



## **Charles Saer Primary School**

### **Relationships and sex education policy**



**Approved by:** Full  
Governors

**Date:** September 2022

**Last reviewed on:**  
September 2022

**Next review due by:** September 2025

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## **1. Aims**

At Charles Saer school our aims when teaching relationships and sex education (RSE) are to:

- Provide a safe place where sensitive topics can be discussed
- Prepare pupils for their growing and changing bodies through teaching them about healthy lifestyle choices, puberty, healthy relationships and reproduction.
- Help pupils develop feelings of personal responsibility and self-respect, confidence and independence, kindness and respect towards others.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils when relationships are unhealthy (including relationships they may form online) and what they should do if they are worried about any sexual matters. (The school has a Child Protection policy which is available on request)

## **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](#).

Although we are not required to provide sex education, we do need to teach elements of sex education contained within the science curriculum. However, primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information, therefore questions will be dealt with in a sensitive manner and any concerns raised will be privately reported to parents so that we can support our children together in an age-appropriate way.

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 Charles Saer Primary School we teach RSE as set out in this policy.

### **3. Policy development**

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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/curriculum and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to reply to a letter about the policy/curriculum with any concerns
4. Pupil consultation – Due to covid restrictions we were unable to collect the pupils voice on what they wanted in their RSE curriculum. However, next year we will collect the opinions of children in what they would like to be included.
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, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

### **5. Curriculum**

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the following topics in each year group/school phase:

#### **EYFS:**

Early Years Foundation Stage children learn about the concept of male and female and about young animals.

They develop the understanding and skills of being a kind friend as well as being encouraged to form good relationships with adults and their peers. We develop an awareness of their own views and feelings and are encouraged to be sensitive to the feelings of others.

We develop relationship skills through play, during carpet time and in small group sessions. We resolve problems and issues in the moment where children can learn and develop their own relationship skills.

#### **Communication and Language**

Children in the Early Years Foundation Stage (EYFS) are taught to express their ideas and feelings. They also learn to communicate with both adults and peers by taking turns when talking.

## Personal, Social and Emotional Development

Children develop an understanding of their own feelings and understanding how to follow the class and school rules. They also learn to manage their own basic hygiene and personal needs.

## Physical Development

Children are encouraged to be independent dressing, eating and following class instructions e.g. lining up and queuing.

## Understanding the World

Children are aware of and talk about family members and the community.

In Key Stage 1 and 2 pupils mainly learn about relationships through the 1 Decision scheme of work. The scheme covers the following:

**Years 1-3:** Will learn about those who keep us safe at home, at school and in the wider community, about friendship and bullying and appropriate touch. This will also include online relationships covering the important issues of computer safety and image sharing online. Children will also learn about personal responsibility in showing kindness and respect towards others, how to keep themselves healthy through healthy eating and regular exercise and understanding their emotions in order for them to maintain a healthy mind.

**Years 4-6:** Will revisit these areas of learning, developing and extending their knowledge about them. They will learn how to keep themselves safe as they grow in independence and spend more time socially with friends outside of school, finding out who they can turn to for help, where they can play, how to be more responsible for themselves as they mature and how to deal with peer pressure. Pupils will learn about making healthy lifestyle choices through diet, exercise and the effects of tobacco and alcohol. They will look in greater depth at online safety, online bullying and age restrictions on different apps, websites and social media platforms. They will continue to learn about their thoughts, feelings and emotions as well as respect and acceptance for others and their beliefs. Pupils will also learn about their growing and changing bodies and focus on the subjects of puberty, healthy relationships, conception, sexual reproduction and pregnancy.

## **6. Delivery of RSE**

RSE is taught as part of 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 key building blocks and characteristics of positive relationships including:

- Keeping and staying safe (including online safety)
- What constitutes towards a healthy relationship
- Understanding feelings and emotions
- Being responsible

In addition to the statutory requirements listed above, pupils are taught :

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy • identify the laws around consent
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

For more information about our RSE curriculum, see Appendices 1. This shows how RSE is embedded within the PSHE curriculum and demonstrates the progression in skills and knowledge we strive for.

Appendices 2 shows how we link each topic area to the three core areas of relationships, health and the wider world and the key learning objectives set by the PSHE Association in order to assess pupils before and after each topic area. Key RSE objectives are underlined and in bold.

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).

All children will be involved in RSE lessons irrespective of their ability or any disabilities they may have. Teachers will use their professional judgements to adapt lessons based on the children in their class and the needs they may have, ensuring that lessons are accessible to all.

## **7. 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 components of RSE (see section 8).

### **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 nonstatutory components of RSE

All teaching staff within school are responsible for teach RSE and ensuring that RSE is delivered effectively.

### **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 have the right to withdraw their children from the non-statutory components of sex education within RSE.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction 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 sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Danielle Riding and Kerry Greenhalgh (PSHE Leads) through:

- Discussions with teachers
- Lesson observations
- Learning walks
- Book/work scrutinies
- Talking to pupils about their learning

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

This policy will be reviewed by Danielle Riding and Kerry Greenhalgh three yearly. At every review, the policy will be approved by the governing board.



