

Cotgrave Church of England Primary School



RELATIONSHIPS & SEX EDUCATION POLICY

Reviewed	Spring 2010	Summer 2020		
	Summer 2012	Spring 2023		
	Summer 2013	Summer 2023		
	Summer 2015			
	Summer 2017			
	Summer 2018			



Cotgrave Church of England Primary School

Relationships and Sex Education Policy

Actions for Governors:

The responsibility for developing and reviewing the Relationships and Sex Education policy lies with school's Governing Body.

As well as fulfilling their legal obligations, the governing board body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Foundation governors will also have wider responsibilities in relation to maintaining and developing the religious ethos of the school.

Context

"I praise You because I am fearfully and wonderfully made." Psalm 139:14

"So God created humankind in His own image, in the image of God He created them." Genesis 1:27

"I have come that they may have life, and have it to the full." John 10:10

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Relationships and Sex Education at Cotgrave Church of England Primary School. This policy has been formulated by the Head Teacher in consultation with the staff, governors and parents of the school (in line with the Education Act 1996, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' DfE 2019, 'Valuing All God's Children' CEEO 2017 and 'Relationships Education, Relationships and Sex Education and Health Education in Church of England Schools' CEEO 2019). 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' states that "the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults". Relationships Education, as with Health Education, is compulsory in all primary schools in England. In our school the Governing Body has decided to teach Relationships and Sex Education (RSE), which we will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation.

In our school, Relationships and Sex Education will always be taught with due regard to the Christian foundation of our school; to moral and legal considerations and with the explicit values of family life and supportive relationships at its core. All Relationships and Sex Education teaching will, however, acknowledge the diversity of families. The school has a very strong family ethos where positive relationships are modelled throughout the school. Respect is taught towards all groups including those of different cultures, gender identity and sexuality (in line with the Equality Act 2010). The school is committed to the 'Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education and Health Education' (CEEO 2019). The teaching of Sex and Relationships Education will be set firmly within the ethos of the school as a 'take care school', Learning for Life: 'Life in all its fullness'.

The legal position of Relationships and Sex Education

The 1996 Education Act requires that all schools have an up to date policy which outlines the content and organisation of Relationships and Sex Education outside of the National Curriculum for Science. Statutory Guidance (2019) from the Department for Education was issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

Context

Relationships and Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, particularly the nature and importance of marriage for family life and the bringing up of children, and in a way that allows children to ask and explore moral questions. It is not about the promotion of sexual orientation or sexual activity.

All Relationships and Sex Education in a Church of England school should be set in a context which is consistent with the school's Christian ethos and values:

- Our RSE will be based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness.
- Our RSE will be taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.
- Our RSE will reflect that sex is a gift from God as part of creation: a human longing for an intimate union.
- Our RSE will be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in society, yet it will also uphold the Christian values regarding relationships and marriage.
- Our RSE will ensure that issues regarding human sexuality and gender identity will be addressed sensitively.
- Our RSE will only explore reproduction and sexual behaviour within the science curriculum alongside the exploration of relationships, values, morals and Christian belief.

Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Working in partnership with parents

Parents, as their child's first educators, are the key people in teaching their children about relationships, sex and growing up. However, parents sometimes find it difficult to talk to their children about these issues and need support in this. Our aim is that our school Relationships and Sex Education will complement and support the role of parents. The subject is delivered in a sensitive manner with due consideration of parents' views and wishes. To encourage this partnership working:

- parents are encouraged to view any video materials that are to be used as part of the Relationships and Sex Education programme;
- parents have the opportunity to discuss their thoughts and concerns with staff at the school;
- parents are informed, in writing, prior to Relationships and Sex Education lessons taking place;
- resources can be borrowed from the school in order to support out of school discussion;
- parents are consulted when any major changes are being made to the Relationships and Sex Education policy, content or delivery;
- the policy is sent to all families after any review and further copies are available from the school office.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Head Teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept." 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' DfE 2019.

Aims

The aims of Relationships and Sex education are to help children:

- develop confidence in talking, listening and thinking about feelings and relationships;
- gain knowledge about the processes of human reproduction and the nature of sexuality and relationships;
- gain these facts (including scientific facts) in an objective, balanced and sensitive manner within a clear moral framework;
- learn in an atmosphere where questions can be asked and answered simply without embarrassment on either side;
- understand that they have rights and should have control over their bodies;
- understand and be reassured that physical and emotional changes are normal and acceptable and that they will be supported in adjusting to these changes;
- learn within an atmosphere of discretion, maturity, sensitivity and responsibility when discussing issues arising from the programme of study;
- develop respect for self and others;
- in addressing their concerns and correcting any misunderstandings they may have gained from the media, social media and their peers;
- support understanding of cyberbullying, the rules and principles for staying safe online and the boundaries appropriate in a digital context;
- prepare for puberty, laying the foundations for PSHE at the Secondary phase.

Principles

Our Relationships and Sex Education will be based on the following principles:

- The sanctity of marriage is an important belief in Christian teaching and practice.
- Children should learn the significance of marriage and families as key building blocks of community and society.
- Sex education involves learning about physical and emotional development.
- Children will be taught the cultural and religious differences about matters of sexuality.
- Sex education is part of a wider Social, Personal, Spiritual and Moral education process.
- Children should be made aware of the way in which advertising and the media (including social media) influences their views about sexuality.
- Children should be made more aware of the spiritual dimensions and joys of intimacy.
- Children should be taught to have respect for their own and other people's bodies.
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- Children should be made aware that sex can be a negative part of a relationship as well as a positive one.
- Children need to learn the importance of protecting themselves and of self control.
- Children should be made aware of God's forgiveness and that there is always a way back.
- Children should learn that it is important to build positive relationships that involve trust and respect.

- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the wellbeing and integrity of others.

Equal Opportunities

Provision is made for all children to benefit from our teaching of Relationships and Sex Education in accordance with our Equality Policy and the Equality Act 2010. In addition:

- Parents have the right to withdraw their children from Sex Education lessons;
- Open meetings and information leaflets are provided for parents;
- The diversity of pupils' backgrounds is celebrated;
- Pictures and images used are sensitively chosen with equal opportunities in mind;
- Everyone's opinions are respected;
- Differences are discussed;
- The content and delivery is differentiated through use of resources, styles of teaching and activities so that all can participate, including those with identified Special Education Needs and Disabilities (SEND).

Curriculum delivery in Relationships and Sex Education

It has become increasingly recognised that Relationships and Sex Education should not be something that is 'bolted on' as children go through puberty, but should be gradually developed as an integral part of the curriculum in a way that is appropriate to the age of the children. Relationships and Sex Education is not just about reproduction and sexual health. These are important, but Relationships and Sex Education must strive to enable children to act responsibly in making and maintaining relationships with others, to feel good about themselves and the choices they make. Relationships and Sex Education, therefore, involves: giving information and knowledge; challenging beliefs; forming positive attitudes and values; promoting the necessary skills for effective communication; loving, caring and happy relationships; and positive behaviour. These objectives can only be achieved as a developmental process beginning in the early years at an appropriate level and progressing through childhood and adolescence into adulthood. Relationships and Sex Education must be an integral part of the curriculum entitlement for all children.

Our whole school framework for Relationships and Sex Education involves specific taught units within the context of a whole school annual 'Family Week'. These units are taught to children in Year 1/Year 2 and Year 5/Year 6 specifically. This is alongside ongoing Personal, Social and Health Education, Religious Education, Physical Education and teaching within the National Curriculum for Science ('Living things and their habitats' & 'Animals, including humans').

The whole school framework has been written to fit in with the context and ethos of our school, but is based around materials drawn from 'Love and Sex Matters Key Stage 1' and 'Love and Sex Matters Key Stage 2' (Diocese of Salisbury) and 'Living and Growing - Alternative' (Channel 4). By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

Teachers and teaching assistants deliver the Relationships and Sex Education scheme of work. Most of the Relationships and Sex Education is taught in mixed gender classes, although in Year 5 and Year 6, discussion arising from teaching about changes in the body (particularly regarding menstruation) takes place in single sex groups. Ground rules are set at the start of every Relationships and Sex Education lesson so that the children involved feel that they are in a safe environment in which they are free to ask questions and contribute. A question box is routinely used to ensure anonymity when asking questions.

Where a question box is used, the teacher will often ask any children not wishing to ask a question to write on the slip of paper "I don't have a question" so as to help preserve the anonymity of those writing a question. Different coloured slips of paper may be used to differentiate questions that may be answered or followed up in the single sex groups rather than with the whole class.

Staff Training

The need for staff training is assessed through professional development discussions, appraisal and CPD audits. Prior to the delivery of Relationships and Sex Education, a staff meeting opportunity is used to discuss the preparation, content and delivery. A whole staff agreement is reached regarding ground rules and expectations. When an inexperienced member of staff is due to deliver Relationships and Sex Education, the support of a senior colleague is given. Staff new to a particular year group always view the materials before they are shown to parents or children.

Monitoring and Evaluation

Staff can evaluate children's progress against the learning outcomes of the units. Time is built into lessons for pupil reflection and review. Related worksheets and the quality of children's answers are used to assess understanding. Self evaluation by pupils can take many forms which can be collated into a portfolio of assessed materials.

Confidentiality and Child Protection

- Ground rules will be established before each Relationships and Sex Education lesson in terms appropriate to the age of the class.
- If the staff have concerns about disturbed behaviour or over-awareness of the subject, this is raised with the Senior Designated Person for Child Protection.
- Disclosures about physical, sexual or emotional abuse will be passed on to the Senior Designated Person for Child Protection, who will deal with the information appropriately.
- Disclosure about sexual activity will also be passed on to the Senior Designated Person for Child Protection because of the extreme youth of the young people with whom we are dealing.

Review

All policies are subject to periodic evaluation and update. All staff, Governors and parents are involved in the review of the Relationships and Sex Education policy which includes a description of the content and delivery of RSE lessons.

Reviewed Summer Term 2023

Cotgrave Church of England Primary School
Relationships and Sex Education Lesson Planning for Year 1 and 2

Lesson	Summary	Learning Outcomes	Additional Resources
1. Loving Me.	This lesson will help lay the foundations for healthy self-esteem.	<ul style="list-style-type: none"> • I can describe what makes me special. • I can describe why I am special to God. 	<ul style="list-style-type: none"> • Activity Sheet 1.1: Love between Parent and Child. • 'I'm Special' booklets. • Guess How Much I Love You by Sam McBratney. • Not Now Bernard by David McKee. • The Lion Storyteller Bible: The Good Shepherd (The Lost Sheep). • Mirror, box and shiny stars.
2. Loving You.	In this lesson, children will think about friendship.	<ul style="list-style-type: none"> • I can understand what makes a good friend. • I can begin to understand how other people feel. 	<ul style="list-style-type: none"> • Friends together pictures. • Willy and Hugh by Anthony Browne. • 'You've Got a Friend in Me' from the Toy Story Soundtrack. • Activity Sheet 2.1: Friendship Chain.
3. Our Wonderful Bodies	In this lesson, children appreciate just how special their bodies are.	<ul style="list-style-type: none"> • I can recognise that my body is unique. • I can identify things that my body can do. • I can identify some special facts about the human body. 	<ul style="list-style-type: none"> • 'I'm Special' booklets. • The Dot by Peter H. Reynolds. • Activity Sheet 3.1: Interesting Body Facts. • Activity Sheet 3.2: Two Stars and a Wish.
4/5. How Our Bodies are Different.	In these lessons, children will start to learn about the differences between male and female. They will also think about how to show respect for one another. They will learn how to label, love and care for their bodies.	<ul style="list-style-type: none"> • I can identify things families do to look after a new baby. • I can identify physical features unique to boys and girls. 	<ul style="list-style-type: none"> • Welcoming a New Baby by Mary Auld. • Activity Sheet 4.1: Body Parts. • Activity Sheet 4.2: Same but Different.

Lesson	Summary	Learning Outcomes	Additional Resources
6. My Family - Those who Care for Me.	Children will learn about the family, what its role is and why it is important.	<ul style="list-style-type: none"> • I can identify who looks after me in my family. • I can begin to understand why people get married. 	<ul style="list-style-type: none"> • Dogger by Shirley Hughes. • A Wedding Day Wish for Puddles by Gill Vaisey. • The Lion Storyteller Bible: Ruth Finds a New Home. • 'One Family'/'You'll be in My Heart' from the Tarzan Soundtrack. • Activity Sheet 6.1: Dave's Family Tree. • Activity Sheet 6.2: My Family.
7. How we Love and Care for Ourselves.	In this lesson, children will learn about how they look after their bodies and how they make good decisions.	<ul style="list-style-type: none"> • I can think of ways to look after myself. • I can identify who to ask for help when making good choices. • I can understand that as I get older there are things I need to do for myself. 	<ul style="list-style-type: none"> • Five Minutes Peace by Gill Murphy. • The Lion Storyteller Bible: The Boys who Liked to Say No. • Activity Sheet 7.1: Keeping Safe.
8. How we Love and Care for our Friends.	During the lesson, children will learn about saying sorry and think about times when this might be difficult.	<ul style="list-style-type: none"> • I can identify what makes a good friend. • I can recognise what makes friendship easier and what makes it harder. 	<ul style="list-style-type: none"> • Lucy's Quarrel by Jennifer Northway. • Jamaica Tag-Along by Juanita Havill. • The Lion Storyteller Bible: The Big Spender (The Lost Son). • Activity Sheet 8.1: Lucy's Quarrel. • Activity Sheet 8.2: The Wall.

Cotgrave Church of England Primary School
Relationships and Sex Education Lesson Planning for Year 5 and 6

Lesson	Summary	Learning Outcomes	Additional Resources
1. Changing Bodies (Girls).	Children will think about the physical and emotional changes that take place during puberty.	<ul style="list-style-type: none"> • I can describe how girls change physically and emotionally during puberty. 	<ul style="list-style-type: none"> • Living and Growing Unit 2 DVD: Changes (Chapter 2 only). • Living and Growing Unit 2 DVD: Girl Talk. • Activity Sheet 1.1: Check out the Changes, girls! • <p>Activities for follow-up session (girls only):</p> <ul style="list-style-type: none"> • Activity Sheet 1.2: Menstruation. • Activity Sheet 1.3: Everything you need to Know about Periods.
2. Changing Bodies (Boys).		<ul style="list-style-type: none"> • I can describe how boys change physically and emotionally during puberty. 	<ul style="list-style-type: none"> • Living and Growing Unit 2 DVD: Boy Talk. • Activity Sheet 2.1: Check out the Changes, boys! • Activity Sheet 2.2: Funny Feelings.
3. What Makes Me 'Me'.	Children will think about the factors that contribute to identity and what makes someone valuable.	<ul style="list-style-type: none"> • I can describe what makes me 'me'. • I can explain why all people are valuable including me. • I understand some of the common terms used to define sexuality and gender identity. 	<ul style="list-style-type: none"> • Activity Sheet 3.1: Advertising. • Activity Sheet 3.2: What makes me Valuable? • Activity Sheet 3.3: I'm Valuable Cards. • Activity Sheet 3.4: What Makes Me 'Me'. • Activity Sheet 3.5 Sexuality and Gender Identity

Lesson	Summary	Learning Outcomes	Additional Resources
4. Actions have Consequences.	Children will think about how their lives interact with other people's lives and this affects decision making.	<ul style="list-style-type: none"> • I can explain ways in which what I do might affect other people emotionally and/or physically. • I can identify people whose lives might be changed by what I do. • I can explain how recognising how my actions influence other people can help me make good decisions. 	<ul style="list-style-type: none"> • Activity Sheet 4.1: Actions and Consequences Cards. • Activity Sheet 4.2: Web of Consequences: • Activity Sheet 4.3: Blank Web of Consequences.
5. Firm Foundations.	<p>Children will think about what provides firm foundations for a relationship and how awareness of this might affect who they have a relationship with.</p> <p>Children will reflect on the significance of the wedding service and marriage and how these benefit the individual and the community.</p>	<ul style="list-style-type: none"> • I can describe characteristics that will help build a good relationship and why these are important. • I can explain what sort of things I might look for in a friend or partner and why. • I can explain why Christians think marriage is important. • I can explain how marriage is good for relationships within the family and with the wider community. 	<ul style="list-style-type: none"> • Activity Sheet 5.1: Character Profile. • Activity Sheet 5.2: Character. • Activity Sheet 5.3: Character Feedback. • Activity Sheet 5.4: Marriage Service. • Activity Sheet 5.5: Promises. • Activity Sheet 5.6: Why Marry? Cards.
6. How Babies are Made.	In this lesson, children will learn about adult sexual relationships and making love. Children will learn about how a baby develops in the womb during pregnancy and how babies are born.	<ul style="list-style-type: none"> • I can explain how babies are made. • I can explain how a baby develops in the womb during pregnancy and how babies are born. • I can reflect on different roles and relationships. 	<ul style="list-style-type: none"> • Living and Growing Unit 3 DVD: How Babies are Made. • Living and Growing Unit 3 DVD: How Babies are Born. • Activity Sheet 6.1: How does a Baby Start?

Lesson	Summary	Learning Outcomes	Additional Resources
			<ul style="list-style-type: none"> • Activity Sheet 6.2: How is a Baby Born? • Activity Sheet 6.3: Healthy Mum and Healthy Baby.
7. Sex is For...	Children will think about the meaning of sex and why it is best kept for marriage or long-term relationships.	<ul style="list-style-type: none"> • I can explain what I think is normal sexual behaviour. • I can describe what some religions think about sex. • I can give reasons why it might be good to keep sex for marriage or a long-term, committed relationship. 	<ul style="list-style-type: none"> • Activity Sheet 7.1: Sex is For... Cards. • Activity Sheet 7.2: Sex is For... True and False. • Activity Sheet 7.3: Great Expectations. • Activity Sheet 7.4: Who Thinks...? • Activity Sheet 7.5: How Sex affects a Person.
8. Growing Relationships.	Children will think about the role of forgiveness in sustaining and deepening relationships.	<ul style="list-style-type: none"> • I can explain why it is good to forgive people. • I can describe some situations when I think you should or should not show forgiveness and explain why. • I can consider what makes a relationship 'life-giving' or 'life-limiting'. • I can describe actions that would make my relationships more 'life-giving'. 	<ul style="list-style-type: none"> • Activity Sheet 8.1: Building up Baggage Scenario Cards. • Activity Sheet 8.2: To Forgive or Not to Forgive. • Activity Sheet 8.3: Values for Relationships Action Cards.