

## Policy Header

<b>Policy Title</b>	<b>Relationship &amp; Sex Education Policy</b>
<b>Version No</b>	<b>Four</b>
<b>Written / Adopted Date</b>	<b>Written July 2019 Review October 2019 Review April 2021</b>
<b>Linked Policies</b>	<b>Confidentiality Safeguarding/ Child Protection/ Anti Bullying/ Equality &amp; Diversity</b>
<b>Written By</b>	<b>School</b>
<b>Date shared with Staff</b>	<b>July 2021</b>
<b>Date Ratified by Governors</b>	<b>19/07/2021</b>
<b>Review Date</b>	<b>July 2024</b>

*'Growing Together at the Heart of God's Community'*



**"Growing together at the heart of God's community"**



**Trust Prayer:**

*We thank you, God of Love, for the gift of children,  
bless the work of our Trust, that in all we do  
young people may grow in wisdom and stature,  
and so come  
to know you,  
to love you  
and to serve you,  
as Jesus did.*

*We make our prayer in his name who is God  
with you and the Holy Spirit, now and for ever*

Jesus said 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools and to gain every opportunity to live fulfilled lives.

In order for this to happen, the Liverpool Diocesan Schools Trust (LDST) works with schools and families to ensure children learn about (and have modelled for them) good, healthy relationships, so that they can secure, develop and sustain such relationships and recognise when and how relationships go wrong. Relationships and Sex Education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies* (DfE 2019), which states: *"The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."*

*"The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools."* Our Trust's vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to RSE, we believe that we can promote the development of the whole child so that children can grow in *wisdom and stature*, understanding both the emotional, social and physical aspects of growing spiritual, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

LDST believes Teachers, Parents, Carers, Pupils and all members of each school's community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish, and to do this, we aim to work with parents and carers in a spirit of hope and compassion. This Policy

sets out how we will achieve this together.

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

The following are extracts taken directly from 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies' (DfE 2019)

## **Rational of RSE**

Glazebury C. of E. School aims to provide a programme that follows the statutory need to include RSE in their curriculum from September 2020 and within the ethos of our Christian school.

Glazebury C. of E. School aims:

- to adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about healthy and respectful relationships, **what respectful behaviour looks like**, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- to equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- to ensure that all children
  - ✓ develop confidence in talking, listening and thinking about feelings and relationships.
  - ✓ develop their self-esteem, **body confidence** and sense of responsibility.
  - ✓ are able to name parts of the body and describe how their body works.
  - ✓ are prepared for puberty.
  - ✓ can protect themselves and ask for help and support.
  - ✓ **To develop a curriculum that addresses cultures of sexual harassment and teaches that sexual violence and sexual harassment is always wrong;**
  - ✓ **Understand the importance of equality and the damage that stereotyping and prejudiced behaviour can do**

At Glazebury, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum

### **At Glazebury C of E School we aim to:**

- Develop confident and effective communicators who value themselves and others.
- Encourage enquiring minds.
- Meet the needs of all pupils enabling them to reach their full potential
- Provide children with an education appropriate to the world beyond the classroom
- Help children to live together within the community, displaying tolerance and sensitivity
- Develop in children a sense of moral responsibility and self-discipline
- Develop in children spiritual awareness.

### **Aims of the RSE Policy**

- To meet the requirements of the DfES guidance on RSE.
- To help and support children through physical, emotional and moral development
- To develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- To enable children to move with confidence from childhood through adolescence to adulthood.
- To live confident and healthy lives
- To understand the changes that occur to the human body during puberty
- To understand how a baby is conceived and born.
- To ensure children are aware of personal space and their right to privacy

### Statutory Regulations

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Documents that inform the school's Relationships Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)

- Children and Social Work Act (2017)

### **RSE in the curriculum**

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum. Our school's core values of love and Wisdom are at the heart of what we do.

RSE is delivered by class teachers, although support from outside agencies, such as the school nurse, may be used in Upper Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

In each Year Group (Rec-Y6) the children discuss key safeguarding issues linked to personal space and privacy. The school utilises the Christopher Winter resources to promote children's awareness of these issues in an age appropriate manner. The teachers sensitively ensure children are aware and understand of the boundaries that should exist linked to the private areas of their body. The learning intentions for each year group will be as follows:

#### **In Reception:**

- To consider the routines and patterns of a typical day
- To understand why hygiene is important
- To recognise that all families are different

#### **Year 1:**

- To understand some basic hygiene principles
- To introduce the concept of growing and changing
- To explore different types of families and who to ask for help

#### **Year 2:**

- To introduce the concept of male and female and gender stereotypes
- To identify differences between males and females
- To explore some of the differences between males and females and to understand how this is part of the lifecycle
- To focus on sexual difference and name body parts

#### **Year 3:**

- To explore the differences between males and females and to name the body parts

- To consider touch and to know that a person has the right to say what they like and dislike
- To explore different types of families and who to go to for help and support

#### **Year 4:**

- To explore the human lifecycle
- To identify some basic facts about puberty
- To explore how puberty is linked to reproduction

#### **Year 5:**

- To explore the emotional and physical changes occurring in puberty
- To understand male and female puberty changes in more detail
- To explore the impact of puberty on the body & the importance of hygiene
- To explore ways to get support during puberty

#### **Year 6:**

- To consider puberty and reproduction
- Consider physical & emotional behaviour in relationships
- To explore the process of conception and pregnancy
- To explore positive and negative ways of communicating in a relationship

Ground rules will be established in class and children reminded of these. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content. We try to ensure an honest and balanced approach in the handling of any controversial issues.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

A question box may be used, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques will be employed as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences. In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities.

In the academic year 2020-2021, this new RSE programme will follow a rolling programme to allow for learning to build up and all prior learning to be caught up, for example, Year 5 and 6 will progress from Year 4 content.

*We have established systems for children to confidently report abuse, knowing their concerns will be treated seriously.*



## **Assessment, Reporting and Recording**

Self-assessment is an important part of learning in Relationships Education and PSHE. Children will reflect on their learning. We highly value pupil voice and will take into account the opinions and comments of our children about what they would like to learn.

Staff delivering the Relationships curriculum will critically reflect on their teaching and best practice will be shared through professional discussions.

## **Roles and Responsibilities**

The Relationships Education programme in our school will be led by the Deputy Head.

All staff members involved in teaching and supporting the Relationships Education curriculum will be trained and supported by the Deputy Head.

## **Confidentiality**

We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling safeguarding issues.

The subject leader will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.

## **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

Safeguarding lead- K. Mowbray (Head Teacher)

Safeguarding deputy- K. Wall (Deputy Head)

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

## **Working with Parents/ carers**

We recognise that there is a strong link between school and home in the issues covered in RSE, as parents are key figures in helping their children to cope with both the physical and emotional aspects of making friends, sustaining friendship groups and growing up.

We are committed to working closely with parents and carers and we do this by:

- parent/carer surveys at Parent Evenings.
- Parental meetings to introduce the RSE curriculum.
- communication about when Relationships lessons will be taking place
- links to other websites on school website.

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum science. Those considering this option are asked to speak with the class teacher in order to find out more about this.

### **Monitoring and Evaluation**

The monitoring of Sex and Relationships education is carried out by the Deputy Head/Head Teacher who reports to the Governors.

### **Responsibilities for content and delivery**

Ultimately our Governing body has oversight of the content of the RSE programme alongside the school leadership. They also have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the children. This means that our RSE education will be sensitive to the different needs of individual children and may need to evolve and adapt over time as the school population changes. Delivery of the programme will be led by the class teacher and may include discrete sessions (especially in regards to sex education) or could complement the teaching of other subjects e.g. Science, Computing, R.E. It will be supported by the PSHE lead, the Senior Leadership Team, the LDST and health professionals (e.g. the school nurse).

### **Links with other policies**

The policy should be cross-referenced to related policies which might include:

- Confidentiality.
- Personal and social education (PHSE).
- Safeguarding/child protection.
- Anti-bullying (including procedures for dealing with homophobic bullying).
- Equality and diversity.

This policy will be reviewed on an annual basis.



Appendix 1

## Monitoring Audit for Governors

**This checklist is to support the school's process of self evaluation and should be completed in partnership with governors and those responsible for RSE in the school.**

Criteria	Fully	Partly	Not Evidenced
The school has an up-to-date RSE policy in place. This covers the content and organisation of RSE and how it will be taught and reviewed to ensure the needs of the children and young people are being met.			
The policy has been ratified by the full governing body.			
The policy is in line with National and local Diocesan guidance, consistent with the mission and ethos of the school.			
The policy has been developed and is reviewed regularly in consultation with the whole school community, including staff, governors, parents/carers, pupils and outside agencies.			
Findings from any review and monitoring processes are written into the school's development plan.			
There is a statement included in the school's prospectus regarding the school's approach to RSE.			
Details of the RSE curriculum are published on the			

school's web site.			
There is a designated senior member of staff responsible for RSE in the school.			
There is a designated governor to monitor RSE.			
Governors are aware of how RSE is taught across the school and have had opportunity to view and ask questions of the resources used.			
The school has in place a range of resources to meet the age appropriate needs of all pupils.			
Clear schemes of work, demonstrating appropriate progression, identifying the elements of RSE across the curriculum, are in place. These show how the requirements of RSE and PSHE and the National Curriculum are covered.			
Parents / carers are regularly made aware of how RSE is taught throughout the school.			
Parents / carers are provided with opportunities to view resources to be used when appropriate and informed of their right to withdraw their child from RSE lessons.			
The school has in place a plan to support parents who have withdrawn their child to fulfil their responsibility to deliver RSE at home.			
The policy has been disseminated among staff (including support staff) parents / carers and included in induction arrangements for new staff and prospective parents / carers.			
Staff training needs are met in a programme of CPD to help them understand and meet their responsibilities in delivering RSE.			
The policy and programmes take into account issues related to equal opportunities.			
The policy and programmes takes into account the Church of England Education Office guidance document: Valuing All God's Children 2019.			
There is a confidentiality clause in the RSE policy, developed in consultation with representatives across			



- important people in our lives
- consent and autonomy
- secrets and surprises
- growing up and physical and emotional changes to our bodies
- different families and relationships
- how babies are made and how babies are born
- differences, similarities and stereotypes
- body image

We fully believe that all children should learn about these important life skills in an open, honest and safe environment. We also believe that they should be taught in an age-appropriate and engaging way. We encourage parents and carers to view our Relationships and Sexual Education Policy and scheme of work (Christopher Winter Project). We believe it is important to have a strong partnership with parents and carers and will always communicate what is being taught when. We will also provide any further reading or support for any parents and carers wishing to discuss the objectives taught with their children at home.

**Example of initial lesson coverage:**

	Learning intention	Learning outcome
Reception	To consider the routines and patterns of a typical day	Understand some areas in which the children can look after themselves e.g. dressing and undressing
Year 1	To understand some basic hygiene principles	Know how to keep clean and look after oneself
Year 2	To introduce the concept of male and female and gender stereotypes To identify differences between males and females	Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies
Year 3 and 4	To explore the differences between males and females and to name the body parts	Know some differences and similarities between males and females Name male and female body parts using agreed words
Year 5 and 6	To identify some basic facts about puberty	Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty

If there is any part of the curriculum that you have concerns or queries about, please do come in and speak with either myself or Mrs Mowbray (Head).

**We would to invite all parents to a meeting to present the RSE policy and lesson content to be held on Wednesday 4<sup>th</sup> December 2019, at 3.30pm to 4.15pm in Class 5. Please can you use the slip below to confirm attendance.**

Yours faithfully

Mrs K Wall (Deputy Head and RSE lead)

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**Relationship and Sex Education Parent Meeting.  
Wednesday 4<sup>th</sup> December 2019. From 3.30pm to 4.15pm in Class 5.**

**Name of Child:**

**I confirm that I am attending the RSE meeting as above.**

**Parents signature:.....  
Please return to school by Tuesday 3<sup>rd</sup> December 2019 at the latest**

**Appendix 3**

Dear Parents and Carers

Thank you for agreeing to come and support our school in the delivery of Sex Education.

By reading and signing this statement, you are confirming that you have read the RSE policy of the school and agree to abide by the Christian ethos that underpins this policy.

Any safeguarding or confidential issues that may arise during these sessions, you agree to follow the school's procedure for safeguarding, as read on entering the school and will respect the confidential nature of the issue outside of the school boundaries.

I agree to the above statement.

Signed:

#### Appendix 4- Resources

##### **Let's Work Together – Lucy Emmerson**

Jessica Kingsley Publishers ~ £12.99

*A practical guide to schools and parents working together in this area*

##### **Messy Church – Real Me – Bishop Rachel Treweek**

The Bible Reading Fellowship 2017

##### **The Underwear Rule**

[www.nspcc.org.uk](http://www.nspcc.org.uk)

#### Early Years Foundation Stage

##### **Getting Started – Early Years**

Stonewall 2017

[education@stonewall.org.uk](mailto:education@stonewall.org.uk)

[www.stonewall.org.uk/get-involved/education](http://www.stonewall.org.uk/get-involved/education)

#### Key Stage One

##### **Love and Sex Matters KS1**

The Salisbury Diocesan Board of Education

[www.salisbury.anglican.org](http://www.salisbury.anglican.org)

##### **The Christopher Winter Project**

[www.tcwp.co.uk](http://www.tcwp.co.uk)

##### **Growing up with Yasmin & Tom**

<https://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>

Interactive RSE resource for Primary schools

#### Key Stage Two

##### **Love and Sex Matters KS2**

The Salisbury Diocesan Board of Education

[www.salisbury.anglican.org](http://www.salisbury.anglican.org)

##### **The Christopher Winter Project**

[www.tcwp.co.uk](http://www.tcwp.co.uk)

##### **Body and Soul (9-11's) ~ UKS2**

RE Today Services



[www.retoday.org.uk](http://www.retoday.org.uk) / [admin@retoday.org.uk](mailto:admin@retoday.org.uk)

1020 Bristol Road

Selly Oak

Birmingham

B29 6LB

**Liedentity – Gloucester Diocese ~ UKS2 / KS3**

<https://www.gloucester.anglican.org/parish-resources/communications/liedentity/>

**CEOP – National Crime Agency Command**

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Internet safety resource, inclusive of materials on Social Media Photos & Selfies