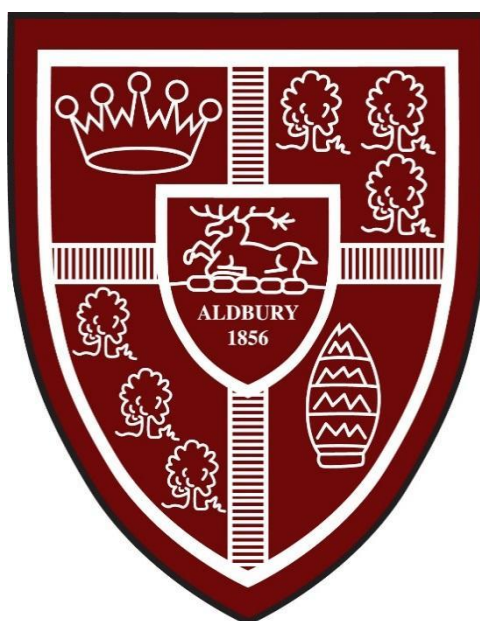


Aldbury C of E Primary and Nursery School



‘To live life in all its fullness’ (John 10:10)

Relationships and Sex Education (RSE) policy

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Purpose

At Aldbury we believe the aim of RSE is to provide each pupil with age-appropriate information, explore attitudes and values, and develop skills in order to empower them to make positive decisions about their relationship and health-related behaviour. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of sex education reflects their expectations and complements teaching at home.

Aims of Aldbury CE Primary School RSE policy:

- Provide a framework in which sensitive discussions can take place
- To promote the spiritual, moral, cultural, mental and physical development of all pupils
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To 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 and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school's approach to relationships and sex education (RSE) is to ensure children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. This is line with our Church School vision and ethos.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read the policy and ask any questions
4. Pupil voice – pupils are asked about their needs for what they would like to be taught in PSHE
5. Ratification – once amendments were made; the policy was shared with governors and ratified

Relationship to other policies

RSE forms an integral part of the curriculum policy, and the schemes of work for Science, Personal, Social, and Health Education (PSHE), and relates to Safeguarding (child protection).

Statutory requirements

As a maintained primary school, from September 2020, we must provide relationship and health education to all pupils as per section 34 of the *Children and Social work act 2017*.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. At Aldbury, we believe children should understand the facts about human reproduction before they leave primary school and so we teach RSE as part of a comprehensive PHSE program.



Delivery of RSE

We teach RSE as part of our whole school approach using a scheme of work called Jigsaw. We carry out the main RSE curriculum in PSHE lessons, however we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. All staff, therefore, understand that they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (yrs 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (yrs 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents



Relationships Education

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

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).

The Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex education should: “Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop an understanding that there are a variety of relationships and family patterns in the modern world.” (Page 34)

Whilst the Relationships puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Sex Education

At Aldbury, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit) in the summer term in Year 4, Year 5 and Year 6. Sex education refers to Human Reproduction, and is taught in the ‘Changing Me’ unit in Year 5 and 6 during the summer term

RSE contributes to the Science and PSHE curriculum by ensuring that children are able to:

- develop confidence in talking, listening and thinking about feelings and relationships
- name parts of the body and describe how their bodies work
- protect themselves, ask for help and support
- be prepared for their bodies to change

For more information about our RSE curriculum see appendix 1.

Roles and responsibilities

The **Governing Body** will:

- Decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised.



- Seek the advice of the Head Teacher on this policy, keep it up to date, and make it available to parents
- Ensure that sex and relationships education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of relationships.

The **Headteacher** will ensure that:

- The Governing Body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- Sex and relationships education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of marriage
- Pupils are protected from inappropriate teaching materials
- A scheme of work is agreed and implemented consistently across the school (Science curriculum and Jigsaw PSHE scheme)
- Parents are informed about the programme for sex and relationships education each term.
- Requests to withdraw pupils from non-statutory/non-science components of RSE are managed appropriately

Staff who teach sex and relationships education are expected to:

- Provide sex and relationship education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- Participate in training to provide sex and relationship education in line with the school curriculum policy
- Implement the agreed scheme of work (Science curriculum and Jigsaw PSHE scheme) and monitor progress
- Draw to the attention of the Head Teacher any materials which they consider to be inappropriate
- Respond to the needs of individual pupils
- Respond appropriately to those pupils whose parents wish them to be withdrawn from sex education (relevant to Y6).

Teachers do not have the right to opt out of teaching RSE. Any teachers 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.

Parents will:

- Be informed of the areas of learning the children will be exploring through their termly curriculum flyer and through the class pages on the school website.
- Discuss any sensitive issues that may arise with their child's class teacher.

In order to work positively through mutual understanding, trust and co-operation with parents we:



- inform parents about the school's relationships and sex education policy
- answer any questions that parents may have about the sex and relationships education of their children
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationships education in the school
- aim to support the key messages that parents and carers give to children at home

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents are advised when National Curriculum Health and Sex Education is about to take place and are invited in to see the materials that will be used with their children. Parents are able to withdraw their children from the non-statutory/non-science components of sex education within PSHE (i.e. human reproduction).

If parents do wish a child to be withdrawn from sex education lessons, they should discuss this with the class teacher in the first instance. Should a suitable resolution not be found a formal request, in writing, should be made to the Headteacher. This must make clear which aspects of the programme they do not wish their child to participate in. Alternative work will be given to pupils who are withdrawn from sex education.

Other Members of the Community

We encourage other valued members of the community, such as the school nurse and other health professionals, to work with us to provide advice and support to the children with regard to RSE.

Children with Special Educational Needs

Teaching and resources will be adapted and differentiated, as appropriate, to address the needs of children with SEND, in order for them to have full access to the RSE curriculum. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with autistic spectrum disorders, a more explicit approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers. We follow guidance from the PSHE association for teaching PSHE to pupils with SEND and gain advice from external agencies.

Equality and Diversity

The RSE scheme is taught within the PSHE (Personal, Social and Health Education) scheme of work where relationships work is a key area of learning. The scheme meets the requirements of the Equality Act. Aldbury will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics), reasonable adjustments will be made to ensure that no groups are disadvantaged. The scheme will be adjusted to meet the needs of the pupils in our care and any current issues. All issues, including those surrounding LGBT, will be taught with sensitivity and be age appropriate in approach and content.

Resources

The range of resources used will be:

- Consistent with the values of the PSHE and Sex and Relationship Education programme we have agreed



- Appropriate in terms of language, images, attitude, maturity and understanding
- Factually accurate
- Reflect a range of children and families
- Address the needs of both boys and girls
- Develop skills and provide opportunities for the development of attitudes and discussion of values

Safeguarding

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures are followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. We allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding and Child protection policy is followed.

Answering difficult questions

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a pupil has a question they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Arrangements for monitoring and evaluation

Monitoring is the responsibility of the head teacher and the teachers with responsibility for RSE (Mrs K Reid, subject leader for PSHE and Miss J Moore, subject leader for Science).

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers' planning, talking to teachers and children and asking for feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning (through pupil voice and work sampling) and implementing change if required.



Appendix 1

Overview of the Jigsaw PSHE curriculum including RSE

Year A	Year 1 and 2	Year 3 and 4	Year 5 and 6
Term	<u>Units from Age 6 - 7 - Year 2</u>	<u>Units from Age 9 - 10</u> = Year 4	<u>Units from Age 10 – 11 – Year 6</u>
Autumn 1	<u>Being Me in my World</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	<u>Being Me in my World</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	<u>Being Me in my World</u> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling
Autumn 2	<u>Celebrating Difference</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	<u>Celebrating Difference</u> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	<u>Celebrating Difference</u> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
Spring 1	<u>Dreams and Goals</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	<u>Dreams and Goals</u> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<u>Dreams and Goals</u> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments
Spring 2	<u>Healthy Me</u> Motivation Healthier choices Relaxation Road safety (From Y1) Healthy eating and nutrition Healthier snacks and sharing food	<u>Healthy Me</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	<u>Healthy Me</u> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
Summer 1	<u>Relationships</u> Different types of family Physical contact boundaries	<u>Relationships</u> Jealousy Love and loss Memories of loved ones	<u>Relationships</u> Identifying mental health worries and sources of support Love and loss Managing feelings



	Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Getting on and Falling Out Showing appreciation to people and Animals	Power and control Assertiveness Technology safety Take responsibility with technology use
Summer 2	<u>Changing Me</u> Life cycles in nature Growing from young to old Increasing independence NSPCC keeping our private parts private Assertiveness Preparing for transition	<u>Changing Me</u> Being unique Confidence in change Accepting change Outside body changes Preparing for transition Environmental change Y4 girls to be taught a separate lesson on puberty: Girls and puberty	<u>Changing Me</u> Self-image and body image Puberty and feelings Physical attraction Respect and consent Boyfriends/girlfriends Reflections about change Transition

<u>Year B</u>	<u>Year 1 and 2</u>	<u>Year 3 and 4</u>	<u>Year 5 and 6</u>
<u>Term</u>	<u>Units from Age 5-6</u> <u>=</u> <u>Year 1</u>	<u>Units from Age 7-8 –</u> <u>Year 3</u>	<u>Units from Age 9-10-</u> <u>Year 5</u>
Autumn 1	<u>Being Me in my World</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	<u>Being Me in my World</u> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	<u>Being Me in my World</u> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating
Autumn 2	<u>Celebrating Difference</u> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	<u>Celebrating Difference</u> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	<u>Celebrating Difference</u> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures
Spring 1	<u>Dreams and Goals</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner	<u>Dreams and Goals</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes	<u>Dreams and Goals</u> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation



	Tackling new challenges Identifying and overcoming obstacles Feelings of success	Managing feelings Simple budgeting	
Spring 2	<u>Healthy Me</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	<u>Healthy Me</u> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	<u>Healthy Me</u> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour
Summer 1	<u>Relationships</u> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	<u>Relationships</u> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	<u>Relationships</u> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules
Summer 2	<u>Changing Me</u> Life cycles – animal and human Changes in me Changes since being a baby Linking growing and learning Coping with change Transition	<u>Changing Me</u> How babies grow Understanding a baby's needs (also taught within science lifecycles Y1 and y2) Family stereotypes Outside body changes Challenging my ideas Preparing for transition Y4 girls to be taught a separate lesson on puberty including: Girls and puberty	<u>Changing Me</u> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Physical attraction Respect and consent Boyfriends/girlfriends Growing responsibility Coping with change Preparing for transition

**Appendix 2**

Through the Jigsaw scheme of work we are able to ensure that by the end of primary all children know:

Topic	
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• 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• 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• 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• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• 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• 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
Respectful relationships	<ul style="list-style-type: none">• 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• Practical steps they can take in a range of different contexts to improve or support respectful relationships• The conventions of courtesy and manners• The importance of self-respect and how this links to their own happiness



	<ul style="list-style-type: none">● 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● 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● What a stereotype is, and how stereotypes can be unfair, negative or destructive● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none">● That people sometimes behave differently online, including by pretending to be someone they are not● 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● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met● How information and data is shared and used online
Being safe	<ul style="list-style-type: none">● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)● 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● 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