



Relationships and Sex Education (RSE) Policy

Date of policy: Spring 2024

Date approved by Governing Body: Summer 2024

Review date: Spring 2025

Rationale and ethos:

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Brinscall St John's CE/Methodist Primary School our relationships education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

At Brinscall St John's, we recognise that healthy, strong, and reliable relationships can be foundations we use to mould our futures and support ourselves in the present. We recognise the importance of relationships in all our lives, from our earliest days, throughout our childhood and into our adult lives. At Brinscall St John's we strive to **shine with the light of Jesus** in all that we do, following his guidance to treat one another with respect and love. We challenge our children to be **problem solvers**, to express their **creativity** and to have **healthy bodies and healthy minds**. We believe a key element to this, is to ensure children have deep understanding of the importance of relationships in their lives as they begin their journey through school.

This policy was produced in collaboration by our senior leadership team and teaching staff, following consultation with parents of our children. In our school, we define relationships and sex education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. We believe relationships and sex education is important because it teaches children key skills to take forth into their own lives, whilst ensuring they appreciate key values such as respect and love whilst applying these skills.

We ensure RSE is inclusive and meets the needs of all our children, including those with special educational needs and disabilities (SEND) by ensuring all teaching is tailored to the needs of our children in each cohort. We also do this by using resources that are quality assured by the PSHE Association, for example, CORAM Life. This also enables us to highlight the importance of equality by using appropriate resources that have been selected to suit the needs of our children.

At Brinscall St John's, we recognise and celebrate how we are all unique and we endeavour to allow children to develop in an inclusive, welcoming environment, underpinned by the values and morals we hold as a Christian school.

Aims

The aims of relationships and sex education at Brinscall St John's CE/Methodist Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles.
- To ensure that all understand the importance of respecting others and accepting those who differ yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values
- To support children to develop a holistic view of what 'relationship' means in different situations – be it homes, schools, clubs, the wider world.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.

- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- To know how to 'love your neighbour' even when we might disagree.

Roles and responsibilities:

The RSE programme will be led by the senior leader team and the PSHE Lead, Emma Blezard and Mental Health subject lead, Stephen Westwood. It will be taught by all teaching staff from Reception through to Year 6 and will be supported and reinforced by all other adults within the school. A working party consisting of a blend of senior leadership, teaching staff and school governors has been set up to discuss and implement changes and developments to our RSE policy to ensure it remains up to date and relevant for the children in our school. Any changes and amendments to our curriculum are also shared with parents, offering them the chance to engage with our working party to discuss any issues or recommendations. Teaching staff will receive training, courtesy of Coram Life Education, in the delivery of RSE content to ensure it is pitched correctly for the children in different year groups and the content is appropriate.

Legislation:

We are required to teach RSE as part of our PSHE education within school. Current regulations and guidance from the Department for Education state that as of September 2020, all primary schools must offer education on relationships, with sex education being optional in the primary setting.

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

'We are clear that parents and carers are the prime educators for children on many of these matters.'
(Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE 2019.)

The RSE policy and curriculum is also supported by and complements the following policies:

- PSHE
- Mental Health
- Bullying
- Bullying and harassment
- Equality information and objectives
- Spiritual, moral, social and cultural (SMSC)
- SEND
- Online safety
- RE policy

Curriculum design:

Our RSE policy is an integral part of our whole school PSHE education provision and will cover all objectives highlighted by the PSHE Association's programmes of study, by using resources such as those available from Coram Life and My Happy Mind. Our RSE programme is inclusive of all children, from all ages, gender, ethnic backgrounds and cultures. Our curriculum will be taught through a range of methods, including interactive and practical activities, as well as written activities. We will also welcome specialist support to give teachers continuous professional development, from providers such as Coram Life, who will also provide workshops for our children throughout school. As explained,

we use resources from, but not limited to, Coram Life and My Happy Mind, whilst always reviewing the usefulness and application of these throughout school. Our teachers ensure they are providing a range of resources and experiences for our children, dependent on their age and needs within each cohort.

Learning about relationships and sex education in PSHE education lessons will link to and complement learning in other areas of our curriculum, especially within RE. As a Christian school, we value the teachings of Jesus and use the values and morals taught through the Bible to ensure our children can recognise and apply these values themselves. Pupils are also taught to be reflective in their learning, using Personal Development Journals in PSHE, to ensure they recognise the importance of their learning and how this can apply to their lives. Assessment in RSE is done throughout lessons by the teaching staff, continuously assessing the comprehension of the children and by monitoring the daily interactions with one another around school. An overview of what is covered in PSHE teaching can be found in Appendix A, with a clear structure of what will be covered in sex education in each year group, found in Appendix B.

Safe and effective practice:

We will ensure a safe learning environment for our children by ensuring they understand they are all valued within our school and within their cohorts. Children will be encouraged to be inquisitive and to understand they should ask questions to explore their curiosities. Children will be taught the value of respect throughout our school, ensuring all children feel safe and confident within our school. Teachers will agree ground rules with their classes at the beginning of every academic year, to ensure the children know how they are expected to treat one another and behave within class and within lessons.

All children will be encouraged to ask questions and if this is something they are comfortable doing in front of their peers or directly to their teachers, they can make use of the special boxes within their classrooms, where they can ask questions or share concerns by writing a note. This will then be handled by the class teacher in a sensitive manner. Pupil's questions will be answered by the teachers where appropriate, or perhaps explored by themselves if possible. If children raise questions or concerns about an issue which is not age-appropriate, is a sensitive issue or will not be covered within our curriculum, class teachers will hold discussions with parents to inform them of the questions/issues raised. From here, teachers and parents can decide the best way to answer this question for the child, with school supporting parents in this process. All staff teaching RSE will be supported by the senior management team, governors and resources that are quality assured from PSHE Association.

Safeguarding:

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, adults will follow procedures set out in our Safeguarding policies to ensure the situation is dealt with correctly. Teachers will consult with the designated safeguarding lead and in their absence, their deputy.

Engaging stakeholders:

When approaching the review date of an RSE policy, parents will be offered the opportunity to voice their thoughts, opinions, and concerns with the RSE curriculum and to work alongside the current working party of senior leadership, governors and staff in the development of RSE in our school. The

policy will be shared with parents through the school newsletter and will be shared on our school website alongside all other policies. We work closely with our parents to ensure their voices are heard and any feedback, positive or negative, is valued and considered when making decisions regarding our RSE policy.

Parents are aware of what we are teaching in RSE, through the sharing of our weekly home school diary, sent home by every class teacher. This information is also available on our school website through the curriculum maps for each year group. When sex education is being taught within Key Stage 2, teachers will share information of content of resources being used with parents in advance to ensure they are aware of what is being covered and when. This will be done in the form of a letter that all parents will receive.

Right to be excused from sex education

Parents and carers have the right to request that their child be withdrawn from sex education but not from the essential content covered in relationship education.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will also discuss with parents and carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This may include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Parents and carers cannot withdraw their child from any part of Relationships Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance. Alternative work will be given to pupils who are withdrawn from Sex Education.

Monitoring, reporting and evaluation:

Teachers will continuously reflect on their teaching of RSE as will offer feedback to the PSHE subject leader with regards to any issues, concerns or suggestions they feel need to be considered. This will be dealt with by the teacher and subject leader, where appropriate, or will be discussed with the working party of senior leadership, governors and teachers. Pupils will also be continuously reflecting upon their RSE learning, through the use of Personal Development Journals (more information is available in the PSHE policy) but will also be given opportunities throughout their school journeys to reflect on previous years and previous learning. Pupil voice will also be conducted at various stages and intervals throughout the academic year to ensure children's thoughts and opinions are influential in adapting and amending planning learning activities. This can be done in lessons with their class teacher or done with the PSHE subject leader.

RSE Policy review:

This policy will be reviewed every two years and updated accordingly. The working party of senior leadership, governors and teaching staff will be responsible for this, whilst consulting parents and pupils by offering them the opportunity to voice their ideas too. This will ensure the RSE curriculum is up to date, relevant and appropriate for the children in Brinscall St John's.



R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
See table below						
Year 1	Who is special to us?	Who helps to keep us safe?	What is the same or different about us?	What can we do with money?	What helps us to stay healthy?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	Why should we eat well and look after our teeth?	What keeps us safe?	How can we be a good friend?	What are families like?	What makes a community?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	What jobs would we like?	How can friends communicate safely?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?
Year 6	How can we keep healthy as we grow? <i>Debt Aware</i>		How can the media influence people? <i>Debt Aware</i>		What will change as we become more independent? How do friendships change as we grow? <i>Debt Aware</i>	
Relationships Education		Health Education		Living in the wider world Education		

Appendix A:

Prime Area Self-regulation (PSHE)	Skills Express and understand feelings To communicate choices Following instructions and requests Understand and follow rules How we will practise these skills. Skill: Inside out introduction to characters and feeling pots Lunch time cartoon modelled PE Role play in different environments Safar resources	Skills Show care and concern for others Engage in challenges How we will practise these skills. Discuss showing care and concern for other through stories. Complete challenges in provision Safar resources	Skills To communicate in unfamiliar situations. Following instructions in a range of contexts Explain feelings Change and adapt behaviour in a range of situations Show sensitivity to others How we will practise these skills. Discuss character's feelings in stories and relate to own lives. Values certificates Safar resources	Skills To communicate in unfamiliar situations. Following instructions in a range of contexts Explain feelings Change and adapt behaviour in a range of situations Show sensitivity to others How we will practise these skills. Local village walk – road safety Safar resources	Skills Show awareness of how actions may impact others. Develop resilience How we will practise these skills. Transition activities Coping with change What worries me Identify strengths and targets Staying strong Bouncing back when things go wrong Identify times they have felt the inside out emotions and articulate them. (Happy mind resources)	Children at the expected level of development will: -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; -Sit and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; -Show focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Prime Area Managing self (PSHE)	Skills Talk about likes and dislikes Understand and follow simple rules Be independent Try new activities Take care of own belongings Personal hygiene Follow rules to keep safe Communicate needs How we will practise these skills. Skill: Grown mind self Personal hygiene – toileting, hand washing, use of tissues Regular access to water bottles. Healthy diet Making fruit salad Personal trays, coat pegs. Looking after the classroom and resources. Getting changed for PE	Skills Be considerate to the needs of others Knowledge and vocabulary of food groups Oral hygiene Understand rules linked to road safety. How we will practise these skills. Modelling being considerate Values certificates Choose healthy food options Know what it means to be healthy Good all inclusive diary. Where they come from Vocabulary of food groups Understanding different diets and allergies.	Skills Be considerate to the needs of others Knowledge and vocabulary of food groups Oral hygiene Understand rules linked to road safety. How we will practise these skills. Look what happens at the dental Really fruit and veg, meat and all inclusive diary. Where they come from Vocabulary of food groups Understanding different diets and allergies.	Skills Respect the viewpoint of others Seek challenge Use language to negotiate, cooperate and organise play Understand rules linked to road safety. How we will practise these skills. Recognise the value of forgiveness. Saying sorry Sharing resources Road Safety Effects of exercise on our bodies Sport's day	Skills Show awareness of how actions may impact others. Develop resilience How we will practise these skills. Transition activities Coping with change What worries me Identify strengths and targets Staying strong Bouncing back when things go wrong Identify times they have felt the inside out emotions and articulate them. (Happy mind resources)	Children at the expected level of development will: -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; -Explain the reasons for rules, know right from wrong and try to behave accordingly; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Prime Area Building relationships (PSHE)	Skills Engage in positive interactions with others. Work together. Understand the rules of social interaction. Communicate positively with others. How we will practise these skills. Skill: Pair up to practise themselves with adults in school. Y6 buddies Making new friends Playing team games Knowing who can help them. Quiet spaces in classroom	Skills Engage in positive interactions with others. Work together. Understand the rules of social interaction. Communicate positively with others. How we will practise these skills. Pair up to practise themselves with adults in school. Y6 buddies Making new friends Playing team games Knowing who can help them. Quiet spaces in classroom	Skills Communicate with our friends. Respond appropriately and explain reasons. How we will practise these skills. Discuss who they can talk to and what about. Playing games Sharing resources Talking turns Share about what they've been doing Collaborative tasks.	Skills Communicate with our friends. Respond appropriately and explain reasons. How we will practise these skills. Discuss who they can talk to and what about. Playing games Sharing resources Talking turns Share about what they've been doing Collaborative tasks.	Skills Use language to negotiate Show sensitivity to others Resolve conflict How we will practise these skills. Reflection of emotions this year- who have they spoken to about them this year? Playing games Sharing resources Talk about what they've been doing To recognise the value of forgiveness. Saying sorry	Children at the expected level of development will: -Work and play cooperatively and take turns with others; -Form positive attachments to adults and friendships with peers; -Show sensitivity to their own and to others' needs.

Relationships Education

Health Education

Living in the wider world Education

Appendix B: 'Let's Talk About Sex' at Brinscall St. John's - for formal vocabulary please see the 'key vocabulary for sex education by year group' as listed below.

<p>Reception and Year One</p> <p>TAUGHT WHERE APPROPRIATE IN CURRICUM MAP</p>	<ul style="list-style-type: none"> If inappropriate names are being used, children will be told of formal names but only if deemed appropriate to be done with the whole class. Can be done 1:1 if only one child needs something addressing. Parents will be informed of any such discussions and will be given the opportunity to do this themselves, or alongside school if they would prefer.
<p>Year Two</p> <p>TAUGHT WHERE APPROPRIATE IN CURRICUM MAP</p>	<ul style="list-style-type: none"> Formal body part names will be discussed and used if needed/appropriate. Parents will be made aware of this if required and will be given the opportunity to do this themselves, or alongside school if they would prefer. This will also be linked to science and will focus on animals if needed.
<p>Year Three</p> <p>TAUGHT AUTUMN 2</p>	<ul style="list-style-type: none"> This will be taught in Autumn Two as part of the PSHE unit 'What keeps us safe' to ensure it is covered in the autumn term This will build on learning done in science (animals including humans – skeletons). Focus on human growth (bones and muscles) Children will begin learning about hormones and how these are linked to messages to the brain. My body, your body resource available from Coram Life – adapt sheet so appropriate vocabulary is being used/available (see appendix A).
<p>Year Four</p> <p>TAUGHT AUTUMN 2</p>	<ul style="list-style-type: none"> Building on basic learning of hormones from Year Three, children will learn about voice changes in boys and personal hygiene Children will begin learning about periods and the menstrual cycle. This can focus on animals and then link back to humans by linking back to science unit looking at animals (including humans) Children will learn this in Autumn Two as part of the 'How can we manage our feelings?' unit to ensure it is taught before their swimming lessons begin in the spring My changing body resource available from Coram Life – adapt sheet so appropriate vocabulary is being used/available (see appendix A).
<p>Year Five</p> <p>TAUGHT AUTUMN 2</p>	<ul style="list-style-type: none"> Building on learning done in Year Four, children will begin looking at internal and external body parts in males and females This will be taught in Autumn two and will be linked to science units taught in Year 5. Children will be given a brief outline into what sex is (link to animals through life cycles) and will discuss bodily changes in girls and boys The topic of Wet Dreams will not be explicitly taught within this year group – it will be addressed if brought up by children and parents will be involved in the decision of how to address this with their child. All change! and Preparing for changes at puberty resources available from Coram Life – adapt any resources to ensure appropriate vocabulary is being used/available (see appendix A).
<p>Year Six</p> <p>FOCUS SUMMER 2</p>	<ul style="list-style-type: none"> Building on learning done in Year Five, children in Year Six will begin learning about the life cycles of humans. The topic of wet dreams and discharge will be taught during this unit, but parents will be informed in advance so they can make the decision of whether to have their child present for the session or whether they would prefer to do it themselves. Growing up and changing bodies (*taken from Y5 RSE) resources available from Coram Life – adapt any resources to ensure appropriate vocabulary is being used/available (see appendix A).

Key Vocabulary for sexual education by year group:

Year Two	<p>Friends</p> <p><i>(The following vocabulary will only be referenced if brought up as part of discussions during the session, or relevant within the cohort: penis, vagina.)</i></p> <p>Key Vocabulary: Relationship, Breasts, Penis and Vagina.</p>
Year Three	<p>All key vocabulary above, plus:</p> <p>Acne, Bra, Breasts, Emotions, Growth, Penis</p> <p>Vagina, ovary, uterus</p>
Year Four	<p>All key vocabulary above, plus: Anus, Balls, Biological sex, Deodorant, Hair (Pubic hair), Hygiene, Hormone, Menstruation, Ovary, Period, Puberty, Sperm, Sweat. Tampon, Testicles, Voice. Genitals, womb</p> <p><i>(The following vocabulary will only be referenced if brought up as part of discussions during the session, or relevant within the cohort: fallopian tubes.)</i></p>
Year Five	<p>All key vocabulary above, plus:</p> <p>: Cervix, Chromosomes, Semen, Urethra, Uterus, Vulva, sperm, tampon, egg, labia</p> <p><i>(The following vocabulary will only be referenced if brought up as part of discussions during the session, or relevant within the cohort: Ejaculation, Erection, Foreskin, Labia, Masturbation, Prostate gland, Scrotum.)</i></p>
Year Six	<p>All key vocabulary above, plus:</p> <p>Clitoris, Contraception, Discharge, Relationships, Sex (Sexual intercourse, Sexual orientation, Sexual reproduction), Testosterone, Wet dreams, erection</p> <p><i>(The following vocabulary will only be referenced if brought up as part of discussions during the session, or relevant within the cohort :Female Genital Mutilation, Gender Identify, IVF, Oestrogen/progestogen, orgasm.)</i></p>