



Cam Hopton Church of England Primary School (Voluntary Aided)

'Life in all its fullness'

John: 10:10

Relationships and Sex Education

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This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese

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This policy should be read in conjunction with the Cam Hopton PSHE & RSE Curriculum document

1. Aims

At Cam Hopton we are committed to providing a safe, positive environment where individuals are happy and resilient learners and the best they can be. Rooted in our Christian values of *respect, trust, perseverance, generosity, forgiveness and creativity* the whole school community works together in partnership to achieve this vision.

Due to our status as a Church of England school, we will teach within a framework of Christian values and Christian understanding. Whilst we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

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

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](#).

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](#).

The Church of England Education Office supports the approach taken by the government, including recommending an age-appropriate provision of sex education at primary level.

At Cam Hopton we teach RSE as set out in this policy. See Section 5 of this policy for the statutory and non-statutory elements of the Science curriculum.

3. Policy development

This policy has been developed in consultation with the school community. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to consult about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

- Relationships and Sex Education is a key aspect of Personal, Social, Health and Economic Education (PSHE). It involves a combination of sharing information, and exploring issues and values.
- Relationships Education is the compulsory part of the primary curriculum which aims to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.
- Under recommendation from the Department for Education, this school also chooses to teach the non-statutory elements from the national curriculum for science, including those within Sex Education.
- RSE is a key aspect of the spiritual, moral, social and cultural (SMSC) development in schools and involves learning about relationships, sexuality, healthy lifestyles, equality, diversity and personal identity.
- RSE also forms a key role in a school's safeguarding duty.

5. Curriculum

We have developed the curriculum by taking into account the age, needs and feelings 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 need to seek answers online. The subjects are designed to help children from all backgrounds build positive and safe relationships and thrive in modern Britain.

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science, which must be taught to all pupils of primary and secondary age.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Whole School <u>Statutory</u> Elements of Sex Education from Science National Curriculum			
Key Stage 1 (age 5-7 years)		Key Stage 2 (age 7-11 years)	
Year 1 Pupils	Year 2 Pupils	Year 5 Pupils	Year 6 Pupils
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 humans, have offspring which grow into adults Describe the importance of exercise, eating the right amounts of different types of food, and hygiene	Describe the life process of reproduction in some plants and animals Describe the changes as humans develop to old age	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

- Non-statutory elements of Sex Education:

<u>Non-Statutory</u> Elements of Sex Education from the Science National Curriculum
• Pupils should find out about different types of reproduction, including sexual reproduction in animals. • Pupils should draw a timeline to indicate stages in the growth and development of humans. • They should learn about the changes experienced in puberty. • Recording the length and mass of a baby as it grows.

For more detail please read the PSHE & RSE Curriculum document

6. Delivery of RSE

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).

We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

At this school RSE teaching and learning is set within a context that is consistent with the Christian ethos and values:

- It is based on inclusive Christian principles and values emphasising *respect, trust* and *forgiveness*.
- It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture, yet it should also uphold the Christian values regarding relationships and marriage.
- Issues regarding human sexuality should be addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values, morals and Christian belief.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We should aim to view the world from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 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-science components of RSE (see section 8).

7.3 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 components of RSE

All teaching staff are responsible for the delivery of RSE and 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.

7.4 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 science** components of Sex Education within RSE.

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

Alternative work will be given to pupils who are withdrawn from Sex Education.

9. Training

Staff will be trained on the delivery of RSE as part of our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, Gloucestershire Healthy Living and Learning teachers or health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through:

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

Cam Hopton CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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	• 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	• 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	• 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 within RSE



Cam Hopton CE Primary School Withdrawal From Sex Education Within RSE Form



Please return this form to the school office

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	