



Relationships and Sex Education Policy

John Keble Church of England Primary School

Our Vision

Rooted together in love, growing without limits...

Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.

Our school vision is rooted in the book of Ephesians, chapter 3, verse 18 which tells us that when we are rooted and established in love, we can grasp how extensive God's love is for each individual.

Our love for each other and our belief in the worth of every individual, made in the image of God, ensures we value each person in our community. Our RSE teaching is holistic and sits as part of our themed curriculum, encouraging our children to be courageous, to flourish and to succeed, knowing the joy of God's love.

Church of England Charter

As a school, we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) 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, NRSV)

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

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.



Aims of this Policy:

- Reflect the school's Church of England Status.
- Reflect and strengthen the school's Christian ethos and vision.
- Take place within a school environment which enables children and adults to flourish.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, empathy and self-worth.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Develop pupils' age-appropriate understanding of healthy relationships including respect and consent.
- Safeguard adults and children.
- Ensure RSE meets the requirements of the Equalities Act 2010 and the SEND Code of Practice.

Relationships and Sex Education Definition

RSE is about the emotional, social, cultural, moral and spiritual development of pupils. It involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Subject content

The PSEPD faculty is responsible for the teaching of RSE.

RSE is taught specifically within the PSHE and science curriculum and cross curriculum links are made across the whole curriculum. The school does not use a bought-in scheme, but has developed its own resources. A PHSE overview has been created to show what is taught and to highlight the statutory elements.

Three parent stakeholder consultations were held in the spring term 2019 to discuss and shape the content of the curriculum.

We recognise that it is even more imperative for all of our students, including those with SEND, that the delivery and content of the RSE curriculum is relevant, purposeful and outcome focussed.

Year 1 PHSE Objectives

Families and Change



I can talk about different types of family
I understand why families are important
I know what healthy family life looks like
I know what to do if my family life is not healthy
I can name a special person in my family
I know how people in my family will change
I can name some family values
I can talk about people who help us
I understand what prejudice is

Hygiene

I can explain how boys and girls are different
I can keep clean
I know what 'well-being' is

Year 2 PHSE Objectives

Feelings

I can recognise feelings
I know how to communicate feelings
I can judge whether my feelings and behaviour are appropriate and proportionate
I know what personal space is
I understand what empathy is
I know what a good friend is
I can let go and say sorry
I know the difference between right and wrong
I can explain what my worries are
I can explain what anger is

Friendship

I understand mutual respect
I understand the characteristics of a good friend
I know what a healthy friendship is
I know how to choose good friends
I know how to solve friendship problems
I understand what bullying is
I know how to behave online with friends

Year 3 PHSE Objectives

Identity and Community

I understand belonging
I can explore the meaning of 'diversity' and the importance of inclusiveness
I can recognise positive relationships
I can explore gender stereotypes
I can consider what is special and unique about me
I can reflect on why it is positive to be unique
I can share my hopes, wishes and dreams

Choices



I can name some relationships I have in my life
I understand autonomy
I know the difference between right and wrong
I know behaviour choices I have
I can make choices to affect my future
I can give advice and I can solve problems
I can identify a Win-Win situation
I can make positive mental health choices

Health and Prevention

I can recognise the signs of illness
I understand the importance of sleep
I understand the importance of good hygiene
I understand loneliness and its impact on mental health

Year 4 PHSE Objectives

Safety

I know what to do in an emergency
I know how to interact with unknown adults
I can judge what physical contact is acceptable or unacceptable
I know what abuse is and how to report it
I know how to ask for help and advice
I understand boundaries
I know how to keep myself safe in the local area
I feel safe in school

Democracy and Globalisation

I can identify stereotypes and challenge stereotypical thinking
I can explain how celebrities can influence us

Year 5 PHSE Objectives

Thinking For Myself

I understand what a stereotype is
I can think critically about sources of information
I know how to talk to people in positions of authority
I know the risks of following the wrong people
I understand institutional racism
I understand institutional sexism
I understand I am my own person

Mental and Physical Health

I understand the benefits of an active lifestyle
I understand mental well-being and self-care
I know where to seek support if I am worried about my mental or physical health

Changes and Self-Image

I understand puberty in the female body
I understand puberty in the male body



- I understand how to keep clean
- I understand the media's effect on boys' body image
- I understand the media's effect on girls' body image

Year 6 PHSE Objectives

Relationships

- I understand what peer pressure is and the possible effects it can have
- I can ensure I have healthy, positive relationships with friends and family
- I understand stable and caring relationships
- I can judge what physical contact is acceptable or unacceptable with my peers
- I understand the different ways people say no
- I understand permission-seeking
- I understand privacy
- I understand assertiveness

Respect for Self and Others

- I understand what homophobia is
- I can challenge homophobia
- I understand what marriage is
- I know the importance of respecting myself
- I know the importance of respecting others
- I know how to communicate respectfully

The Early Years curriculum teaches children about safe and healthy friend and family relationships. They will develop understanding on how to treat other people with kindness and respect, including boundaries of physical touch. Children are taught about the importance of keeping areas of our body private.

For students with higher levels of SEND and EHCPs, careful consideration will be taken when planning for opportunities to support their preparation for adulthood outcomes. RSE is an integral element of development, particularly for students with SEND, and we understand that what may appear to be taken for granted for some learners, may require explicit teaching in depth through direct or cross-curricular lessons and opportunities.

The religious background of all pupils will be taken into consideration when planning teaching.

When following up incidents of behaviour that have happened on social media or in school, involving children, staff may use content from other year groups to help children understand which boundaries have been broken and who their behaviour has affected.



Monitoring

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. RSE is monitored as part of the school's cycle of monitoring by leaders and governors. Monitoring includes planning scrutiny, work scrutinies, learning walks, pupil interviews and lesson observations.

The RSE policy will be published on the school website for parents to view.

Roles and Responsibilities

The Welfare team

The welfare team will ensure that students who require additional intervention to support the development of their wellbeing benefit from accessing mentoring or therapy.

The Governing Board

The Governing Board will approve and oversee this policy and the curriculum resources used to teach RSE. The Governing Board will hold the headteacher to account for the intent, implementation, and impact of this policy.

The lead governors for RSE are the governors linked to the PSEPD faculty. RSE will be discussed at each PSEPD meeting.

The Headteacher

The Headteacher is responsible for ensuring the intent, implementation, and impact of this policy.

This includes:

- Embedding a whole school approach to RSE in the school curriculum.
- Providing high quality training for teachers, ensuring effective teaching.
- Keeping resources updated
- Staying up to date with current themes
- Ensuring dedicated curriculum time for RSE.

The headteacher will appoint a lead teacher for RSE.

The headteacher will ensure that staff who have concerns about the teaching of RSE will have an opportunity to discuss these.

The Parents and Carers

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of



children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary

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/non-science]* components of sex education within RSE.

Requests for withdrawal should be discussed with the headteacher in the first instance and then put in writing and addressed to the headteacher.

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

References:

The following legislation and policies have been referred to and used to draw up this policy and the RSE teaching resources.

Equalities Act 2010

Education Act 1996

Children and Social Work Act 2017

Keeping Children Safe In Education

Valuing All God's Children

SIAMS Evaluation Strand 5 (RSE)

British Values

Safeguarding Policy (*ensure reference is made to RSE under curriculum*)

Behaviour & Anti Bullying Policy

DfE RSE Guidance Document (Reference Paragraphs 19.20, 21 and 22)



THE CHURCH
OF ENGLAND
EDUCATION OFFICE

Date of review of the policy

Summer 2024