



# Relationship and Sex Education Policy

## Crazies Hill CE Primary School

Approved by: FGB

Date: March 2022

Last reviewed on: March 2022

Next review due by: March 2023

## Contents

1. Vision and Values.....	2
2. Aims.....	3
3. Policy development.....	3
4. Definition.....	3
5. Curriculum.....	3
6. Delivery of RSE.....	4
7. Roles and responsibilities.....	4
8. Parents' right to withdraw.....	5
9. Training.....	5
10. Monitoring arrangements.....	5
APPENDIX 1: DfE Guidance for Parents and Carers.....	6
APPENDIX 2: Curriculum Overview.....	9
APPENDIX 3: Crazies Hill CE Primary School - Relationships Education curriculum map.....	14

## 1. Vision and Values

The RSE Policy sits within the vision and reflects the values of Crazies Hill CE Primary School and within the vision and values of The Keys Academy Trust.

The Trust's vision is to provide the very best educational experiences for our pupils and staff so that our family of schools are recognised as centres of academic and pastoral excellence at the heart of the communities they serve.

The School's vision is inspired by 'A tree is known by its fruit, people by their actions' (based on Matthew 12 verses 33-5).

Our vision at Crazies Hill is that our 'fruit' will be children and adults who have the resilience to weather life's ups and downs, respect for themselves, others and their environment and the ability to build and maintain good relationships with all in their community. All our policies are written with this vision in mind.

This policy should be read alongside the Equalities Act 2010

[www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

and also the following Trust and School policies:

Safeguarding, SEND, PSHE, RE, Science

The policy was developed in line with the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers* DfE July 2019 and the Church of England Policy Template for RSE, November 2019.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

## 2. Aims

The aims of relationship and sex education (RSE) within our Trust and at our schools are to:

- Within the Christian ethos of the Trust, to help all pupils gain skills and wisdom in relationships with others.
- To help pupils understand a view of relationships and sex as good gifts which bring responsibilities and contribute to human flourishing.
- Create a positive culture which helps pupils understand issues of sexuality and relationships.
- Help all pupils to know how to keep themselves and others safe in the context of a variety of relationships.
- Help pupils develop self-respect, confidence, empathy and respect for others.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- To work in partnership with parents and carers in helping pupils gain the skills they need in these areas, recognizing the responsibility they hold of ensuring their children grow and mature into healthy adults.
- Provide a framework in which sensitive discussions can take place and pupils can reflect on and understand that some people will have different and strongly held views on some of the issues.

The RSE curriculum will be implemented in a sensitive way, in accordance with the Christian values of the Trust, taking into account the diverse backgrounds of the communities we serve.

## 3. Policy development

Schools in the Trust will consult parents and stakeholders when developing and reviewing this RSE policy. This policy has been developed in consultation with staff, pupils and parents and then agreed by governors. The Trust have agreed the definition and aims, and will review them bi-annually while individual schools will review and revise the other elements of the policy annually.

## 4. Definition

Relationship Education (RE) concerns the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. It concerns the emotional, social and cultural development of pupils, and includes healthy living, personal identity, the importance of being in relationships with others, healthy relationships and staying safe, and respecting others.

Primary schools in the Trust may also choose to teach Sex Education, although this is not a statutory requirement for primary schools. Sex education concerns the development of pupils' understanding of sex, sexual health and human sexuality.

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

RSE will always be taught in an age appropriate manner, and will be taught in ways which recognises the cultural and religious backgrounds of all those in the school community.

## 5. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt as and when necessary. Our school will inform parents of any significant changes to curriculum content.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner to ensure pupils are fully informed and don't seek answers online. If appropriate, staff will inform parents if particular questions are raised by a child for them to discuss at home.

For more information about our curriculum, see our curriculum map in Appendix 3.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. We use Jigsaw as the basis for these lessons. Biological aspects of RSE are taught within the science curriculum. Lessons will typically be delivered by the class teacher; however, health professionals may be used to support the delivery of teaching if available.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life. **See Appendix 2 for an overview of curriculum content taught in each year group.**

Pupils in Year 5 and Year 6 also receive stand-alone sex education sessions. Please see *Appendix 2* for information about what is covered. Parents have the right to withdraw their child from these sessions. Information will be provided to parents regarding the curriculum content of these sessions. If a parent is considering withdrawing their child from these sessions, we encourage them to speak to the Headteacher.

## 7. Roles and responsibilities

### 7.1 The governing board

The Trust will review and approve the Definition and Aims of RSE across the Trust. The Local Governing body will review the remainder of the policy and approve the RSE policy for their school, 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-statutory 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
- 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.

Staff Responsible for overseeing RSE in our school are:

Subject Leader: Ruth Burton

Headteacher: Philippa Chan

Linked Governor: Lesley Turville

#### **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 only have the right to withdraw their children from the non-statutory components of RSE. All other aspects of the RSE curriculum are statutory and part of the national curriculum.

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

If the decision to withdraw is made, alternative work will be given to pupils who are withdrawn from 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 to provide support and training to staff teaching RSE.

### **10. Monitoring arrangements**

The delivery of RSE is monitored by the subject leader and Headteacher in a variety of ways. These may include:

- Learning walks
- Planning monitoring
- Pupil conferencing
- Book monitoring

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

This policy will be reviewed by the school annually. Following review, the policy will be approved by the Local Governing Body.

## APPENDIX 1: DfE Guidance for Parents and Carers

### Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

#### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

#### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.

- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.



## Right to withdraw your child



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.



You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

## APPENDIX 2: Curriculum Overview

By the end of primary school children will learn about:

<b>Families and people who care for me</b>	Pupils should know <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li></ul>
	<ul style="list-style-type: none"><li>• 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.</li><li>• that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>

---

<sup>1</sup> 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.

<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>
---------------------------	---

<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• 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.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li><li>• the importance of self-respect and how this links to their own happiness.</li><li>• 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.</li></ul>
---------------------------------	---

	<ul style="list-style-type: none"><li>• 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.</li><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ul>
--	--

**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 e.g. family, school and/or other sources.



YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
	Autumn	Class Rules, Taking Turns, Circle Time, Gem Power	Sense of Community	Books
	Spring	The Environment – what can we do to help?  People Who Help Us		
	Ongoing	Mindfulness stories/activities, Changes in their bodies during PE Notice personal growth and change (Physical and mental) Spatial awareness	Healthy and Bodily Awareness	Books
<b>Year 1 and 2 PSHE &amp; Citizenship Framework</b>				
Year 1 and 2	Summer A Spring A Summer A Spring B	Telescopes and Treasure Food for Thought On Safari Growing Great	1a, to recognise what they like and dislike, what is fair and unfair and what is right and wrong	Conscience alley Jack and the Beanstalk story
	Summer A Spring B	On Safari Growing Great	1b, to share their opinions on things that matter to them and explain their views	Greta and the Giants book

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
	Spring A	Doctor, Doctor	1c, to recognise, name and deal with their feelings in a positive way	The Huge Bag of Worries book  Glad Monster, Sad Monster book  ELSA materials
	Spring A	Doctor, Doctor	1d, to think about themselves, learn from their experiences and recognise what they are good at	ELSA materials
		Food For Thought On Safari	2a, to take part in discussions with one other person and the whole class	P4C resources
			2c, to recognise choices they can make and recognise the difference between right and wrong	
	Spring B Summer A Spring A Autumn B	Spring Chicken On Safari Doctor, Doctor Into the Woods	2e, to realise that people and other living things have needs and that they have responsibilities to meet them	Handa's Hen book Little Red Riding Hood story
	Autumn B Autumn A Summer A	Into the Woods London's Burning Turrets and Tiaras	2f, that they belong to various groups and communities, such as family and school	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
	Spring A	Doctor Doctor	3a to make simple choice that improve their health and well-being	
	Spring A	Doctor Doctor	3b, to maintain personal hygiene	Link to science- germ experiment
	Spring A Autumn A Spring B	Doctor Doctor, Into the woods, Spring Chicken	3d, about the process of growing from young to old and how people's needs change	Once there were giants story
	Spring A Spring B	Doctor Doctor Spring Chicken	3e, the names of the main parts of the body	
	Summer A	We do like to be beside the Seaside	4b, to listen to people and play and work cooperatively	Listening walk book
	Spring A Spring B	Doctor, Doctor Spring Chicken	4c, to identify and respect the differences and similarities between people	
	Autumn B Summer B	Into the woods Beyond the Sea	4d that family and friends should care for each other	Little Red Riding Hood story

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
	Spring A Spring B	Doctor Doctor Spring Chicken	<b>National Curriculum Science</b> 2a, to recognise and compare the main external parts of the bodies of humans and of other animals Sc2/1b, that animals including humans move, feed, grow, use their senses, and reproduce	
<b>Year 3 and 4 PSHE &amp; Citizenship Framework</b>				
Year 3 and 4				
			1b, to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals PSHE & Citizenship Framework	
	Spring 2 B	Explorers	1c, to face new challenges positively by collecting information, looking for help, making responsible choices and taking action	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
	Autumn 2 A and B	Walk like an Egyptian The Ancient Greeks	1d, to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way	
	Summer 2 A	Stone Age to Iron Age	2f, to look after their money and realise that future wants and needs may be met through saving	
	Spring A	Benin	2f, to resolve differences by looking at alternatives, making decisions and explaining choices	
	Summer 2 B	Somewhere to Settle	2k, to explore how the media present information	
	Autumn 2 A and B	Ancient Egypt Greeks	3c, about how the body changes as they approach puberty	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
	Spring B Autumn B Summer B Autumn A	Explorers Ancient Egypt Iron age-Stone age Greeks	3e, to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable	
		Ongoing	3f, that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong	
	Summer 2 B	Settlements	4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	The boy at the back of the class
	Autumn A and B	Greeks Ancient Egypt	4c to be aware of different types of relationship, including marriage and those between friends and families	
	Spring 1 A	Benin	4e to recognise and challenge stereotypes,	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
	Summer 2 b	Somewhere to settle	4g, where individuals, families and groups can get help and support	
			<p><b>National Curriculum Science</b></p> <p>1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p> <p>2f, about the main stages of the human life cycle</p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p>	
<b>Relationships and Sex Education curriculum map Year 5 and Year 6</b>				
	<b>Summer Term</b>	<p>Summer Term –</p> <p>‘Some of Your Bits Ain’t Nice’ hygiene DVD and accompanying work</p> <p>‘Growing Up’ DVD and accompanying work</p>	<p>Explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Express feelings about the changes that will happen to their bodies during puberty</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
	<b>Summer Term</b>	Summer Term – Growing up DVD and accompanying work	Ask the questions that need answering about changes during puberty reflect on how they feel about asking the questions and about the answers they receive	
	<b>Summer Term</b>	Summer Term – Growing up DVD and accompanying work	Understand how being physically attracted to someone changes the nature of the relationship  Express how they feel about the growing independence of becoming a teenager and confidence that they can cope with this	
	<b>Summer Term</b>	Summer Term – Growing up DVD and accompanying work	Understand that sexual intercourse can lead to conception and that is how babies are usually made  Appreciate how amazing it is that human bodies can reproduce in these ways	
<b>Year 5 and 6 PSHE &amp; Citizenship Framework</b>				
Year 5 and 6			<b>PSHE &amp; Citizenship Framework</b>	
		Cycle 1 Spring – Challenging World	1a, To talk and write about their opinions, and explain their views on issues that affect themselves and society	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
		Cycle 1 Summer – Animals including Humans – drugs and lifestyle choices	1c, To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action	
		Summer Term – Growing up DVD and accompanying work	1d, to recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way	
		Cycle 1 Spring – Challenging World Cycle 1 Summer – Animals including Humans – Diet and Lifestyle	2e, That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view	
		Summer Term – Growing up DVD and accompanying work	2f, about the main stages of the human life cycle	
		Computing curriculum / English – persuasive, report, debate	2k, To explore how the media present information	
		Cycle 1 Autumn – All Living Things – evolution and inheritance Cycle 2 Summer 1 - Medicines	3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
		Summer Term – Growing up DVD and accompanying work	3c, learn about how the body changes as children approach puberty	
		Cycle 1 Spring – Challenging World Cycle 1 Summer – Animals including Humans – Diet and Lifestyle	4a That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view	
		Cycle 1 Autumn – Victorians – Significant People Cycle 2 Autumn – Invaders and Settlers	4e, To recognise and challenge stereotypes	
		Cycle 1 Autumn – Victorians – Rich and Poor Cycle 1 Autumn – Evolution and Inheritance	4f, That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability	
			4c To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS	RESOURCES
			4g Where individuals, families and groups can get help and support	
		<p>Cycle 2 Summer – All Living Things – Animals and Humans</p> <p>Summer Term – Growing up DVD and accompanying work</p>	<p><b>National Curriculum Science</b> 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 2f, about the main stages of the human life cycle</p>	