

Dunton and Wrestlingworth Church of England VC Lower Schools Federation

Relationships and Sex Education Policy

Reviewed by:
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(Parent and Staff Consultation
11th to 21st June 2021)

Date:
28.08.23

Review Cycle:
Annual

Next Review:
28.08.24

Links with other policies

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained lower school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, 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](#).

At Dunton and Wrestlingworth CofE VC Lower Schools Federation we teach RSE as set out in this policy.

3. Policy development

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 pulled together all relevant information including relevant national and local guidance
2. Staff/Governors/Parent consultation – all stakeholders were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated what exactly pupils want from their PSHE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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.

6. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE 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 RSE curriculum, see Appendices 1 and 2.

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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, 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..

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

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 are responsible for teaching RSE through PSHE, Science and RE.

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 do not have the right to withdraw their children from relationships education or the statutory Science curriculum elements of RSE.

9. Training

Staff are trained on the delivery of RSE through PSHE as part of our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Nancy Sheehan as part of our monitoring schedule using pupil voice, book looks, learning walks and monitoring of planning.

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

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year A and B Personal, Social, Health and Education (PSHE) KS1 and KS2

The long term plan below has been adapted from the PSHE Association long-term plan and covers three core themes over three terms; Relationships, Health and Wellbeing and Living in the Wider World . It takes into account progression, development of pupils' understanding of the overarching concepts and development of essential skills. Content has been selected to ensure opportunities to explore the overarching concepts and to develop the essential skills and attributes set out in the PSHE Association Programme of Study, through a curriculum that is relevant and appropriate to the ethos of our school and the needs of our pupils. Our programme revisits themes every year, gradually extending thinking, expanding knowledge and developing skills.

Using this text colour we have indicated teaching specific to our school as a Church school. This is taken from the Diocese of Bristol's resource Goodness and Mercy. The resource aims to fully support the Church of England vision for education: "I come that they may have life in all its fullness" (John 10:10). We have also linked our curriculum to the four strands in the Church of England's vision for education; wisdom, hope, community and dignity.

RELATIONSHIPS (Autumn Term)			
	Feelings and emotions Hope	Healthy relationships Community	Valuing difference Dignity
EYFS 4-5 years old Taught through child initiated Personal, Social and Emotional Development and adult led activities	Be confident to talk to other children and communicate freely about home and community Confident to try new activities; understand and cooperate with some boundaries and routines	Be interested in others' play and start to join in Form special relationships with another child Initiate play, offering clues to peers to join them Our school believes that you are loved and welcomed into the family	Begin to accept the needs of others and can take turns and share resources Accept the needs of others; they show sensitivity to others' needs and feelings

		of God	
Key Stage 1 5-7 years old	<p>Recognise feelings in self</p> <p>Special people</p> <p>Behaviour and how people's bodies and feelings can be hurt</p>	<p>Secrets and surprises</p> <p>Working together</p> <p>Boundaries and relationships</p> <p>Resolving conflict</p> <p>Teasing and bullying in all its forms</p> <p>Our school believes that you are loved and welcomed into the family of God</p>	<p>Attributes: kindness/fairness</p> <p>Sharing and respecting opinions</p> <p>Recognising and respecting similarities and differences</p>
Lower Key Stage 2 7-9 years old	<p>Recognising and managing different feelings</p> <p>Keeping something confidential or secret</p> <p>Recognising and managing dares</p> <p>Our school believes that, through all the ups and downs of life, God never stops loving you</p>	<p>Recognising aspects of a healthy relationship;</p> <p>Physical boundaries within different relationships;</p> <p>Working together;</p> <p>Behaviour;</p> <p>Resolving conflict</p> <p>For most Christians and people of other faiths and beliefs there is often a special ceremony of promises and rituals to mark marriage</p>	<p>Recognising stereotypes</p> <p>Different types of relationships; friendships, family relationships, and relationships with other children and with adults.</p> <p>Respecting similarities and differences</p> <p>Bullying and discrimination</p> <p>Respecting others' feelings and opinions</p>
HEALTH AND WELLBEING (Spring Term)			
	Healthy Lifestyle Wisdom	Keeping safe Dignity	Growing and changing Wisdom Dignity
EYFS 4-5 years old Taught through	<p>Observe the effects of activity on their bodies</p> <p>Understand that</p>	<p>Can tell adults when they are hungry or tired or when they want to rest or play</p>	<p>Talk about why things happen and how things work</p>

child initiated Personal, Social and Emotional Development and adult led activities	<p>equipment and tools have to be used safely</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good physical and mental health</p> <p><i>I am special and my school believes I am loved and made by God</i></p>	Show understanding of the need for safety when tackling new challenges, and manages some risk	Develop an understanding of growth
Key Stage 1 5-7 years old	<p>Keeping our bodies healthy; likes/dislikes and choices; recognising and managing different feelings; personal hygiene Mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p><i>I am special and my school believes I am loved and made by God.</i></p>	What goes into our bodies; rules for keeping physically and emotionally safe; personal identity: family networks; people who are responsible for keeping us safe	Change, loss and getting older;; personal identity: likes; choices; strengths
Lower Key Stage 2 7-9 years old	<p>Making informed choices; balanced diet; hygiene</p> <p>Good sleep, rest <i>and some kind of spiritual practice</i> can help us have good physical and mental health.</p> <p>Where and how to seek support if they are worried about their own or someone else's mental wellbeing or ability to control their emotions</p> <p>It is common for people to</p>	Risk, danger and hazard; pressures on behaviour; rules for safety and how to get help; keeping physically and emotionally safe on and offline; responsibilities for keeping ourselves and others safe	<p>Aspirations and goals; recognising and managing feelings; change, loss and grief</p> <p>Names of main body parts (including external genitalia) - National Curriculum Science</p> <p>What puberty is and how bodies change - National Curriculum Science (Year 4 and Year 3 where appropriate)</p>

	<p>experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p> <p>We are all special and my school believes everyone is loved and made by God in his image.</p>		
LIVING IN THE WIDER WORLD (Summer Term)			
	Rights and responsibilities Community Hope	Taking care of the environment Hope Community	Money Wisdom
EYFS 4-5 years old Taught through child initiated Personal, Social and Emotional Development and adult led activities	Contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups	Develop an understanding of growth, decay and changes over time	Enterprise Week EYFS – Where does money come from?
Key Stage 1 5-7 years old	UK Parliament Week Contributing to life in the classroom; constructing and following rules; awareness of needs of people and other living things; belonging to communities and groups	Improvements and harm to local environments; ways of looking after local environments	Enterprise Week Homepage Values, Money & Me Y1 – What are needs and wants? Y2 – How can I keep track of money? Sources of money; uses for money; spending and saving; role of money in their lives; managing money and keeping it

			safe; choices about spending; influences on spending choices
Lower Key Stage 2 7-9 years old	UK Parliament Week Voting; the purpose of rules and laws; different cultures; difference between rights and responsibilities; resolving differences	Our responsibilities towards our environment; being part of a community; different groups that support our communities and environment; the lives of other people around the world; how resources are allocated to communities	Enterprise Week Homepage Values, Money & Me Y3 – What affects my choices about money? Y4 – How do I plan a simple budget? The role that money plays in their lives; borrowing, debt and interest; enterprise

VOCABULARY

RELATIONSHIPS

KS1

Vocabulary	Definition
Family	A group of people living together. Often it is made up of a parent or parents and their child or children
Friend	A person who you know well and like and who likes you
Bullying	Actions that are unkind, that frighten or hurt people and make them feel picked on or outside the group
Safety	Keeping away from danger or harm
Boundaries	Making limits to keep you safe
Theological vocabulary	Definition
Eternal	God has always loved us and will never stop loving us
Created	We are specially made by God and so is everyone else

Frail	All people sometimes make mistakes
Expansive	God loves all people and wants us all to grow more into being good and kind to each other
Worthy	Everyone is special and really worth keeping safe
Included	No one should be left out or made to feel they are not as lovely as other people
Forgiven	If people say sorry then they should be allowed a fresh start
Faithful	It is good for us to keep sticking with our friends and family

KS2

Vocabulary	Definition
Relationships	A connection between people
Marriage	An official bond to mark a union between two people; it can be recognised by law, religion or society
Stereotypes	Categorising a group of people and simplifying or standardising them as being all the same e.g. "All boys are..." or "All teachers are..."
Theological vocabulary	Definition
Eternal	Our Church school believes that, even though people might let us down or hurt us, God has always loved us and will never stop loving us.
Created	Everyone is made in the image of God and therefore we should always treat one another as sacred and special, never as a thing or an object.
Frail	All people will make mistakes and are capable of disappointing us or worse.
Expansive	God wants us to work towards wholeness and towards reconciliation with others who let us down and who we let down. God calls us to live more 'holy' or 'God-supported lives'. God created a huge diversity of people and we need to be expansive to learn from and enjoy people even if they are not like us.
Worthy	All humans are of ultimate worth and precious; we are all worth protecting and keeping safe from harm.
Included	Good communities include and value us and we should ensure that we don't bully or stereotype anyone else; we will be upstanders when we see bullying of others.
Forgiven	Our school believes that if we say sorry and stop our harmful behaviour then we may be offered forgiveness. In most cases, it is right to try to forgive others when they harm or upset us.
Faithful	We should try to maintain our friendships and relationships so we have and can give support and joy through our lives. We should communicate to our friends and family through words and actions that we appreciate the love and care that they offer.

HEALTH AND WELLBEING

KS1

Vocabulary	Definition
Emotions	Strong feelings such as joy, anger and fear
Exercise	Activity done to keep the body or mind strong or to make them stronger
Hobbies	Interests or activities that you do because it makes you happy in your spare time
Bullying	Actions that are unkind, frighten or hurt people and make them feel picked on or outside the group
Meditation	Deep thinking, often about just one thing such as a word, breathing, a candle, a flower or nature
Theological vocabulary	Definition
Created	We are wonderful and have been made by God.
Dignity	As we are all special to God, we should treat ourselves and others as very valuable.
Community	We are a part of a whole family; anything we do towards each other matters to everyone.

KS2

Vocabulary	Definition
Healthy	Being of fit mind and body, being free from sickness
Cyberbullying	Bullying that is done by posting hurtful messages on the internet
First Aid	Emergency medical help given to a hurt or sick person while waiting for a medical professional
Hygiene	The practice of keeping clean to stay healthy and prevent disease
Puberty	The time in a person's life when their body changes to allow them to be able to reproduce and have babies when they are ready and if they want to
Theological vocabulary	Definition
Created	Our school believes that we have been created and are carefully and wonderfully made.
Dignity	Our school believes that we need to see ourselves and treat others with huge respect as people who are crafted by God.
Worthy	Having great value. We are all worthy of being looked after and protected.
Community	We are a part of a group and in our relationships, we need to realise we can have an impact on others. We need to try to show kindness and help everyone feel happy and safe. Jesus taught "Love your neighbour as yourself" (Matthew 22:37-39).
Frail	People are sometimes inclined to make poor choices about their own wellbeing - this is part of being human.
Forgiveness	We can start again, if we recognise our bad choices and start afresh. Christians believe God can help you live with more care for yourself and others.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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
Caring friendships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

