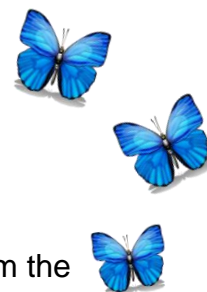


Chalk Ridge Primary School

Relationships and Sex Education Policy



Agreed and adopted: July 2022 (written by the PSHE Lead with guidance from the PSHE Association).

Next review: July 2024

Rationale and Ethos

This policy covers our schools' approach to Relationships and Sex Education. It was produced by the PSHE lead in partnership with the Headteacher and in consultation with parents and Governors.

Personal, Social, Health and Economic Education underpins life at Chalk Ridge Primary School. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. Our school curriculum aims to provide opportunities for all pupils to learn and achieve. It promotes pupil's spiritual, moral, social and cultural development and prepares children for the opportunities, responsibilities and experiences of life.

PSHE reinforces the school aims by:

- Creating a thriving and purposeful learning community where adults and children work together in an environment planned for high quality teaching and learning.
- A welcoming and open community where all those involved in the successful development of children, parents and families, school staff, governors and other professionals work closely together for school improvement.

Our aims for all children are that:

:

- They should be safe, secure and happy in school.
- They have equal access to the curriculum, regardless of ability, gender, race or religion.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.
- Children's spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multicultural society.

Relationships and Sex Education aims to give children and young people:

- Self esteem
- Skills for successful relationships
- Emotional literacy
- The ability to make informed choices and minimise risk
- The ability to keep themselves and other people safe
- The opportunity to explore their own attitudes, values and beliefs and develop an individual moral code that will guide their actions
- A discerning eye for the messages they receive from the media, internet and social media
- The ability to access help and support
- A positive attitude towards their body and sexuality

Effective RSE is embedded in the school curriculum (particularly PSHE) and ethos.

Sex and Relationship Education Guidance

It is now a statutory requirement for primary schools do deliver RSE. This policy acknowledges the guidance given in the DfE 2019 Relationships Education, Relationships and Sex Education (RSE) and Health Education.

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.” *DfE Guidance p.8*

“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, but also challenges and risks. In this environment, children and young people 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 we have made Relationships Education compulsory in all primary schools in England as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”
Secretary of State Foreword DfE Guidance 2019 p.4-5

Aims and Objectives of the RSE Policy

RSE aims to equip all pupils with accurate, unbiased knowledge about sex and relationships and give pupils the opportunity to acquire life skills that will help them make good use of this knowledge. It will also give pupils opportunities to explore and respect their own and others’ opinions, attitudes and values and to help pupils develop their own, individual moral framework. For the pupils that learn at our school, we felt the following aims for RSE were particularly important:

- To develop better relationship skills
- Be prepared for the changes of puberty and have a good knowledge of their own bodies
- Understand personal hygiene and how to keep themselves physically healthy
- Understand prejudice and its negative effects
- Be capable of seeking help and advice when they need to
- Be able to express how they feel
- Be aware of and have challenged the messages they receive from the media
- Be aware of mental health issues and know how to seek help if they need to
- Be aware of the risks associated with socialising online and the negative impacts this may have
- Be aware that age restrictions apply for social media, gaming and online gaming
- Be aware of the right they have over their own body
- Make positive informed choices (that reduce risk)
- Be aware of the law and facts surrounding harmful substances

The RSE programme ensures that pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. It is aimed that RSE is taught through an active learning approach as often as possible. Wherever possible, parental involvement in RSE is to be encouraged.

The aim of this policy is to provide a working document that gives clear framework within which staff will feel secure to work in.

Moral and Values framework

Our school believes that RSE should be delivered within the following moral framework. Our programme promotes:

- Self-respect and respect for others
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality

- Taking account of other people's feelings
- Mutual support and co-operation
- Accepting the responsibility for the consequences of our own actions
- The right of people to hold their own views within a framework of respect for others
- Not imposing our views on other people
- The right not to be abused by other people or taken advantage of
- The right to accurate information about sex and relationship issues

Equal Opportunities Statement

Our RSE programme aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability.

Our RSE programme responds to the needs of individual pupils and takes pupils, cultures, faiths and family backgrounds into consideration. Pupils with special educational needs may be given extra RSE support if required by SEND staff. Children with English as their second language may receive help from external services such as EMTAS if this is required.

Roles and responsibilities

The governing board is responsible for:

Approve the RSE policy, and hold the headteacher to account for its implementation.
Evaluating the quality of provision through regular and effective self-evaluation.

The Senior Leadership Team are responsible for:

The overall implementation of this policy.
Ensuring staff are suitably trained to deliver the subjects.
Ensuring that parents are fully informed of this policy.
Reviewing requests from parents to withdraw their children from the subjects.
Discussing requests for withdrawal with parents.
Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
Reporting to the governing board on the effectiveness of this policy.

The PSHE Coordinator is responsible for:

Reviewing this policy on an annual basis.
Overseeing the delivery of the subjects.
Ensuring the subjects are age-appropriate and high-quality.
Ensuring teachers are provided with adequate resources to support teaching of the subjects.
Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
Monitoring and evaluating the effectiveness of the subjects and providing reports to the Senior Leadership Team.

Class teachers are responsible for:

Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
Ensuring they do not express personal views or beliefs when delivering the programme.
Modelling positive attitudes to relationships, sex and health education.
Responding to any safeguarding concerns in line with the [Child Protection and Safeguarding Policy](#).
Acting in accordance with planning, monitoring and assessment requirements for the subjects.
Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
Working with the PSHE Coordinator, to evaluate the quality of provision.

SENDCO is responsible for:

Advising teaching staff how best to identify and support pupils' individual needs.

Advising staff on the use of TAs in order to meet pupils' individual needs.

Content and Learning Objectives of the RSE programme

RSE is delivered predominantly in PSHE lessons to ensure a comprehensive coverage. However, consolidation and extension of RSE is found in science, RE, literacy and during assemblies. Circle time can also be used to deliver PSHE including aspects of the RSE curriculum.

At Chalk Ridge School we follow the kitemarked programme of study outlined through the external provider 1decision.

Focused on prevention not cure

Our dedicated team at 1decision are working hard to provide life changing resources for children, which are focused on prevention not cure. Our program is currently available for students in years 1 to 6 and will be soon available for nursery and reception.

The 1decision resources have been produced for the media generation and includes interactive content suitable for all learning styles. Over the past eight years each module has been created by PSHE and Safeguarding experts together with schools, and most importantly children, and we can proudly say we are providing resources to schools in 42 counties.

The PSHE Association awarded the 1decision modules for ages 5-8 the PSHE Quality Mark in January 2016. The new 8-11 modules received the PSHE Quality Mark in June 2019.

**PREVENTION
NOT CURE**



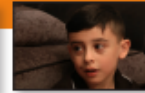
Within Children's PSHE curriculum they will cover **Relationship Modules** in Year 1, 2 and 3 linking to the RSE curriculum. Children in Year 4, 5 and 6 will cover **Growing and Changing Modules** linking to the RSE curriculum. Modules can be seen below:

Relationship Module Year 1

1decision PSHE Knowledge Organiser

Module: Relationships

Topic: Baseline Assessment and Friendship



Year
1

Key Facts

- Families are important for children growing up because they can give love, security and stability
- Others' families, either in school or in the wider world, sometimes look different from your own family. However, you should respect those differences and know that other children's families are also characterised by love and care for each other
- Friendships are important in making us feel happy and secure
- Most friendships have ups and downs, and these can often be worked through so that the friendship is repaired or even strengthened. Resorting to violence is never right
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

I will learn the following new words/phrases:

Relationship	A connection between two or more people or things.
Love	Strong feelings of affection for another person, activity, or object.
Security	Feeling safe and free from fear or danger.
Stability	Reliable or unlikely to change suddenly.
Disagree	To have a different opinion. The opposite of agree.

Ask me a question!

- What types of relationships are there?
- How can you show that you care about special people/things?
- What makes a good friend?
- What kind of things can friends fall out over or disagree about?
- What can we do if we fall out with our friends?

By the end of this topic, I should:

- understand different types of relationships
- understand how to be a good friend
- be able to recognise kind and thoughtful behaviours
- understand the importance of caring about other people's feelings
- be able to see a situation from another person's point of view



Relationship Module Year 2

1decision PSHE Knowledge Organiser

Module: Relationships

Topic: Bullying and Body Language



Year
2

Key Facts

- Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- It is important to take time to judge whether what you are feeling and how you are behaving is appropriate and proportionate
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

I will learn the following new words/phrases:

Bullying	A repeated aggressive or unkind behaviour.
Mean	Unkind, spiteful, or unfair.
Describe	To say or write what someone or something is like.
Teasing	To laugh at someone or say unkind things about them.
Threatening	Expressing a threat of something unpleasant or violent.
Advice	An opinion that someone offers you about what you should do or how you should act in a particular situation.
Imagine	To form or have a mental picture or idea of something.
Anti-bullying	Opposed to or acting against bullying.

By the end of this topic, I should:

- be able to name a range of feelings
- understand why we should care about other people's feelings
- be able to see and understand bullying behaviours
- know how to cope with these bullying behaviours
- be able to recognise and name a range of feelings
- understand that feelings can be shown without words
- be able to see a situation from another person's point of view
- understand why it is important to care about other people's feelings

Ask me a question!

- How might someone feel if they are being bullied?
- If you thought someone was being bullied, what could you do?
- How can you be kind to someone?
- What kind of things can friends fall out over or disagree about?
- What can we do if we fall out with our friends?

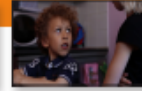


Relationship Module Year 3

1decision PSHE Knowledge Organiser

Module: Relationships

Topic: Touch and Summative Assessment



Year
3

Key Facts

- It is not always right to keep secrets if they relate to being safe
- Each person's body belongs to them
- It is important to seek help or advice if a relationship is making you feel unsafe or unhappy
- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to understand how to report concerns or abuse

I will learn the following new words/phrases:

Communicate	To exchange or share information or ideas.
Situation	What is happening now.
Penis	The part of a male's body that is used for urinating.
Testicles	Two round male organs that produce sperm.
Vagina	The part of a woman's body that connects her outer organs to her uterus.
Vulva	External female genitalia that surround the opening to the vagina.
Anus	The external opening of the canal through which excrement leaves the body.
Private parts	A person's genitals.
Appropriate	Suitable or acceptable for a particular situation.

Ask me a question!

- Can you name the different human body parts?
- If you know of somebody who is upset about the way someone treats them, what could you do?
- If you feel uncomfortable in a relationship, who could you talk to?

By the end of this topic, I should:

- understand the difference between appropriate and inappropriate touch
- know why it is important to care about other people's feelings
- understand personal boundaries
- know who and how to ask for help
- be able to name human body parts



Growing and Changing Year 4:

1decision PSHE Knowledge Organiser

Module: Growing and Changing

Topic: Baseline Assessment and Appropriate Touch (Relationships)



Year
4

Key Facts

- It is not always right to keep secrets if they relate to being safe
- Each person's body belongs to them
- It is important to seek help or advice if a relationship is making you feel unsafe or unhappy
- In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority
- It is important to understand how to report concerns or abuse
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

I will learn the following new words/phrases:

Nervous	Being fearful, worried, or concerned about someone or an event.
Scared	Feeling fearful or frightened.
Inappropriate	Not right for or suited to the situation or purpose. Not appropriate.
Connection	The act of joining or being joined to something else.
Civil partnership	A civil partnership is a legal relationship which can be registered by two people who aren't related to each other.
Marriage	A formal union and social and legal contract between two individuals that unites their lives legally, economically, and emotionally.

Ask me a question!

- What types of relationships are there?
- What can make a relationship healthy or unhealthy?
- What is the difference between secrets and surprises?
- How could you help someone who feels uncomfortable in a relationship?

By the end of this topic, I should:

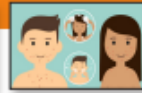
- identify the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable



Growing and Changing Year 5:

1decision PSHE Knowledge Organiser

Module: Growing and Changing
Topic: Puberty and Adults' & Children's Views



Year
5

Key Facts

- When you go through puberty, you will experience physical and emotional changes
- There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- There is advice available and steps we can take to support menstrual wellbeing

By the end of this topic, I should:

- explain what puberty means
- describe the changes that boys and girls may go through during puberty
- identify why our bodies go through puberty
- develop coping strategies to help with the different stages of puberty
- identify who and what can help us during puberty

Ask me a question!

- What does the brain release in order for puberty to begin?
- What changes do females and males go through during puberty?
- How long do periods normally last?
- What coping strategies can help us through puberty?

I will learn the following new words/phrases:

Puberty	When a child matures physically and the reproductive system becomes active.
Hormone	A chemical substance made in the body, which controls the activity of other cells and organs.
Anonymous question	When someone asks a question without revealing their name or identity.
Vagina	A canal that leads from the female uterus to the outside of the body.
Vulva	External female genitalia that surround the opening to the vagina.
Ovaries	A reproductive organ where eggs are produced.
Fallopian tube	The tube where the female egg travels to the womb (uterus).
Penis	A male organ which urine and sperm pass.
Testicles	Two male sex glands where sperm is produced.
Bladder	An organ inside the body where urine is stored.

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Growing and Changing Year 6:

1decision PSHE Knowledge Organiser

Module: Growing and Changing
Topic: Conception and Summative Assessment



Year
6

Key Facts

- 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
- Others people's families, either in school or in the wider world, sometimes look different from your family, but you should respect those differences and know that other children's families are also characterised by love and care for them

By the end of this topic, I should:

- explain the terms 'conception' and 'reproduction'
- describe the function of the female and male reproductive systems
- identify the various ways adults can have a child
- explain various different stages of pregnancy
- identify the laws around consent

Ask me a question!

- Can you name at least three parts of the female reproductive system?
- Can you name at least three parts of the male reproductive system?
- What is the legal age of consent to have sex?
- Can you talk about the different stages of pregnancy?

I will learn the following new words/phrases:

Conception	The process of conceiving a baby.
Reproduction	The process by which living things create young or offspring.
Consent	To express willingness or approval.
Conceived	The fertilizing of an egg by a sperm; beginning of pregnancy.
Caesarean	The surgical delivery of a baby that involves making incisions in the mother's abdominal wall and uterus.
Foreskin	A retractable fold of skin that covers the glans of the penis.
Cervix	The lower part of the uterus that opens into the vagina.
Womb (uterus)	Where a fetus, or baby, grows.
Urethra	The tube that carries urine from the bladder out of the body.
Fertilised	When a male's sperm enters a female's egg.
IVF	Fertilising an egg outside the body, in a laboratory dish, and then implanting it in a woman's uterus.

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Teaching methods and strategies

Ground rules will be developed during RSE lessons based on respect. The only additional considerations specific to RSE ground rules (as opposed to basic class rules) will be a need to prevent personal questions and the need to explain to children that if a teacher suspects that they or anyone else is at risk from harm, then they will need to tell another adult (Designated Safeguarding Lead).

Active learning techniques such as circle time, role play, games, paired and group discussion, interviewing and presentations, are used in the teaching of RSE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in RSE lessons.

As far as possible, to prevent stigmatisation of any group of people or any life choices, the pro-choice approach to PSHE and RSE is adopted. This means that every issue is presented in terms of, 'some people ...and others ...let's explore the effect these choices might have on a person's life.'

Mixed and single gender groups:

Most RSE lessons are delivered in mixed sex groups. However, during lessons on puberty in Key Stage 2, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

Language:

During all RSE lessons, the correct terms for all body parts and functions will be used. The meanings of all words are clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and overtly points out the offensive nature of some words – which also empowers staff to challenge the use of offensive words explicitly.

Confidentiality:

Pupils' confidentiality is respected in all RSE lessons and pupils are made aware of the fact that what they say in RSE lessons will not be repeated to anyone else unless a member of staff considers that the child or anyone else is at risk from harm. See the Confidentiality Policy, Safeguarding and Child Protection Policies for further details. Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

Safe Guarding and Child Protection Procedures

The school has an appointed DSL – Designated Safeguarding Lead - who is responsible for child protection procedures. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person or one of the Deputy DSLs, and record any evidence that supports their concerns.

As part of RSE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult.

Answering Difficult Questions and potentially controversial and sensitive issues:

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented in a way that considers all viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints. Viewpoints that have a negative impact upon another person or group of people, such as prejudice, are always challenged.

Group Agreements and Distancing Techniques:

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (staff member or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way

Dealing with Sensitive or Sexually Explicit Questions:

- Teachers will set clear parameters about what is appropriate and inappropriate whole class discussions.
- Teachers will set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children will be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers will not be drawn into providing more information than is appropriate to the age of the child.
- Teachers will listen to children but not lead or further question the child, in line with the school's child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher (Designated Safeguarding Lead) and the usual child protection procedures followed.

Arrangements for Monitoring and Evaluation

The PSHE Leader will be responsible for reacting to the responses of the whole school community to the RSE policy and programme which will be reviewed every two or three years by means of a questionnaire, for parents and less formal methods for pupils. A formalised evaluation exercise will be completed by staff every two years. There are several evaluation activities written into the 1Decision schemes of work at the end of each topic.

Staff will complete evaluation sheets on the programme at the end of each academic year for the purpose of monitoring PSHE by the coordinator.

Links with Other Policies

This policy should be read in conjunction with the PSHE policy, Health and Safety Policy, Safeguarding/Child Protection policy (Inc. responding to disclosures), Confidentiality policy, Anti-bullying policy, Equality, diversity and inclusion policy and the DfE 'Keeping Children Safe in Education' (2021)

Right to Withdraw

At Chalk Ridge Primary School, puberty is taught as a statutory requirement of Health Education and also covered within age appropriate (9-11yrs) science lessons. Puberty is also taught as a statutory requirement of Health Education and covered by our PSHE modules, '**Growing and Changing**'.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their **right to request** their child be withdrawn from the x2 Sex Education lessons that follow 'Changes in Adolescent Body,' explicitly teaching:

- Year 5 – x1 Sex Education Lesson, Summer Term (Puberty and Periods)
- Year 6 – x1 Sex Education Lesson, Summer Term (Conception & Birth)

We are of course happy to discuss the content of these lessons and invite you to contact a member of Senior Leadership team or your child's teacher should you wish to discuss this further.

Dissemination

All new staff can access this policy via the school network upon induction. The policy is easily accessible to all staff. The policy can also be found on the school website. Pupils learn about the policy through discussions with teachers and assemblies.

Policy Review and Development Plan

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)

Useful resources/Appendix

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use a model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

We can check that this is working by:

- Governor visits to school
- Discussions with Year 5 and 6 children about their PSHE and RSE work
- Curriculum review sessions at staff meetings
- Subject leadership monitoring