



CHILTON FOLIAT CE VA PRIMARY SCHOOL



### Our School Christian Vision

With thankfulness, courage and love,  
we strive to improve heart and mind.

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a **thirst for knowledge**. This is delivered in a safe, thoughtful and nurturing environment promoting self-discipline, motivation and excellence in all that we do.

We encourage strong partnerships and positive relationships amongst pupils, parents, carers, staff and the wider community.

## Relationships and Sex Education Policy

<b>Date Reviewed</b>	April 2024
<b>Review Period</b>	Annually/ <b>2 Yearly</b> /Readopted/Other
<b>Review Body</b>	Standards Committee

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### Rationale

As a Church of England Primary School, Chilton Foliat Primary school must provide Relationships and Sex Education (RSE) to all pupils as per section 34 of the Children and Social work act 2017. [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 Relationships and Sex Education (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.

At Chilton Foliat Primary School, we teach RSE as set out in this policy.

### Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- 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 and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.

### 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 school collated all relevant information including national and local guidance in order to draft a model policy.
2. The Foundation Committee of the school governing body approved the policy in principle with special regard to reflect the school's context and foundation status.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
4. Parent/stakeholder consultation – parents and any interested parties were invited to respond to the draft policy.
5. Pupil consultation – pupils were asked what they wanted from their RSE.
6. Approval – once amendments were made, the policy was re-shared with governors and approved by the Full Governing Body.

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This policy is also aligned with A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

#### **Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, 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.

#### **Curriculum**

Our curriculum is set out as per Appendix 1 & 2 but we may need to adapt it, as and when necessary. Adaptations will be reported to parents and Appendix 1 & 2 will be amended accordingly.

The curriculum has been developed 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born.

#### **Delivery of the Curriculum**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Please see Appendix 1. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). The school uses Jigsaw PSHE scheme of learning which is fully compliant with the DfE Statutory Relationships and Health Education Guidance. Please see Appendix 2.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Being me in my world
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

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

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(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).

#### **Roles and Responsibilities**

##### 1. The Governing Body

The Governing Body will approve the RSE policy, and hold the head teacher to account for its implementation.

##### 2. The head teacher/PSHE (RSE) Lead

The head teacher and PSHE (RSE) Lead are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/nonscience components of RSE.

##### 3. Staff

Staff are responsible for:

- Delivering RSE in a sensitive and age-appropriate way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils (SEND)
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Staff do not have the right to opt out of teaching RSE.
- Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

##### 4. Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

#### **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 components of sex education within RSE i.e. areas of the sex education that are also covered by the National Curriculum. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

#### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Headteacher may also

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invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

#### **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Lead through: planning reviews, pupil voice, learning walks, etc. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

#### **Policy Review**

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the named governor.

If you have any questions... Talk to your child's teacher, the headteacher, or the teacher in charge of PSHE. Often, when parents and carers find out what is in the curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning and safeguarding.

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## APPENDIX 1: PSHE Curriculum Map (Jigsaw)

### Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

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**APPENDIX 2: Compulsory elements of RSE**

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious)</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> </ul>	

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	<ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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 and advice from others, if needed</li> </ul>	
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> </ul>	

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	<ul style="list-style-type: none"> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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	<ul style="list-style-type: none"><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources.</li></ul>	
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**Non-compulsory elements we propose to teach**

Year Group	Changing Me
Reception	Growing up: how we have changed since we were babies.
Year 1	Boys' and girls' bodies; correct names for body parts.
Year 2	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).
Year 3	How babies grow during pregnancy and how boys' and girls' bodies change as they grow older
Year 4	Internal and external reproductive body parts. Girls' puberty and menstruation. Conception explained in simple terms
Year 5	Puberty for boys and girls including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.
Year 6	Understanding conception to the birth of a baby.

Note: The following is compulsory for year 6: Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.

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**Appendix 3: Parent form: withdrawal from sex education within RSE**

**To be completed by Parents**

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education withing relationships and sex education			
Any other information you would like the school to consider.			
Parent signature			

**To be completed by the school**

Agreed actions from discussion with parents	
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