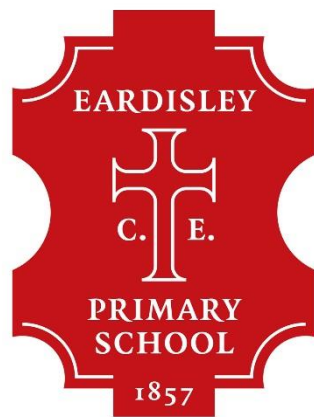


# **EARDISLEY C. E. PRIMARY SCHOOL**



## **Relationships and Sex Education Policy**

**November 2023**

## Introduction

***In all that we do our values shine through.***

***At Eardisley CE Primary School, our vision is to live out through Friendship and Determination, the Christian teaching to 'love one another.' This vision, rooted in our shared values, will guide, inspire and nourish, bringing Joy to all.  
(John 15:12)***

At Eardisley CE Primary School our Christian values are our bedrock, giving us the language and the tools to form successful relationships with ourselves, others and our world. We recognise that to help children build a happy and successful life, they need knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships. Children will put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life and safeguard them as they grow up.

We also work in line with the Church of England Principles Charter, that: everyone should be treated with dignity as all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

## Aims

Our Christian Values are at the heart of all we do at Eardisley CE Primary School, and they form the basis of our curriculum. We strive to make links between our values and the skills that children need to develop into confident adults. The aims of relationships, sex and health education (RSHE) are that children will:

- Know and understand about feelings of self-respect, confidence and empathy
- Understand their roles and responsibilities in friendships and relationships of all kinds
- Understand they have a responsibility to treat others with respect
- Understand they have a right to be safe, and be able to make sound decisions when facing risks
- Feel prepared for changes to their bodies as they grow

- Understand the importance of health and hygiene
- Understand how and where to access support should they need it

## **Statutory Requirements**

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

## **Definition**

RSHE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity and personal identity, sexual health, and sexuality. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

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

RSHE is not about the promotion of sexual activity.

Through this, children will:

- Develop self-esteem and confidence
- Develop personal skills that foster and facilitate good relationships.
- Learn to respect the differences between people.
- Take greater responsibility for their actions and to be aware of their actions on others.
  - Use thinking skills to make rational and informed decisions.
- Develop their personal qualities and values that will equip them to meet the wider social demands of young adult life.
- Learn about issues that will have a bearing upon their development.

- Involve themselves fully in the community life of the school including making decisions about issues.
- Extend knowledge and understanding of their wider community; involving local, national, commonwealth, European and global issues.
- Learn about the benefits of positive and healthy lifestyles.

## **Curriculum**

We base our curriculum on the PSHE Association recommendations and guidelines, as set out in our Long Term Plan.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

We have developed the curriculum 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 seek answers online. Primary sex education will focus on: Preparing boys and girls for the changes that adolescence brings How a baby is conceived and born

For more information about our curriculum, see the end of KS2 outcomes in Appendix 1 and our curriculum map in Appendix 2..

## **Delivery of RSHE**

RSHE encompasses our personal, social, health and economic (PSHE) education curriculum. In accordance with the DFE guidance, our focus is 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. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our RSHE curriculum, see Appendix 1 (end of Primary Expectations and Appendix 2 (Thematic Model for PSHE and RSHE curriculum).

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).

RSHE will take many different forms throughout the school and the curriculum, including:

- Discrete curriculum time
- Circle Time
- Philosophy for Children (P4C)
- Listening Skills games
- Cross curriculum teaching i.e. RE, Science and Geography
- Indirect teaching as situations arise
- Whole School and class assemblies
- Special School events e.g. sponsored events, visits by NSPCC

In accordance with recommendation from the department of Education, at Eardisley CE Primary School we teach some aspects of graduated, age-appropriate sex education programme tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. Although it is not a requirement, we believe it is an important part of safeguarding and relationships education and effectively supports the transition phase before moving to secondary school, in particular pupils' ongoing emotional and physical development. We are also mindful of the developmental differences of children.

Parents of pupils in Year 6 are consulted and the content of lessons are shared with them being taught. This process includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

## **Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**We will:**

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

**We won't, under any circumstances:**

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **Roles and responsibilities**

### **Governors**

The governing board will hold the headteacher to account for the implementation of this policy. As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

### **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.

### **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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 RSHE

### **Parents**

This policy will be available to parents through our website. We are committed to working with parents and carers by consulting with them about our RSHE curriculum.

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We aim to work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be

**Right to be excused from sex education (commonly referred to as the right to withdraw)**



Parents do not have the right to withdraw their children from relationships and health education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

Headteachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

However, it is good practice for the headteacher to discuss the request with parents and, as appropriate, with the child in order that their wishes are understood and to clarify the nature and purpose of the curriculum. Good practice is also likely to include the headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Schools will want to document this process to ensure a record is kept.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

### **Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite carefully selected visitors from outside the school, such as school nurses to provide support and training to staff teaching RSHE.

### **Monitoring arrangements**

The delivery of RSHE is monitored by the RSHE co-ordinator through lesson visits, topic books and pupil discussions. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the RSHE co-ordinator yearly. At every review, the policy will be approved by the governors.

### **Safeguarding**

Teachers are aware that effective RSHE, 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. Teachers will consult with the designated safeguarding lead and follow school procedures for reporting concerns. See Safeguarding policy for more information.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

## **Equality**

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in [The Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#). Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects. A school, could, for example, consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

Schools should consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). Schools should consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

### **Pupils with special educational needs**

Relationships Education, Relationships and Sex Education and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes<sup>[footnote 11](#)</sup>, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages.

As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

## Appendix 1

### Curriculum Aims

#### By the end of Year 6

#### Families and people who care for me

Pupils should know:

- 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

## **Caring friendships**

Pupils should know:

- 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

## **Respectful relationships**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should know:

- 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, for example family, school or other sources

## **Possible Resources**

## Relationships Education

- Safeguarding: [NSPCC PANTS rule](#)

## Relationships and Sex Education

- [Sexwise](#) - up-to-date information on all aspects of sexual and reproductive health
- [Abuse in relationships: Disrespect NoBody \(Home Office and Government Equalities Office\)](#) from PSHE
- [Consent: PSHE Association lesson plans](#)
- [LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary](#)
- [Public Health England website](#) - resources covering relationships and bullying, alcohol, smoking, stress, body image, with videos made by young people and resources tested with teachers
- [Example model secondary curricula from Catholic Education](#)

## Mental health

- [Mental health and emotional wellbeing: PSHE Association lesson plans](#)
- [MindEd educational resources on children and young people's mental health](#)

## Online safety

- [Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages](#)
- [Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting](#)

[Thinkuknow](#) - the education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers ma

terials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

## PSHE

[PSHE Association Programme of study for KS1-5](#)

## **Drugs and alcohol**

[Mentor-ADEPIS research and briefing papers](#) - planning effective drug and alcohol education, with lesson ideas

## **Extremism and radicalisation**

[Educate Against Hate](#) - practical advice and information for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization from

## **Curriculum**

[Non-statutory framework for Citizenship KS 1 and 2](#) (Non-statutory programme of study). Schools may wish to use the Citizenship programme of study in their planning.

## **Data to understand the health and wellbeing needs of the local school-age population**

[Public Health England's Child and Maternal Health Intelligence Network](#) brings together a range of publicly available data, information, [reports](#), tools and resources on child and maternal health into one easily accessible place. It includes:

- [school-age health profiles](#)
- [young people's health profiles](#)

The indicators allow areas to see how they perform against the national average and against other local areas. These tools, accompanied by local health intelligence, are useful in supporting schools to identify and respond to the particular health and wellbeing needs of their local school-age population.