

Hurstbourne Tarrant Church of England Primary School

‘Love of Learning, Love of Life, Love of Christ!’

Relationships and Sex Education (RSE) Policy



Our School Christian Values = REACH

R=espect E=ffort A=im High C=are and love H=onesty

Headteacher Signature:	Date: March 2025
Chair of Governors Signature:	Date: March 2025
Date for renewal: March 2026	

Our School’s Christian Vision

Through ‘Love of Learning, Love of Life, Love of Christ,’ we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect within an environment that enables children to have a positive purpose in life being true to themselves and others.

Our School Values

Respect – valuing each other and celebrating differences.

Effort – always trying our best.

Aim High – setting ourselves new challenges.

Care and Love – selfless service to others, putting others before ourselves.

Honesty – living with integrity, saying what we mean and mean what we’re saying.

Relationships and Sex Education (RSE) Policy

Rationale

In line with the Church of England Education Office, at Hurstbourne Tarrant CE (Controlled) Primary School, our faith-sensitive and inclusive approach to Relationships and Sex Education (RSE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

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

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

RSE is an integral part of our PSHE curriculum. We believe that it is crucial in helping to prepare the children for their lives now, and in the future.

In line with guidance from the Church of England's Education Office, as a church school we believe we have a duty to *'educate and prepare pupils well for life in a pluralistic British society with tolerance for those of different faiths and beliefs. Our society is one in which Christians serve and contribute positively while holding their own beliefs, and, one where it is possible for an individual to identify in different ways, with respect to gender and sexuality, and to express that in relationships. To prepare children and young people well means talking about and addressing equality issues.'*

We believe that children and young people need to be able to articulate their own feelings and choices, while being considerate and understanding of the views, beliefs and life choices of others. They are entitled to learn about RSE in a positive and safe environment, where they can develop the vocabulary, knowledge and skills to help understand themselves and others.

Our approach to RSE takes account of:

- **DFE Guidance – 'Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019'**. This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- **The Church of England Vision for Education – 'Deeply Christian, Serving the Common Good'; Autumn 2016**. Church schools must be committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus's promise of 'life in all its fullness' (John 10:10), regardless of their family arrangements, beliefs, or sexual or gender orientation. Church schools believe 'all things and all people are intrinsically related to Jesus Christ, and that sets the horizon within which He is to be understood and followed'. This deep commitment is harnessed with 'an over-riding commitment to the common good, the wellbeing of the population'.
<https://www.churchofengland.org/more/education-and-schools/vision-education>

- **The Equality Act 2010.** The act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
- **Valuing All God's Children (VAGC) published by the Church of England's Education Office; Summer 2019 (2nd Edition).** This document seeks to offer guidance and support in tackling homophobic, biphobic and transphobic bullying in schools.
<https://www.churchofengland.org/media/stories-and-features/valuing-all-gods-children-response-recent-claims>
- **Pastoral Principles for Living Well Together; Church of England; April 2019.** These principles help shape the way we all relate to one another.
<https://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf>
- **The Church of England's Education Office publication, 'RSHE Principles and Charter' –** This document explores the pastoral principles in more depth and how they relate to delivery of RSE in schools.
https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf
- **Advice Document for Schools and Community Groups; Southampton SACRE; Revised January 2020.**
<http://www.youngsouthampton.org/working-with-children/schools-guidance/sacre/local-advice-guidance.aspx>
- **Our school Child Protection and Safeguarding policies and procedures.**

Aims and objectives

We teach children about:

- the physical development of their bodies as they grow into adults;
- the way humans reproduce;
- respect for their own bodies and the importance of loving relationships;
- the importance of family life;
- moral questions;
- relationship and friendship issues;
- respect for the views of other people;
- what they should do if they are worried about how their bodies change.

Context

We teach relationship and sex education in the context of the school's aims and values framework as a Church of England School. While relationship and sex education in our school means that we give children information, we do this with an awareness of the moral code and Christian values which underpin all our work in school. In particular, we teach relationship and sex education in the belief that:

- relationship and sex education should be taught in the context of marriage, other stable relationships and family life;
- relationship and sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

The relationship and sex education programme we follow is part of our PSHE curriculum. We use <https://www.1decision.co.uk/resources> This is a comprehensive scheme of work which covers all aspects of relationship and sex education for primary age children and is recommended by the PSHE Association. It will be delivered by the class teacher. A full curriculum programme which relates to RSE is attached as the end of this policy.

Organisation

The DfE identifies that the focus of RSE in primary schools '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'.

We use our school values of respect, honesty, care and love to help children understand this through focussed PSHE lessons, worships, circle times and our general ethos throughout the school.

In line with the DfE guidance we start 'with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.' We teach children 'how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy'.

We teach relationship and sex education through different aspects of the curriculum. While we carry out the main relationship and sex education teaching in our personal, social and health education (PSHE) curriculum, we also teach some relationship and sex education through other subject areas (for example, science and PE), 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.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty.

In science lessons at Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2, teachers inform children about puberty and how a baby is born. We also teach about life processes and the main stages of the human life cycle in greater depth. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. As part of the relationship and sex education and computing curriculums, there will be discussion of issues around online safety and sexting.

In Years 5/6 we place a particular emphasis on health education, as many children experience puberty at this age. Teachers do their best to answer all questions with sensitivity and care. 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 (as stated earlier in this policy).

Boys and girls will learn together but may be split up for follow up discussions with the class teacher, other members of the teaching staff or professionals such as the school nurse.

Our relationship and sex education programme for Winter Class will be delivered each year in the summer term, which allows for **early communication with parents**. Prior to commencing our relationship and sex education programme, **we arrange a meeting for all parents and carers of children to discuss the lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.**

The role of parents

The school is well aware that the primary role in children's relationship and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform and consult with parents about the school's relationship and sex education policy and practice;
- answer any questions that parents may have about the relationship and sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to relationship and sex education, so that the teaching in school supports the 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 have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from the sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. The school will require that any request for withdrawal is in writing.

Section 241 of the Education Act 1993 grants parents and carers the right to withdraw their child from certain sessions in school, which are as follows:

Subject	Right to Withdraw
Relationships Education	No
Sex Education	Yes
RE	Yes
Science	No
Collective Worship	Yes

The role of other members of the community

We encourage other valued members of the community, such as members of the Local Health Authority, including the school nurse and other healthcare professionals, to work with us to provide advice and support to the children with regard to health education. Anyone who is asked to work with us in delivering aspects of the RSE curriculum will be asked to read and understand this policy.

Confidentiality

Teachers conduct relationship and sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, the teacher will inform the headteacher who will deal with it as a matter of child protection and follow the procedures as set out in the school Child Protection Policy, Procedure and Guidance document, as well as the Safeguarding Policy.

The role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed and consulted about our sex and relationship education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The headteacher liaises with external agencies regarding the school's relationship and sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and review

The Curriculum and Standards Committee of the governing body monitors our relationship and sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum and Standards Committee gives serious consideration to any comments from parents about the relationship and sex education programme, and makes a record of all such comments.

Long Term Overview for RSE

RSE at Hurstbourne Tarrant CE (Controlled) Primary School forms an integral part of our school curriculum:

- In Year R, it will be delivered through the PSED area of learning encompassing work on sense of self and relationships;
- In Years 1, 2 and 3, through PSHE units of work on caring for others, individuals as special people, feelings and emotions, changing friendships, celebrating and recognising differences and ‘my body’;
- In Years 4, 5 and 6, through PSHE units of work on families, relationships, personal feelings and hygiene.
- In KS1 and KS2, part of the RSE programme will be delivered through the National Curriculum Programme of Study for science, which covers life processes, including life cycles and reproduction in mammals.
- Years 5 and 6 will also look at puberty, how babies are made and how babies are born.

EYFS (Spring Class)	Personal Social and Emotional Development (PSED) Relationships	<i>Through the PSED aspect of the EYFS curriculum the children will: build constructive and respectful relationships.</i> <i>Ensure children’s play regularly involves sharing and cooperating with friends and other peers.</i> <i>Express their feelings and consider the feelings of others.</i>
Y1/2 (Summer Class)	Relationships - Friendship - Bullying - Body Language	<i>These sessions help children explore and understand a range of feelings, how feelings can be communicated without words and the importance of caring about other people’s feelings.</i>
Y3/4 (Autumn Class)	Relationships - Friendship - Bullying - Body Language - Touch (Appropriate)	<i>These sessions will continue to look at the importance of caring for other people’s feelings. The children will explore different types of relationships and from this they will gain an understanding of healthy and unhealthy relationships. They will also learn how to seek help and support if they feel uncomfortable in a relationship.</i>
Y5/6 (Winter Class)	Growing and Changing - Puberty - Conception	<i>These sessions look at how we grow and change. The children will continue to look at healthy and unhealthy relationships. The pupils will also look at how the body changes during puberty and the pupils will develop their understanding of babies, conception and how babies are born.</i>