



## ENGLEFIELD CE PRIMARY SCHOOL

### Relationships and Sex Education Policy 2024

#### *Sowing the seeds for a flourishing future*

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities to flourish, but also presents challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why Relationships Education and Health Education have been made compulsory subjects. Both subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will nurture and nourish them, support their own and others' wellbeing and attainment, and help them to become successful and happy adults who make a meaningful contribution to society.

#### **Aims of Relationships and Sex Education (RSE)**

Relationships and Sex Education is an important element of our school curriculum which fully supports our school vision:

*Our loving environment cultivates the foundations of mutual respect and the understanding that every child is special in God's eyes. Our children are the seeds from which we will build a brighter future. We nurture and nourish them so they grow and flourish*

Relationships Education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. It supports children to be safe, happy and healthy in their interactions with others both now and in the future.

Sex Education is learning about the physical, social and emotional aspects of human sexuality and behaviour, including human reproduction.

Relationships and Health Education, including learning about puberty, are compulsory in all primary schools; Sex Education is not. At Englefield, following consultation with the school community, we have chosen to include elements of Sex Education in our curriculum. Research shows that Sex Education does not result in earlier sexual relationships, in fact the opposite is true.

RSE is part of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The subject supports our school's broader vision through the focus on mutual respect as well as our values, such as 'Love of Myself' and 'Love of Others'. In addition, the RSE approach used by the school, helps to develop pupils socially, morally, spiritually and culturally.

We believe that RSE is best approached in an integrated way. We take care to highlight lessons that contain what we define as Sex Education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect both for themselves and for each other.

#### **Safeguarding**

At Englefield, we focus on teaching pupils about boundaries and privacy, ensuring they understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers, in families and with others, in all contexts including online. Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong.

## Consultation and Communicating with Parents

This policy was produced through consultation with the school community, including parents.

Each year, at the end of the Spring term, information will be sent out to all parents concerning the RSE content for their child in the summer term. There will also be an opportunity for Year 4, 5 and 6 parents to attend an information briefing to look at the RSE curriculum for their children in more detail and offering parents support in talking to their children about puberty, menstruation and Sex Education and how to link this with what is being taught in school.

## Subject Content

Our RSE programme is planned using the Jigsaw scheme of work and taught through a range of teaching methods and interactive activities.

Sex Education content is shown in **bold**.

Year	Content
FS2	<ul style="list-style-type: none"><li>• our bodies (no mention of private parts)</li><li>• learning to say 'stop' if we are not comfortable with something</li><li>• looking forward to the next year.</li></ul>
Y1	<ul style="list-style-type: none"><li>• correct names for body parts</li><li>• which body parts are private parts</li><li>• reinforce the importance of saying 'stop' if we don't like something.</li></ul>
Y2	<ul style="list-style-type: none"><li>• revise the names of body parts, encouraging use of correct terms</li><li>• the differences between boys' and girls' bodies</li><li>• assertiveness, particularly related to touch.</li></ul>
Y3	<ul style="list-style-type: none"><li>• revise the names of body parts</li><li>• how babies grow</li></ul>
Y4	<ul style="list-style-type: none"><li>• revise the names of body parts</li><li>• outside and inside body changes during puberty</li><li>• puberty - specifically menstruation</li><li>• the female body parts necessary for making a baby</li><li>• managing change</li></ul>
Y5	<ul style="list-style-type: none"><li>• self-image &amp; self-esteem</li><li>• puberty for male and female, including menstruation</li><li>• managing changes as you reach puberty</li><li>• the male and female body parts necessary for making a baby</li><li>• <b>sperm are released from the penis and one can join with an egg to create a baby</b></li><li>• becoming a teenager</li></ul>
Y6	<ul style="list-style-type: none"><li>• self-image</li><li>• being safe online (photographs)</li><li>• changes to bodies during puberty, including menstruation</li><li>• looking after mental health</li><li>• separate chats with girls and boys to talk about any worries about puberty</li><li>• <b>conception to birth - includes the male and female reproductive systems and contains the words 'sexual intercourse'</b></li><li>• being attracted to someone and what a boyfriend or girlfriend is</li><li>• peer pressure, positive self-esteem and the move to secondary school</li></ul> <p><b>Animations showing the male and female reproductive systems will be shown to children in Year 6.</b></p>

Further details, including the vocabulary taught at each age, is available on request. The content for their child's year group, including vocabulary, will be sent out to parents before the lessons start – these take place in the summer term.

### **Delivery**

RSE is delivered during the summer term to ensure the majority of class members have reached a good level of maturity for the age-related content. Lessons are taught in the afternoon so pupils have the chance to go home and discuss any of the content with their parents.

When at school, we ask all pupils to keep discussions about the content of these lessons to their classroom as it may not be suitable for younger pupils to hear.

The class teacher will be responsible for teaching the content in FS2 and KS1.

In KS2, the cohort will be taught either by the teacher or the headteacher; wherever practical, the adult will remain consistent throughout the sequence of lessons.

### **Managing Difficult Questions**

Primary-age pupils will sometimes ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RSE. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

At Englefield, we answer questions factually. If deemed necessary, a question will be answered outside of the main lesson and, if appropriate, will be shared with the child's parents.

KS2 classes have a confidential 'Ask It Basket' into which children can put anonymous or named questions for discussion during the class circle time or for individual attention.

### **Church School**

Our vision states that 'every child is special in God's eyes'. We set our RSE in the context of loving and mutually respectful relationships.

In our church school, RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community. RSE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together. (The Church of England Charter)

### **Accessibility**

RSE and Health Education will be accessible for all pupils, including those with SEND. High quality teaching that is differentiated and personalised (where necessary) will ensure accessibility. For these subjects in particular, we aim for our teaching to be sensitive, age-appropriate and developmentally-appropriate.

Staff will be available to offer one to one or small group support where needed.

Some pupils may find change particularly difficult to manage. This is handled sensitively when teaching about body changes during puberty.

### **Assessment**

Teachers will assess whether or not pupils have understood the content of the RSE curriculum. Where there are significant misunderstandings, teachers will work with parents to support the child.

Teachers will communicate with each other to ensure each cohort's specific needs are addressed as they move through the school.

### **Online Safety**

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

With our older pupils, we stress the importance of being kind when chatting online and highlight the dangers of cyber-bullying. We also explain the dangers of pop-ups which can lead pupils to unsuitable websites and we ensure pupils understand the potential dangers of sharing photographs online.

### **Monitoring and Evaluation**

The delivery of RSHE is monitored by the PSHE Coordinator and Headteacher through monitoring arrangements include learning walks, scrutiny of PSHE books and pupil voice discussions / surveys. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Co-ordinator annually. At every review, the policy will be approved by the governing body.

### **Right to Withdrawal from Sex Education**

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

If a parent requests that their child is withdrawn from Sex Education lessons, the head teacher will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

After this discussion, if the parent wishes to proceed, the head teacher will automatically grant a request to withdraw a pupil from any Sex Education delivered, other than as part of the Science curriculum.

There is no right to withdraw from Science, Relationships Education or Health Education.

### **Requirements on Schools in Law**

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 should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. School staff have an important role to play in modelling positive behaviours.

### **Management of Policy**

<b>School:</b>	This policy is implemented and managed by the Headteacher and all school staff.
<b>Governing Body:</b>	The Governing Body (led by the Development Committee) will ratify the annual review of this policy.
<b>Review:</b>	This policy will be reviewed annually in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.
<b>Approved:</b>	<b>Summer 2024</b>
<b>Next Review:</b>	<b>Spring 2025</b>