Tarleton Holy Trinity Church of England (Aided) Primary School

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RSE Policy

(Relationships and Sex Education)

Policy

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Church of England (Aided) Primary School

Relationships and Sex Education Policy

This policy reflects the Christian ethos and vision statement of our school.

Our Vision Statement

Value… Dream… Achieve…
As a loving Christian family, our aspiration is for everyone to flourish, safe in the belief that we, "…can do all things through Christ, who strengthens us" Philippians 4:13.
Everyone is valued, we all achieve and our dreams for the future begin.

RELATIONSHIPS and SEX EDUCATION POLICY

"You must love your neighbour as you love yourself"

Matt 22v39

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Tarleton Holy Trinity Church of England (Aided) Primary School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best

relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Within Tarleton Holy Trinity CE School our Christian ethos will provide the context within which all personal development takes place. This means that Christian values and attitudes with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility will permeate the entire curriculum – both explicit and "hidden."

a) Sex and Relationship Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.

b) This policy forms part of the wider Personal, Social and Health Education (PSHE) programme in the school

c) The school recognises the legal right of withdrawal from sex education, other than that delivered through National Curriculum Science, and is sensitive to those parents who find the delivery of some explicit teaching in school unacceptable.

Aims

The aims of relationship and sex education at Tarleton Holy Trinity CE Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.

- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.

Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education

Policy Development and Review

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 gather all relevant information including relevant national, diocesan and local guidance.
2. Staff consultation – all 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. Pupil consultation – we investigated what exactly pupils want from their RSE.

5. Ratification – once amendments were made, the policy was shared with governors and ratified

This policy will be reviewed every 2 years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and people who care for me relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers romantic relationships, sexual health, human reproduction.

Personal, Social, Health Education (See PSHE Policy) is a program of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco

The Science curriculum covers human reproduction (see Science Policy).

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

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

Curriculum Delivery of RSE

All year groups 1-6 will have sessions delivered from the PSHE Association framework. Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptions are needed, they are detailed in the overview.

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about *rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay.*

AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list, teachers may speak to that child according to safeguarding procedures. If we feel this is not a matter dealt with in school, we would advise the child to consult his/her parent for an answer. The school may seek to inform parents when such a question is asked. During PSHE and RSE lessons, a question box will be available for any sensitive questions that the children may ask.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection/ Safeguarding. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no

promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.

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 in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff.

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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.

Class teachers will be responsible for teaching RSE within their year group.

Pupils.

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

Training

Staff are trained on the delivery of RSE using the materials provided by the PSHE association and the science curriculum.

The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

Monitoring arrangements.

The delivery of RSE is monitored through:

The school’s usual monitoring arrangements, such as planning, work scrutinies, learning walks, and lesson observations.

Appendix 1 – Curriculum Overview (Jigsaw PSHE)

Relationships- Blue

Health- Green

Sex Education- Red

Year Group	Content	How it is taught	Member of staff responsible
Reception	Life as a family Friendships/ Breaking friendships/ Falling out Dealing with bullying Being a good friend to others Bodies/ Respecting my body Growing up/ Growth and change Fears and fun Looking at Celebrations	Continuous provision activities and group activities	Class teacher FS Teaching assistants
Year 1	Being part of a family Making friends/being a good friend Physical contact preferences People who help us Qualities for being a good friend and person Self-acknowledgement/ Being a good friend to myself Looking at celebrating special relationships Life cycles – animals and humans Changes in me/ Changes since being a baby Differences between male and female bodies (correct terminology) vagina, penis, anus, testicles Linking learning and growing Coping with change/ Transition	Continuous provision, class teaching and independent and group activities	Class teacher and Teaching assistants
Year 2	Family and the different types Physical contact boundaries Friendship and conflicts Secrets/ Appreciation and Trust Learning about expressing appreciation for special relationships Nature- Life cycles Growing from young to old Increasing and growing independence Differences in female and male bodies (correct terminology) vagina, penis, anus, testicles What is assertiveness? Preparation and transition	Class teaching and independent and group activities	Class teacher and Teaching assistants
Year 3	Family responsibilities and roles Friendships and negotiation Keeping safe online and who to ask for help Learning to be a global citizen Being aware of how my choices will affect others How other children have different lives Expressing appreciation for friends and family Understanding a baby's needs/ How babies grow Inside body changes/ Outside body changes Family stereotypes Challenging my own ideas Preparing for transition	Class teaching and independent and group activities	Class teacher and Teaching assistants

Year 4	Jealousy Memories of loved ones/ Love and loss Getting along and Falling Out Boyfriends and girlfriends Showing appreciation to people and animals Unique- Being unique Having a baby Girls/ puberty Confidence in change/ Accepting change Preparing for transition Environmental change	Class teaching and independent and group activities	Class teacher and Teaching assistants
Year 5	Self-worth and self-recognition Building your self-esteem E-safety- Safer online communities E- safety- Rights and responsibilities online E- safety- Online gaming and gambling E- safety- Reducing screen time E- safety- Dangers of online grooming E- safety- SMARRT internet safety rules Self image and body image Social media- Influence of online and media on body image Puberty for boys/Puberty for girls Conception (including IVF) Growing responsibility Coping with change/ Preparing for transition	Class teaching and independent and group activities	Class teacher and Teaching assistants
Year 6	Mental health and well being/ Identifying mental health worries and sources of support Love and loss Managing your feelings Power and control Assertiveness E- safety- Technology safety E- safety- Take responsibility with technology use Body image/ Self-image Puberty and feelings Conception to birth Reflections on change Physical attraction Respect and consent Girlfriends/ Boyfriends Sexting Transition	Class teaching and independent and group activities	Class teacher and Teaching assistants

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Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:
new initiatives, changes in the curriculum, developments in technology etc.

This policy was adopted in September 2024

and will be reviewed in September 2026