

SODBURY VALE FEDERATION

Relationships and Sex Education Policy

Our RSE is set within the context of the schools' visions, Christian ethos and values. RSE is based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness. It is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God. RSE is sensitive to the circumstances of all children and we are mindful of the variety of expressions of family life in our communities.

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2 VERSION HISTORY

Version Number	Reason for Issue	Date of Issue
01	Initial Issue For Federation	September 2023
02	Review	March 2025

3 Rationale

- All maintained schools must have an up-to-date RSHE policy.
- State-funded schools must comply with the Government’s Relationships Education, Relationships and Sex Education and Health Education Guidance (DfE 2019). This guidance came in to effect in September 2020.
- This guidance states that Health Education and Relationships Education is statutory in primary schools and secondary schools. Sex Education is recommended in primary schools and statutory in secondary schools. Parents will still retain the right to withdraw their child from Sex Education.
- The RSHE contained in National Curriculum Science is compulsory in maintained schools.
- The Equalities Act 2010 requires schools to eliminate discrimination, advance equality of opportunity and foster good relations between different groups of people.
- All guidance is in accordance with Keeping Children Safe in Education and SEND Code of Practice.

4 Guiding Principles

In a Church of England school, Christian beliefs and values should underpin RSHE such that:

- RSHE is taught in the context of healthy, resilient and fulfilling relationships.
- RSHE is based on inclusive Christian principles and values emphasising respect, compassion, love and forgiveness.
- RSHE includes learning about physical and emotional development.
- RSHE is part of a wider social, moral and spiritual education process.

5 Parents’ rights to withdraw a child from RSHE

Section 405 of the Education Act 1996 enables parents to withdraw their children from Sex Education other than that which is taught in the National Curriculum (See Appendix 3).

Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child.

6 What is RSHE?

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

6.1 AIMS AND OBJECTIVES

Through our RSHE programme we aim to

- reflect the values and ethos of our school
- promote pupils' spiritual, moral, social and cultural development
- prepare pupils for the physical and emotional changes associated with puberty and growing up
- prepare pupils for the opportunities, responsibilities and experiences of later life
- enable pupils to make responsible and informed decisions to develop healthy relationships and protect themselves against harmful and exploitative situations
- develop pupils' knowledge, skills and understanding of the nature and diversity of relationships and sexuality
- help pupils develop a positive self-image and self-esteem
- help pupils respect and care for themselves and others
- help pupils gain access to information and support
- help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives

6.2 APPROACH TO RSHE

We have a whole school approach to RSHE as follows:

- the Executive Headteacher and PSHE leader oversee the provision and development of RSHE
- the lead governor monitors the provision and development of RSHE
- the RSHE/PSHE co-ordinator is responsible for the development of the programme, staff training, pupil/parent/staff consultation, liaison with outside agencies, monitoring and evaluation of the programme
- teaching staff involved in the delivery of the RSHE programme are trained and meet to review and plan

- support staff play an important pastoral role in class, in groups and with individual pupils and also receive training as appropriate
- parents and carers are consulted, informed and invited in to school to look at resources when appropriate
- children and young people are involved in the planning and review of resources and approaches as appropriate
- teaching and resources will be differentiated as appropriate to address the varying needs of children (including those with special educational needs and disabilities) in order for them to have full access to the content of RSHE
- correct terminology is used throughout (e.g. for parts of the body) and we also develop awareness about appropriate use of slang/nicknames in differing contexts
- parents have the right to withdraw their children from Sex Education (excluding withdrawal from any RSHE covered in National Curriculum Science). We work in partnership with parents and carers to ensure that every pupil has the entitlement to high quality and age-appropriate RSHE.

6.3 DELIVERY

- Pupils receive 1 lesson per week of PSHE which includes RSHE (this is delivered through designated PSHE time, circle time, discussion and DVD clips)
- Elements of our RSHE programme are also delivered through the Science curriculum
- The Jigsaw scheme of work is utilised across the school to deliver PSHE and includes the units of 'Changing Me' and 'Relationships' specifically related to RSHE <https://www.jigsawpshe.com/information-for-parents-and-carers/>

6.4 CONTENT

At Sodbury Vale Federation and the schools within it will be covering the recommended objectives for Health Education and Relationships Education. At present, we will not be covering any of the non-statutory Sex Education content.

The content of our programme includes the following:

KS1

- Feelings
- Differences and similarities between people
- "Special people" (family, friends etc.,)
- Different families
- Parts of the body and understanding which parts are private.
- That humans and animals have offspring which grow into adults
- Keeping themselves and other safe (on the road, in the park, on-line etc.)
- Recognising when people are being unkind and who to tell
- Knowing when to say "yes" and "no" to physical contact

KS2

- Healthy / unhealthy relationships
- Different types of relationships & families or no relationship at all
- Civil partnerships and marriage
- Managing risky situations
- Appropriate / inappropriate touch
- How to respond to all types of bullying and unkind behaviour
- Asking for help
- Physical and emotional changes during puberty
- Keeping themselves safe, including on-line
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6.5 SPECIFIC THEMES (PUBERTY AND REPRODUCTION)

We recognise that these particular themes are sensitive and must be taught with extra care and consideration.

Children will be taught in age specific groups to ensure the content of lessons can be tailored specifically to their development and the requirements of the curriculum. In line with government guidance, boys and girls will be taught together. When appropriate, boys and girls will have opportunities to discuss subject matter separately so that they feel comfortable and able to learn and ask questions.

In addition to the Jigsaw scheme, the school also uses the Living and Growing DVD resource produced by Channel 4

(<https://shop.channel4learning.com/?page=shop&pid=26651>)

to deliver some of the teaching of these themes. Other methods include discussion and anonymized questions to develop children's understanding as appropriate.

Please see appendix 3 and 4 for more information about science and PSHE content in each year group.

7 Inclusion and equalities

We ensure that we do our best to meet the needs of all pupils taking account of the Equality Act 2010 and the need to be mindful and inclusive of the following :-

- Sexuality / sexual orientation (avoiding heteronormative assumptions and attitudes) including asexuality
- Gender identity
- Home background (e.g. different family make-up)
- Ethnicity
- Gender
- Special educational needs and disability

When necessary we work closely with the Local Authority Ethnic Minority and Traveller Achievement Service to select appropriate approaches and resources.

8 Visitors

Visitors enhance but do not replace our teacher-led programme. Teachers will always be present during visitors' sessions. We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading.

9 Confidentiality and Safeguarding

We ensure that the Jigsaw class charter is established before RSHE lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class. Visitors to the classroom are aware of our confidentiality policy. Pupils are made aware of how to access confidential information and support after the lesson, should they need it. If a pupil discloses something of a personal nature or which causes concern, we will seek advice if needed, decide whether or not parents / carers need to be informed and keep pupils informed about how the disclosure is treated and who will have access to the information. It will be logged using the school's usual system for concerns that are raised.

10 Assessment & Evaluation

We monitor pupils' knowledge, skills and understanding by various means including:-

- Self-assessment
- Peer assessment
- Teacher observations
- Quizzes and questionnaires
- The LA Health and Well-being Survey (SHEU)

Pupils and staff have opportunities each term to evaluate lessons and approaches through staff meetings and post lesson discussion.

11 How this policy has been developed and shared

The policy has been developed and agreed in consultation with pupils, parents/carers, teaching and support staff, governors, school health staff and other relevant agencies.

This policy is on the school website and parents were notified of this.

12 APPENDIX 1 - Age appropriate RSHE

Age appropriate RSHE [Adapted from Sex Education forum]

A set of questions to help parents, carers, schools and other educators understand what children and young people want to learn about in relation to growing up, relationships and sex from ages 3-19 organised by age:

3 – 8 years

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important. Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- Who is in my family?
- How are other families similar or different to mine?
- What does my family do for me?
- What do I like about my friend?
- What does my friend like about me?
- What can other people do to make me feel good?
- Who do I look after?
- Why shouldn't I tease other people?

My body

- Why are girls' and boys' bodies different?
- What do we call the different parts of girls' and boys' bodies?

Life cycles

- Where do babies come from?
- How much have I changed since I was a baby?
- How are other children similar and different to me?

Keeping safe & looking after myself

- Which parts of my body are private?
- When is it OK to let someone touch me?
- How can I say 'no' if I don't want someone to touch me?
- Who should I tell if someone wants to touch my private parts?

People who help me

- Who can I ask if I need to know something?
- Who can I go to if I am worried about something?

8 – 9 years

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls and coping with strong emotions. How to look after our bodies and how to be safe and healthy are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- How have my relationships changed as I have grown up?
- Why do friendships change?
- How can I be a good friend?
- Why can it be fun to have a friend who is different to me?
- What are some of the bad ways people can behave towards one another?
- How do I know when I am being bullied?
- What do I do if I am being bullied?
- How can I make up with my friend when we have fallen out?
- Why are some parents married and some not?

My body

- How has my body changed since I was a baby?
- Why is my body changing?
- Why are some children growing quicker than others?
- Why are some girls in my class taller than the boys? How do girls and boys grow differently?
- Why are we all different? Is it ok to be different?
- What are similarities and differences between boys and girls?
- Should boys and girls behave differently?

Feelings

- What makes me feel good?
- What makes me feel bad?
- How do I know how other people are feeling?
- Why are my feelings changing as I get older?
- How do I feel about growing up and changing?
- How can I cope with strong feelings?

Life cycles

- How do different animals have babies?
- How do different animals look after their babies before and after birth?
- What happens when people get older?

Keeping safe & looking after myself

- What are good habits for looking after my growing body?
- What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?
- When is it good or bad to keep secrets?

People who help me

- Who can I talk to if I feel anxious or unhappy?
- Where can I find information about growing up?

9 – 11 years

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will also want to know who they can talk to if they want help or advice and information about puberty and relationships.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- What are the important relationships in my life now?
- What is love? How do we show love to one another?
- Can people of the same sex love one another? Is this ok?
- What are the different kinds of families and partnerships?
- What should I do if someone is being bullied or abused?
- Are boys and girls expected to behave differently in relationships? Why?
- Can some relationships be harmful?
- Why are families important for having babies and bringing them up?

My body

- What is puberty?
- Does everyone go through it? At what age?
- What body changes do boys and girls go through at puberty?
- Is my body normal? What is a 'normal' body?
- How will my body change as I get older?

Feelings and attitudes

- What kinds of feelings come with puberty?
- What are sexual feelings?
- What are wet dreams?
- What is masturbation? Is it normal?
- How can I cope with these different feelings and mood swings?
- What should I do if my family or friends don't see things the way I do?
- Can I believe everything I see on the TV about perfect bodies/ relationship/girls and boys to be true?

Lifecycles/ human reproduction

- How does the baby develop?
- What does a new baby need to keep it happy and healthy?

Keeping safe & looking after myself

- How can I look after my body now I am going through puberty?
- How can girls manage periods (menstruation)?

People who help me/getting help and advice

- Who can I talk to if I want help or advice?
- Where can I find information about puberty?
- How can I find reliable information about these things safely on the internet?

13 APPENDIX 2 - Briefing on human development and reproduction in the Primary Curriculum

A joint briefing from the PSHE Association and the Association of Science Education

The PSHE Association has teamed up with the Association for Science Education to launch this joint briefing on reproduction and human development. The purpose of the document is to inform teachers, school leaders and governors about what the science curriculum requires in respect to sex education, the vocabulary that supports this teaching and learning, and how this is complemented by what pupils learn in PSHE education. It is intended for teachers to refer to when parents ask questions about the distinction between sex and relationships education (RSHE) delivered through PSHE education and the study in science lessons of reproduction and human development. Such learning both boosts children's knowledge of human biology and helps pupils to stay healthy and safe as they grow up. The aim of teaching about this in the primary curriculum is to allow the school and parents to work in partnership to keep children knowledgeable and safe as they grow up.

Date uploaded: 10 Mar 2016

Available here:

https://www.pshe-association.org.uk/curriculum-and-resources/resources/briefing-human-development-and-reproduction?dm_i=HSS,42U50,H01FTA,ESBXE,1

14 APPENDIX 3 - Science curriculum links

Year 2	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults
Year 5	Pupils should be taught to describe the life process of reproduction in some plants and animals
	Pupils should be taught to describe the changes as humans develop to old age

15 APPENDIX 4 - RSHE topics for each year group

RSHE topics for each year group

Foundation

Growing up: how we have changed since we were babies

Year 1

Boys' and girls' bodies; body parts

Year 2

Boys' and girls' bodies; body parts.

Year 3

Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

Year 4

How boys' and girls' bodies change as they grow older.

Year 5

Internal and external reproductive body parts, body changes in girls and menstruation

Year 6

Puberty for boys and girls in further detail. Understanding how to deal with the changes of puberty.

16 Useful References

RSHE Guidance DfEE 2019:-

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSHE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSHE_and_Health_Education.pdf)

Sex and Relationships Education for the 21st Century (Brook, PSHE Association and Sex Education Forum) 2014:-

<http://www.sexeducationforum.org.uk/media/17706/RSHEadvice.pdf>

National Curriculum Science DfE 2013:-

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Sex Education Forum / Resources:-

<http://www.sexeducationforum.org.uk/resources/resources-for-RSHE.aspx>

OFSTED Inspections / examples of good practice:-

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

<https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-personal-social-and-health-education>

PSHE Association Programme of Study

<https://www.pshe-association.org.uk/content.aspx?CategoryID=1167>

and resources

https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources?combine=&field_subject_resource_tid%5B%5D=31&field_levels_tid%5B%5D=15&date_filter%5Bvalue%5D%5Bdate%5D=&date_filter_1%5Bvalue%5D%5Bdate%5D=&=Search&items_per_page=10