover in their lessons on health and relationships. Please find a table below of the outline of lessons for our 'Relationships' and 'Changing Me' units:

Insert year group tables

If you would like information regarding the programme of work or to view the resources, please contact the class teacher or Emma Lomas (RSE Lead).

Thank you for your continued support

Appendix 2

Primary Curriculum Relationships and Sex Education

Key Stage 1 Relationships - Summer 1

Year 1	
Lesson 1	Families - different types of families
Lesson 2	Making friends - what makes a good friend
Lesson 3	Appropriate ways of physical contact to greet my friends
Lesson 4	People who help me in school and how to ask for help
Lesson 5	Recognising my qualities as a friend and how to praise myself
Lesson 6	Expressing why I appreciate someone who is special to me

Year 2	
Lesson 1	Families - understanding that every family is different
Lesson 2	Exploring physical contact - types of contact I like vs. touch I don't like
Lesson 3	Friends + conflict - identify causes and resolve conflict
Lesson 4	Secrets - when it is good and not good to keep secrets
Lesson 5	Trust + appreciation - appreciate people who help me and understand how it feels to trust someone
Lesson 6	Celebrating my special relationships - accepting and expressing appreciation

Key Stage 2 Relationships - Summer 1

Year 3	
Lesson 1	Family roles + responsibilities - challenging stereotypes
Lesson 2	Friendships - mending friendships
Lesson 3	Keeping myself safe - know and use some strategies for keeping myself safe
Lesson 4	Equal relationships - understanding respect and working collaboratively
Lesson 5	Being a global citizen - know that the actions + work of others around the world help me
Lesson 6	Celebrating my web of relationships

Year 4	
Lesson 1	Relationships Web - close + distant relationships
Lesson 2	Love + loss
Lesson 3	Memories
Lesson 4	Diversity - recognise diversity in the community and celebrate difference
Lesson 5	Are animals special? Special pets
Lesson 6	Celebrating my relationships with people + animals

Year 5	
Lesson 1	Recognising me - my qualities and characteristics and building self-esteem
Lesson 2	Getting on and falling out
Lesson 3	Relationships - what makes a positive relationship
Lesson 4	Relationships - safe secrets and bad secrets
Lesson 5	Relationships + technology - staying safe online
Lesson 6	Relationships + technology - resisting pressures on technology

Year 6	
Lesson 1	Loving relationships - positive qualities and expectations for different relationships
Lesson 2	Love + Loss - strategies to manage feelings associated with loss
Lesson 3	Power + control - recognising control
Lesson 4	Power + control - being assertive
Lesson 5	Being safe with technology - understand how technology can be used to try to gain power or control and be able to use strategies to prevent this from happening
Lesson 6	Being safe with technology - using technology positively and safely

Key Stage 1 Changing Me - Summer 2

Year 1	
Lesson 1	Life cycles - animals (frog example) and humans (birth to adulthood)
Lesson 2	Things about me that have changed/stayed the same
Lesson 3	How my body has changed since I was a baby (body and abilities)
Lesson 4	Identify and name parts of the body that makes boys and girls different
Lesson 5	Understand that learning new things changes me
Lesson 6	Coping with changes

Year 2	
Lesson 1	Life cycles in nature
Lesson 2	Growing from young to old
Lesson 3	Changing me - feeling proud about becoming independent
Lesson 4	Boys' and girls' bodies - recognise correct names and know which parts are private.
Lesson 5	Assertiveness - understand which type of touch I like/dislike and asking for help if I need it
Lesson 6	Looking ahead - what I am looking forward to in Y3 and changes I will make in Y3

Key Stage 2 Changing Me - Summer 2

Year 3	
Lesson 1	How babies grow - from baby to adult
Lesson 2	Babies - stages of growth in the mother's uterus (sorting pictures of the baby growing)
Lesson 3	Outside body changes - changes to girls' and boys' bodies
Lesson 4	Family stereotypes - challenging stereotypes for jobs and roles at home
Lesson 5	Personal space - what kind of physical contact is acceptable/unacceptable
Lesson 6	Looking ahead - what I am looking forward to in Y4 and changes I will make in Y4

Year 4

Lesson 1	Unique me - know that my personal characteristics come from my birth parents when sperm + egg meet
Lesson 2	Gender roles - recognise and reflect on common stereotypes about boys and girls/men and women
Lesson 3	Changes to my body and personal hygiene
Lesson 4	Circles of change - making changes when they benefit me
Lesson 5	Accepting change - fears and concerns about change
Lesson 6	Looking ahead - what I am looking forward to in Y5 and changes I will make in Y5

Year 5

Lesson 1	Self-image + body image - developing self-esteem
Lesson 2	Puberty - part a) physical and emotional changes of growing up
Lesson 3	Puberty - part b) periods and the reproductive organs
Lesson 4	Unwanted touch - know that my body belongs to me and know appropriate and inappropriate touch
Lesson 5	Looking ahead - what I am looking forward to about becoming a teenager
Lesson 6	Looking ahead - what I am looking forward to in Y6 and changes I will make in Y6

Year 6

Lesson 1	My self-image - feeling good about myself and the changes to my body
Lesson 2	Puberty - physical and emotional changes for girls and boys
Lesson 3	How babies are made (sex education)
Lesson 4	Babies - conception to birth
Lesson 5	Personal hygiene and taking care of myself
Lesson 6	Transition to high school - what I am looking forward to and managing worries I may have (additional lessons to be carried out too)

Appendix 3

Request Form for Withdrawal from Sex Education

Request Form

Withdrawal from Sex Education



Pupil Details:

Pupil Name:	
Form:	

Parent Contact Details:

Parent Name:	
Phone Number:	
E-Mail Address:	

Details of lesson(s) you are requesting your child to be withdrawn from:

Please use the RSE Policy on the school website/information provided by the class teacher to identify the names of the Sex Education lessons you **do not** wish your child to attend:

I wish to withdraw my child from the lessons below:

--

Any additional comments regarding your decision to withdraw from these lessons:

--

I am requesting my child is withdrawn from this content, against the advice of the Department for Education's recommendations. I am aware that I no longer have the right to withdraw my child from Relationship & Health Education, as it became statutory in September 2020.

Parent Name (print):

Signed: Date:

Your request will be sent to the headteacher for authorisation and you will be notified of the outcome.

Appendix 4 - Statutory Provision in Science Curriculum

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those which specifically mention relationships and sex education. There are other relevant sections, which could create opportunity to discuss relationships and sex education further.

Key Stage 1

Children should learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age (including puberty)
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 5

External Contributor Checklist

Time and Place	
Date	From hrs to hrs
Venue	External contributor arrival time hrs
	Welcome/reception arrangements
Furniture layout	
Equipment: TV/Video/Sound/Flip-chart/OHP/Projector/Screen	
People	
<i>School</i>	<i>External contributor(s)</i>
	Name
Organiser	Introduce as
Class teacher (if different)	Specialism
Other teacher(s)	Agency
Additional staff	
Number of pupils	Have you discussed the visit and the schools' safeguarding, RSE and PSHE policies? Yes/No
Class(es)	Have you discussed materials or resources that the external contributor(s)/partnership(s) will give to the pupils? Yes/No
Age of pupils	Have you discussed any gender, racial, cultural or special educational needs or issues and how these may be addressed? Yes/No
Learning	
<i>Session title</i>	<i>Subject area</i>
Most relevant policies	Lesson context (previous work covered)
Learning outcomes	Level of teacher involvement
Lesson outline (overleaf)	Special needs
Evaluation, including involvement of external contributor	Any follow up with external contributor
Agreements	
<i>Expenses:</i> Have you discussed and agreed any relevant expenses and fees? Yes/No/NA	<i>Agreement:</i> Have you and your external contributor signed an agreement for this visit? Yes/No
<i>Service Level Agreement (SLA):</i> In the case of an on-going partnership with the external contributor/agency have you both created a SLA? Yes/No	<i>Quality standards:</i> Has the school and partner/agency signed any joint agreement to ensure quality standards (see Sex Education Forum) Yes/No