



Horsington Church School
"That they may have life, Life in all its fullness."
John 10:10



Relationships and Sex Education 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, give them an understand of sexual development and the importance of health and hygiene
- Teach pupils correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of confidence, self-respect and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Horsington Church School considers Relationships and Sex Education(RSE) is an integral part of our Personal, Social, Health and Economic curriculum. We aim to offer a planned programme on human development, relationships, sexuality and family life within a safe comfortable atmosphere. The programme is guided by a Church of England framework: 'Goodness and Mercy'.

These aims complement those of the Science curriculum.

Statutory Requirements

We provide relationships education as per section 34 of the Children and Social work act 2017.

We are not required to teach sex education, however, we do need to teach the elements of sex education contained in the statutory science curriculum.



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Definition

RSE is about the social, emotional and cultural development of pupils and involves learning about relationships, sexuality, consent, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

Curriculum

Our RSE curriculum is embedded within our PSHE curriculum.

We have developed our curriculum taking into account the age, needs and feelings of the pupils. If pupils ask questions outside the scope of this, teachers will respond in an age-appropriate manner. We do not wish pupils to seek answers online.

Primary Sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes which adolescence brings
- The impact of puberty and personal hygiene
- Understanding menstruation and masturbation are a normal part of growing up
- How a baby is born and conceived, considered in the context of a relationship
- Answering each other's questions with confidence and knowing where to find support and advice

Delivery of RSE

Pupils will be taught about the importance of strong and mutually supportive relationships, including marriage, within family life. We aim to ensure no stigma is placed on a child for their home circumstances. These can include heterosexual and same sex relationships. We aim to provide accurate information and develop skills to enable pupils to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to the spiritual, moral, social, cultural, mental and physical development of an individual and thus begin to prepare them for adult life.

Other subject areas e.g. PE, RE and science, also link to reflection on human relationships health, physical development, rituals and traditions and emotions. Appropriate links will be made.

Since RSE incorporates the development of self-esteem, learning does not just take place within the taught curriculum but within every aspect of school life. Our school values of kindness, perseverance, love, respect, forgiveness underpin our school ethos and vision of "life in all its fullness" John 10:10. All staff are expected to be positive role models.



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Science Curriculum

Early Year Foundation Stage children learn about life-cycles e.g. tadpoles/frogs. Through on-going personal, social and emotional development, they develop the skills to form relationships and think about their relationships with others.

In Key Stage 1 children learn:

- To identify, name and label basic body parts
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic need of animals for survival
- To describe the importance to humans of exercise, a balanced diet and hygiene

In Key Stage 2 children learn:

- To identify that animals, including humans, need to right type of nutrition and that they cannot make their own food; they get nutrition from what they eat
- To identify humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of parts of the digestive system in humans
- To identify the different types of teeth in humans and their functions
- To describe the life process of reproduction in some plants and animals
- To identify the changes as humans develop to old age
- To identify and name the main parts of the circulatory system and describe the function 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 ways nutrients and water are transported in animals, including humans
- To recognise that living things produce off spring of the same kind but normally offspring vary and are not identical to their parent

RSE

Many children will begin to experience puberty by the end of Key Stage 2 so we ensure that both girls and boys know how babies are born and how their bodies change during puberty and what menstruation is. We always teach this with regard to the emotional development of the children.

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

- Families and people who care for me



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- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Families can include single parent families, LGBT parents, those headed by Grandparents, adoptive parents, foster parents and other family structures. We take care to ensure no child is stigmatised based on home circumstances.

Parents

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

- Inform parents when we are about to begin to teach a unit and invite them to see the resources we will use
- Answer any questions parents may have

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw children from the non-statutory elements of sex education within RSE.

The science curriculum contains content on human reproduction and development, there is no right to withdraw from this.

Requests for withdrawal should be put in writing and addressed to the Head Teacher. Form Appendix 1 can be used.

Please see document produced by the Government, which provides answers to frequently asked questions.

Confidentiality

Teachers conduct sex lessons in a sensitive manner. However, if a child makes reference to being involved, or likely to be involved, in sexual activity, then the teacher will take the matter seriously and deal with as a Safeguarding issue. Teachers will respond in a similar way if a child indicates they may have been the victim of abuse or exploitation. Disclosure of FGM must be reported to the police.

Legally, the school cannot guarantee absolute confidentiality. We aim to ensure the pupils best interests are maintained.



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Please see document produced by the Government, which provides answers to frequently asked questions.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Proposed October 2020

Parental/ Governor feedback forms were distributed during the Autumn term 2020

Adopted: October 2020

Reviewed: June 2021

Reviewed June 2021



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Appendix 1

Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of Child		Class	
Name of parent		Date	
Reason for withdrawal			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Result of discussion with parents/carers	