



**CHRIST CHURCH & SAINT PETER'S
C of E PRIMARY SCHOOL**

Christ Church and St Peter's C of E Primary School

Relationship and Sex Education 2025 – 2027

At Christ Church & St. Peter's Church of England Primary School our vision is,
'Aim high, care for everyone'
creating a school which is,
'a place to belong'.

Our vision is deeply embedded across the school, rooted in our Christian foundation and embodied in the account of
The Feeding of the Five Thousand, Matthew 14:13-21.

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1. Policy aims

The school publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors.
- Defining Relationships and Sex Education (RSE) as a subject and explaining its delivery at school
- To set out the curriculum requirements and explain what will be taught when
- To give information to parents and carers about their involvement with RSE

2. Policy development

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents/carers, pupils, our multi-academy trust Rise, the school nursing team, Leicestershire and Rutland Healthy Schools team.

Development of the policy has been supported by school governors, who have ratified the finished document.

3. Statutory requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The guidance will become mandatory in September 2020, but schools may start following it from 2019 if they feel ready. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

RSE supports us in our statutory duties of Keeping Children Safe in Education

4. Ethos and values

Through RSE we deliver key learning that supports the schools agreed ethos and values. Key school values supported by RSE include:

- Building positive caring relationships
- Respect for others

- Respecting diversity
- Feeling safe and valued
- Self-awareness and self esteem
- Exploration of rights, duties and responsibilities

We believe that all pupils should receive accurate information that supports their needs and explains their rights. RSE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

5. Definitions and curriculum content

Relationship and sex Education (RSE) supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. In partnership with parents and carers, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

The school's RSE curriculum (appendix 1) has been designed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

i. Relationships Education

The focus of Relationships Education 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. DFE guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. DFE guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

iii. Sex Education

The DFE advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum (see appendix 2)

Sex education outside of science

Our programme also contains a small amount of non-statutory content which the school feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school.

- Drawing on knowledge of the human life cycle set out in the national curriculum for science – Year 6 will have one lesson focusing on consent in intimate adult relationships and how a baby is conceived and born.

Parents/carers will be informed of when the lessons are taking place and if they wish to withdraw procedures will be followed as set out in section 12.

6. Delivery

- i. **Timetabling:** Relationship Education will be taught throughout the year alongside aspects of the PSHE curriculum. The curriculum map can be found on the school website, as an appendix to this policy or as a paper copy by contacting the school office.

- ii. **Staffing:** RSE will be taught by class teachers and supported by learning support assistants, it may be that in case of illness, the lesson would be covered with the agreement of the Headteacher.
- iii. **Resources:** RSE is delivered using quality assured up to date resources from Coram Scarf Life Education.
- iv. **External visitors:** Visitors may be used from time to time to enhance, not replace, our delivery of RSE. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our students.
- v. **Signposting support:** All RSE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include members of the school pastoral care team but will also include the signposting of external agencies such as Childline.

7. Inclusive and accessible RSE

The school has duties, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- Respect that the school community includes people of different faiths, beliefs and cultural backgrounds
- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Recognise that some staff or pupils may identify as LGBT
- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle bullying and discrimination

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

8. Safeguarding and confidentiality

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the school's pastoral team.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

9. Answering pupil questions

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting they may ask for support from the subject lead or senior leadership team.

10. Staff training

RSE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school, on-line or as part of local support offered by Leicestershire and Rutland Healthy Schools.

11. Monitoring and assessment

The school has the same high expectations of pupils' work in RSE as in other areas of the curriculum. The subject lead will support teachers to assess pupil work and progress and along with all areas of the curriculum will be monitored by leaders through lesson walks and book scrutiny. Pupil feedback will be important to the future development of RSE at the school. Regular subject audits will ensure that provision is up to date and meeting the needs of pupils.

12. Working with parents and carers

The school has consulted parents and carers and their views have been taken into consideration when planning and delivering RSE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Parents and Carers will be invited to a meeting annually where they will be able to view resources, including any used for Sex education taught outside of science.

From September 2020 Parents and Carers have the right to withdraw their child from Sex Education outside of science (as outlined above).

From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

If a parent or carer wishes to withdraw their child from Sex Education, we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

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

Appendix 1. RSE curriculum map for Christ Church and St Peter's CE Primary School

PSHE Whole School Overview (including Relationships, Health and Sex Education)



PSCHE Overview

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy - food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys - similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe - including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money - saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference)	Managing risk Understanding the norms of drug use (cigarette and alcohol use)	Making a difference (different ways of helping others or the environment) Media influence	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings

		Understanding and challenging stereotypes	Influences Online safety	Decisions about spending money	My skills and interests	Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

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2. Statutory content

Science Curriculum

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance

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

3. Parent/Carer withdrawal monitoring form

TO BE COMPLETED BY PARENT/CARER			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parent/carers			
Staff signature			