



Lady Boswell's C.E. (Aided) Primary School

*Learning Together,
Christ at the centre,
Learning for Life*

RELATIONSHIPS AND SEX EDUCATION POLICY

Date of Policy: July 2020

Reviewed July 2024

Approved: July 2024

Date of Next Review: July 2025

Date of Next Review: July 2027*

Policy authorised by: Co-Headteachers and ratified by Fully Governing Body

Signature:

Author of Policy: Sharon Saunders

*Upon review of this policy, the Governors have agreed that an extension to a 3-year cycle is appropriate. As a result, a revised review date is shown above

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

As a result our children will:

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet.

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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 sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and to demonstrate equality of respect for every member of their communities.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Everyone will 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.

As a Church School, we refer to the principles that the Church of England's Pastoral Advisory Group has set out for living well together, accommodating difference and diversity within churches, especially in relation to LGBT people.

At Lady Boswell's our RSE curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values. RSE is taught within a moral (but not moralistic) framework.

RSE ensures that our children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others.

It will provide our pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school. In teaching RSE we act within the requirements of the law, including the Equality Act of 2015, following the guidance and expectations, and with the support of the Church of England

At Lady Boswell's we approach RSE in a faith-sensitive and inclusive way, with our faith basis being that every child is loved and valued as a unique individual made in God's image. In our pedagogy we seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. Our RSE curriculum will afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It recognises that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

At Lady Boswell's we ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities by giving careful consideration to the level of differentiation needed. In some cases, the content and/or delivery will have to be adapted.

We ensure RSE reflects gender equality and LGBT equality by guaranteeing equality of personhood and worth is underlined through teaching and discussions within the school and the curriculum.

2. Statutory requirements

We provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#)

We also teach the elements of sex education contained in the science curriculum.

In teaching RSE, we have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

All staff will be able to teach all the new subjects in accordance with school values and ethos whilst also having due regard for the guidance and being consistent with the requirements of the equality act 2010.

At Lady Boswell's School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, Governors and parents. The consultation and policy development process involved the following steps:

1. Review – The Headteacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy
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, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

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, governors and staff, taking into account the age, needs and feelings of pupils.

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 our curriculum map in Appendix 1.

6. Implementation 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).

Pupils also receive stand-alone sex education sessions delivered by the class teacher. This will be done within a safe learning environment and delivered by adults known by adults known to the children.

Teachers and pupils will agree ground rules by agreeing to show respect for all opinions expressed and will challenge any stereotypical, homophobic or disrespectful comments.

Topics will be distanced from individual pupils and staff by using generalised examples.

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 a faith school and 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 body

This policy will be monitored by the Curriculum and Learning Committee of the governing body and approved by the Full Governing Body who will hold the headteachers to account for its implementation.

7.2 The headteachers

The headteachers are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff

All 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 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 headteachers .

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.

Parents have the right to withdraw their children from the components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE as part of their continued professional development schedule and it is included in our continuing professional development calendar.

The headteacher may 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] through:

- Subject leader monitoring activities
- Teacher reflection
- Pupil conferencing

Pupils' development in RSE is monitored by class teachers as part of our internal action planning and monitoring systems.

This policy will be reviewed by the FGB annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Use of Kapow Primary RsE PSHE scheme of work to deliver Sex education to Year 4.5 and 6. Refer to PHSE whole school curriculum map for all elements of relationships education.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	5	Safety and the Changing body, two lessons focusing on physical changes when growing up and an introduction to puberty	Kapow Primary RsE PSHE Scheme of Work.
Year 5	5	Safety and the Changing body, three lessons focusing on puberty and menstruation	Kapow Primary RsE PSHE Scheme of Work.
Year 6	5	Safety and the Changing body, three lessons focusing on puberty, conception, pregnancy and birth	Kapow Primary RsE PSHE Scheme of Work videos
Year 6	6	Identity, two lessons focusing on the theme of personal identity and body image.	Kapow Primary RsE PSHE Scheme of Work.

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

TOPIC	PUPILS SHOULD KNOW
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 • 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

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom