



# Little Gaddesden Church of England Primary School



## Little Gaddesden Church of England Primary School Relationships and Sex Education Policy

Approved by Governing Body	March 2023
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### DESCRIPTION OF THE SCHOOL

Little Gaddesden Primary School is a small Church of England, Voluntary Aided, Village School. We try to maintain the Christian Ethos in all aspects of our school life and encourage all members of our community to treat each other with respect. We hope that children will take these values forward into adulthood.

#### 1. Aims

Set in the broader context of health education and personal, social, health and economic (PSHE) our sex education reflects whole school aims to provide a caring community in which children can learn to respect themselves and others and take responsibility for their own actions.

We believe it is important to share the responsibility for the sex education of children with parents and therefore strive for effective communication and co-operation.

We believe that learning about their own sexual development together with an awareness of their relationships with others can enhance pupils abilities to lead their lives competently and with fulfilment. It can prepare pupils for opportunities, responsibilities and experiences of adult life.

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

curious thinkers - confident individuals - independent learners - excellent results

- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Morals and Values Framework

The sex education programme will reflect the school ethos and demonstrate and encourage the following values –

- Respect for self
- Respect for others
- Responsibility for ones' own action
- Responsibility for family, friends, school and the wider community

## 3. Statutory requirements

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

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 Little Gaddesden Church of England Primary School we teach RSE as set out in this policy.

By the end of Primary School, pupils should know the following in terms of Relationships Education in the following areas:

- Families and people who care for me
- Caring Relationships
- Respectful relationships
- Online Relationships
- Being safe

Whilst sex education is not compulsory in primary schools, the DfE continues to recommend that all primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils, including preparation for adolescence. We do need to teach the elements of sex education contained in the science curriculum.

This policy has been developed in consultation with staff, pupils and parents.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, 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. Programme

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.

- The programme will be led by the teacher who will encourage discussion as a means of widening understanding of health and social issues and enable pupils to make healthy informed choices.

- It will provide information which is easy to understand and relevant and appropriate to the age and the maturity of the pupils.
- It will include the development of communication and social skills.
- It will encourage the exploration and clarification of values and attitudes.

RSE will be taught in the context of relationships. It will be taught within PSHE, Science and topic work and on occasions as a lesson in itself. Topics and themes will be repeated from year to year in greater depth taking account of the pupil's development.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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).

## **6. Roles and responsibilities**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

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

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 non-statutory 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 headteacher

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **7. Specific issues statements**

### ***Working with Parents***

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from the part of the sex education that is outside the compulsory elements of sex education contained in the science National Curriculum.

Parents wanting to exercise this right are invited to see the Head Teacher who will explore the concerns of parents and the possibilities of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. She will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which

these can be minimised. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Sex education materials will be available to parents who wish to supplement sex education in school or who wish to deliver sex education to their children at home.

### **Child Sexual Abuse**

The school has a Child Protection policy and procedure which is available on request.

### **Confidentiality**

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, he/she is to talk to the Head before any decision is made.

The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

### **Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head if they are concerned.

### **Use of Visitors**

There are various people who can resource and support school based sex education. These people may include parents, the school nurse, religious or health professionals. A procedure for the use of visitors is available on request.

## **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 non-statutory 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 continuing professional development training.

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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by PHSE lead and Headteacher through:

- Learning walks
- Planning and book scrutiny
- Pupil voice

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

## **Appendix 1: Curriculum map**

### **EYFS and Year 1 / 2**

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
- To recognise, name and deal with feelings positively
- To realise that people and other living things have needs, and that they have responsibilities to meet them.
- To know that they belong to various groups and communities such as family and school
- To make simple choices that improve their health and well being
- To maintain personal hygiene
- To know some diseases are spread and can be controlled
- To know about the process of growing from young to old and how people's needs change.
- To know that humans and animals produce offspring.
- To name the main parts of the body
- To understand rules for, and ways of keeping safe, and about people who can help them to stay safe
- To recognise how their behaviour affects others
- To listen to other people and play and work cooperatively
- To identify and respect the differences and similarities between people
- To understand that family and friends should care for one another
- Know that there are different types of bullying and teasing, that bullying is wrong and how to get help to deal with bullying

### **Year 3 / 4**

- To recognise their worth as individuals by identifying positive things about themselves, setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices and taking action
- To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
- To know what makes a healthy lifestyle including the benefits of exercise, healthy eating, what affects mental health and how to make informed choices
- To know about changes in own body and those in others
- To understand rules for, and ways of keeping safe, and about people who can help them to stay safe
- To understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know.
- How to ask for help and use basic techniques for resisting pressure to do wrong.
- To be aware of different types of relationships including marriage and to develop skills to be effective in relationships

- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and to develop appropriate skills To recognise and challenge stereotypes

## **Year 5 / 6**

- To recognise their worth as individuals by identifying positive things about themselves, setting personal goals
- To recognise as they approach puberty how individuals' emotions change at that time and how to deal with their feelings towards themselves, their and family and others positively
- To appreciate there are various responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with one another
- To acknowledge that differences and similarities between individuals arise from a number of factors including cultural/ethnic/racial/religious diversity, gender and disability
- To know how their bodies change as they approach puberty
- Sexuality – what it is and words that describe it
- To recognise different risks in different situations and then decide how to behave responsibly including judging what kind of physical contact is acceptable and unacceptable
- To understand that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know.
- How to ask for help and use basic techniques for resisting pressure to do wrong

## **6. ORGANISATION OF SCHOOL SEX EDUCATION Delivery**

- As topics
- Through planned aspects of science
- Addressed occasionally in Assembly time
- Through occasional visits from the school nurse, parents and younger or older siblings
- Through the use of story time, show and tell time

### **Teaching Methods**

Active learning methods which involve children's full participation will be used. Single gender groups will be used as deemed appropriate and relevant.

### **Resources**

The range of material used will be available for review on request to the Head.

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

TOPIC	PUPILS SHOULD KNOW
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<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

<p>Respectful relationships</p>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
<p>Online relationships</p>	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
<p>Being safe</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p>



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	