



**Gilmorton Chandler  
Church of England Primary School**

*'...bearing fruit in every good work  
and increasing in the knowledge of God.'*  
Colossians 1:10

**Sex and Relationship Education Policy  
2021-2024**

Date Approved by LGB:	May 2021
Adoption Date:	Autumn 2022

## **1. Introduction and Aims**

The school vision is to strive for excellence in everything we do, working under God's guidance and endeavouring to enable all to flourish, bear fruit and live well together. Our core virtues, taken from Galatians 5. 22-23 '...the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control' underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE curriculum. We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and health education. This approach is underpinned by two key biblical passages:

*So God created humankind in his image, in the image of God he created them. (Genesis 1:27)*

*I have come in order that you might have life, life in all its fullness. (John 10:10)*

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.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. Our school is committed to serving its community and surrounding areas.

We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of learning and life

## **2. Requirements on schools in law**

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

From 2020: it will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and - drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.

At Gilmorton Chandler CE Primary School we teach RSE as set out in this policy.

### **3. Definitions**

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). Primary sex education is not compulsory in primary schools and as such, we have made the decision to only teach the elements of sex education which are set out in the Primary Science National Curriculum. These focus on exercise, food and nutrition, drugs, hygiene, life cycles, evolution and inheritance, how a baby is conceived and changes during puberty.

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

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, puberty and the changes in the adolescent body, diversity and personal identity.

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

RSE is not about the promotion of sexual orientation or sexual activity.

The RSE curriculum will 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.

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, 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.

#### **4. The aims of relationships and sex education (RSE) at our school are to:**

- Provide a framework in which sensitive discussions can take place.
- Enable pupils to cherish themselves and others as unique and wonderfully made.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of healthy relationships, health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

#### **5. What is Relationships (and Sex) Education? How and what will be taught?**

##### **Resources:**

A number of resources were considered to ensure that they were age appropriate and appropriate to our school context. It was concluded that the SCARF scheme of work would be used to resource our PSHE and Relationships Education.

SCARF stands for Safety, Caring, Achievement, Resilience, Friendship. It has been developed by teachers and centred on a values-based and 'Growth Mindset' approach. The scheme promotes positive behaviour, mental health, wellbeing, resilience and achievement and is online meaning it always has the most up to date information.

SCARF lessons will be taught from Reception to year 6 as we will be using this scheme for our PSHE work as well as our Relationship Education. There are also a number of links to science, P.E., RE, English and even Computing and Maths.

PSHE/RSE lessons will take place weekly in school and be led by the class teacher. Some topics, such as learning about periods and puberty will be taught as a whole class, however there will also be time for single sex groupings to ask questions. We are keen to make relationships education part and parcel of our everyday teaching so that we avoid the anticipation and subsequent hype which sometimes surrounds these areas of the curriculum.

Please see Appendix 1 for our Curriculum overview for PSHE/RSE.

#### **6. How Relationships (and Sex) Education is monitored and evaluated**

The delivery of PSHE/RSE is monitored by the Head of School, foundation governors and PSHE/RSE lead through:

- Learning walks
- Pupil interviews
- Staff feedback
- Regular reviewing of resources
- Pupil assessment and feedback during and after each unit of work
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every three years. At every review, the policy will be approved by the governing board and changes will be through consultation with parents/carers.

### **7. How the delivery of the content will be made accessible to all pupils**

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 (lesbian, gay, bisexual, transgender) 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).

As a school we will look to acknowledge different ethnic, religious and cultural attitudes to relationships education. We have consulted with parents in creating this policy and choosing our scheme of work and we will continue to review this with the support of our parents, pupils, staff, stakeholders which include the church and our governing body

Children will be taught at a pace which they are emotionally able to cope with. We have spent a great deal of time choosing our resources and ensuring that they are age appropriate. If a child had a learning, emotional or behavioural difficulty, or a physical disability which may affect them accessing the content of a session, then we would adjust our teaching where necessary in consultation with parents/carers. We would always ensure that pupils were able to access at least the basic content from the programme such as self-awareness, privacy and healthy friendships.

### **8. Parental concerns and withdrawal of students**

At Gilmorton Chandler CE Primary School we want to create an active partnership with parents/carers. We have sought their views prior to choosing and creating our PSHE/RSE policy and scheme of work.

Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to these topics, treat others with respect and sensitivity. Parents do not have the right to withdraw their children from relationships education. This is because we have chosen not to teach any "Sex Education" that is not part of the compulsory science curriculum.

We would always welcome parents/carers who have concerns, to discuss them openly with us, so that we can work together to ensure pupils receive the teaching they need.

## **7. Sources of Further Information**

This policy has drawn on:

The Church of England RSHE Charter

DFES 'Sex and Relationship Education Guidance' (2000) Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century Supplementary advice to the Sex and Relationship

Education Guidance DfEE (0116/2000) (2011)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

### **This policy should be read in conjunction with the following policies:**

Safeguarding (inc. responding to disclosures)

Anti-bullying

Equality, diversity and inclusion policy

DfE Keeping children safe in education

## **Appendix**

Research has shown that children who are taught the correct words for their genitals are more able and more likely to report sexual abuse if it is happening or has happened to them. It is also useful if they know the names if they need to talk to a doctor or someone they trust about their private parts. For this reason children will be taught the correct vocabulary for their genitals from an early age.

## **Foundation stage**

### **Unit - Me and my body- girls and boys**

Children will be able to:

- name parts of the body (including reproductive parts) using correct vocabulary (penis/testicals, vagina/vulva)
- explain why parts of their body are kept private and safe and why
- tell or ask an appropriate adult for help if they feel unsafe

## **Year 1**

### **Unit-Keeping privates private**

Children will be able to:

- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.

Children will be reminded of the correct vocabulary for their genitalia (penis/testicals, vagina/vulva)

### **Unit- Good or bad touches?**

Children will be able to:

- Understand and learn the PANTS rules;
- Name and know which parts should be private;
- Explain the difference between appropriate and inappropriate touch;
- Understand that they have the right to say “no” to unwanted touch;
- Start thinking about who they trust and who they can ask for help.

## **Year 2**

### **Unit - Some secrets should never be kept**

Children will be able to:

- Identify how inappropriate touch can make someone feel;
- Understand that there are unsafe secrets and secrets that are nice surprises;

- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

Children will be reminded of the correct vocabulary for their genitalia (penis/testicals, vagina/vulva)

### **Year 3**

#### **Unit - Respecting Privacy**

Children will be able to:

- Explain what privacy means;
- Know that you are not allowed to touch someone's private belongings without their permission;
- Give examples of different types of private information.

Children will be reminded of the correct vocabulary for their genitalia (penis/testicles, vagina/vulva)

### **Year 4**

#### **Unit- My body, your body**

Children will be able to:

- Identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person.

Children will be reminded of the correct vocabulary for their genitalia (penis/testicals, vagina/vulva) also introduced to the new vocabulary - 'nipples'.

### **Year 5**

#### **Unit- My changing body**

Children will be able to:

- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.

New vocabulary - egg, sperm, ovaries, fallopian tubes, uterus, womb

## **Unit- Preparing for periods**

Children will be able to:

- Know the key facts of the menstrual cycle;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways to cope better with periods.

## **Year 6**

### **Unit- Changing bodies and feelings**

Children will be able to:

- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.

New vocab- pubic hair, outer lips (labia), vaginal opening, vulva, clitoris, urinary opening, anus, inner lips (labia)

### **Unit - Making Babies**

Children will be able to:

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

New Vocab - sperm produced (wet dreams), erections, cervix, foreskin, prostate gland, Urethra, scrotum

### **Unit - All change**

Children will be able to:

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.

New Vocab - breasts