

Carrdyke Federation



Personal Social and Health Education including Sex & Relationship Education (SRE) Policy

Agreed: October 2025

Signed: Andrew Sewell Headteacher

Signed: Alison Barton Chair of Governors

Review: October 2027

Mrs Mary Kings Introduction

The greatest commandment Jesus taught was to love God and love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Mrs Mary King's Church of England Primary School our Relationships Education seeks to live out this command and explore how we can 'love our neighbour' through what we say and what we do. It supports our school vision 'working together with God's help we can all achieve great things'. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other within a friendship or family relationship. Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop, through an inclusive programme of teaching that is based on Christian principles, which both respect the human body and seek to ensure health and well-being. We support the aims of the document 'Valuing all God's Children' in the work we do with children on families and relationships.

Walcott Introduction

At Walcott Primary school we aim to provide a broad and balanced curriculum that provides a breadth of knowledge that opens children's minds to the wider world and tackles the insular nature of village life. This policy recognises the changes in attitudes toward sex and relationships in modern society. We aim to place increased emphasis on what healthy relationships are and give children the tools to recognise those that are not. 'Care' is one of our core school values and we believe it is vital that children respect the diversity in relationships in modern life. We aim to celebrate individuality and help children to feel accepted and loved. We want Walcott children to have a rounded and informed view of the society they are growing up in. We understand the enormous pressure children are under in terms of body image and influence by media, it is our aim to provide children with information that helps them to make sense of changes to their bodies and emotions as they grow up.

1. How this Policy was Developed

The federation has undertaken parental and governor discussion in writing the SRE policy. Parent have been given the opportunity to give feedback on proposed changes This policy takes full account of the school's legal obligations and the latest DfES guidance 'Sex and Relationship Education Guidance'

2. What is RSE?

The term sex and relationships education – RSE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values, and developing self-esteem and the skills to manage relationships.

PSHE

Personal social health education. We will teach most aspects of RSE as part of a wider PSHE programme of work using Coram Life SCARF planning and materials. In adopting this scheme, we have made some specific amendments to when certain units are taught.

3. Why RSE?

3.1 Legal obligations

Maintained primary schools in England and Wales have a legal responsibility to provide a 'sex education' programme. They also have a responsibility to keep an up to date written statement of the policy they choose to adopt and this must be available to parents. Parents have a right

to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools. They also make Health Education compulsory in all schools except independent schools.

3.2 The needs of young people and the role of schools

The overall aims of the school and National curriculum are:

1. To provide opportunities for all pupils to learn and to achieve.
2. To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.

4. Morals and Values Framework

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

5. Aims of the programme

A whole school approach will be adapted to RSE

The main RSE programme will be delivered through PSHE lessons. The school has decided to use materials provided by Coram Life SCARF. In addition, certain biological aspects are delivered through Science lessons. We have decided to adapt certain RSE lessons in upper KS2 to fit our own policy.

The overall aims of the RSE programme are:

1. To provide accurate information about, and understand of, RSE issues.
2. To dispel myths.
3. To explore a range of attitudes towards RSE issues and to help pupils to reach their own informed views and choices for a healthier lifestyle.
4. To develop respect and care for others.
5. To increase pupils' self-esteem.
6. To develop skills relevant to effective management of relationships. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others. Avoiding unhealthy relationships
7. Reflect the modern society we live in and the types of family's children may live in or come across

The RSE programme is delivered in a developmental manner so that issues are explored in greater depth as students mature.

The SCARF programme is arranged under the following headings and is cross reference to the areas identifies by the DFE:

- Me and my relationships
- Valuing difference
- Keeping myself safe
- Rights and responsibilities
- Being my best
- Growing and changing

These areas cover the aims laid out in the DFE guidance under the headings of:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

5.1 Sex and Relationship education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher. Should a teacher be absent it would not be undertaken by a short-term supply teacher but a member of staff the children know and trust.

Outside agencies and speakers may be involved in inputting to RSE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work.

Teaching is conducted in a safe a learning environment through the use of ground rules and distancing techniques.

5.2 Ground rules and distancing techniques

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimize any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

5.3 Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- If a verbal question is too personal the teacher should remind the pupils of the ground rules.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex, the view that sex should be between two people who are mature enough to make informed decisions should be emphasized.
- If a teacher is concerned that a pupil is at risk of sexual abuse the Headteacher should be informed and the usual child protection procedures followed.

5.4 Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom.

Questions do not have to be answered and can be addressed later. A teacher may tell the child

that the question they have asked is valid but is something that they will find out answers to in later education or that they may ask their parents. Teachers may notify parents of the questions and give them the opportunity to respond in the way they see fit. In some circumstances it may be appropriate to involve the school nursing team with the parent's permission

5.5 Range of relationships referred to

It is our aim for teaching to reflect the society we live in today to prepare children for their experience of the wider world as they grow up.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. Families can include for example:

- single parent families
- LGBTparents,
- families headed by grandparents,
- adoptive parents,
- foster parents/carers amongst other structures

When staff incorporate information about different types of families into the work they deliver, it will be appropriate to the age of the child and will be phrased in simple terms they can understand.

In referring to families with LGBT parents therefore, staff will refer to families with two mummies or two daddies when talking to younger children.

With older KS2 children teachers may refer to the terms LGBT where they felt it was appropriate for the maturity of the children.

Teachers will not however include any information about sexual practices. Teaching will be factual and non-judgmental referring to people's different preferences in terms of relationships and how they might view themselves. Teachers will not however discuss medical implications associated with terms such as transgender.

5.6 Sex education beyond the national curriculum

The sex education we plan to deliver is mainly contained within the compulsory areas of the curriculum, either health education or science. Some of this teaching is incorporated into teaching within the SCARF programme

The following are covered as part of the statutory 'health' part of the PSHE curriculum which is compulsory:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. This includes explanation of 'wet dreams'
- About menstrual wellbeing including the key facts about the menstrual cycle.
- The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals

In addition, the following are taught beyond the National Curriculum and statutory health education:

- In Year 1 and above we teach children the correct names for external sexual organs: penis, vagina, nipples.
- In addition, we teach children in Y5 and Y6 the function of the internal male and female sexual organs. This includes the fact that the penis can be erect.
- We explain the term fertilization and conception, we explain that this occurs when a penis is placed inside a vagina.

We do not teach about masturbation, rape, oral sex or any other sexual practices

6. Special educational needs

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular SRE needs.

The teaching programme for Sex and Relationship Education.

We intend that all pupils shall experience a programme of sex and relationships education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

The way that the school will teach SRE has been discussed with parents. Children with special needs will have discussions with parents and the school nurse to see the most appropriate way for them to access this subject.

7. Equal Opportunities

We recognize that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatization of children based on their home circumstances.

RSE is inclusive of all students, they have an equal entitlement to good quality RSE. The programme will be delivered in line with school's Equal Opportunities policy within an

atmosphere of mutual respect. The whole community will support an approach which ensures that no individual will be discriminated against on grounds of gender, race, disability, religion or sexual orientation.

7.1 The designated RSE co-ordinators will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student's needs, providing support and resources for staff, arranging staff training and liaison with outside agencies.

7.2 Monitoring and evaluation

The programme is regularly evaluated by the RSE co-ordinator. The views of students and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis.

Monitoring and evaluation can be informed by the Ofsted Framework for the Inspection of Schools.

7.3 Parental concerns and withdrawal of students

Parents have a legal right to view this policy and have information about the schools RSE provision.

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. Parents do not have the right to withdraw children from the relationship and health part of the programme

We will work in active partnership with parents/carers, value their views and keep them informed about our SRE provision. If a parent/carer has any concerns about the RSE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

8. Pastoral Support for Pupils who experience difficulties

8.1 The nature of support available to pupils

The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. There may be occasions when issues raised might be linked to pupil's emotional wellbeing. In these cases, the school would with parent's permission offer support using the schools CASY counselling service. Where any difficulties are of a safeguarding nature then the usual safeguarding protocols would be followed.

8.2 Confidentiality and informing parents/carers

We are aware that some parents find it hard to cope with their children’s sexual development and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- by making our commitment clear in the school prospectus.
- by placing sex education on the agenda at the relevant governors’ meeting.
- by inviting parents to discuss sex and relationships education when their child enters the school and when their child moves up from the primary to the secondary department.
- by discussing and agreeing a consistent approach for pupils to be used at home and school.
- by inviting parents to a meeting where resources are available and their use explained.

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.

Governors have responsibilities for school policies. They will be consulted about the SRE provision and policy and have regular reports at Governor’s meetings.

9. Policy Review and Development Plan

1. The policy will be reviewed annually.
2. Priority areas for development of RSE
 - a. Review resources to check they are the most appropriate.
 - b. Discussion with class teachers after delivery of sessions involved in RSE education from all key stages to check consistency.
 - c. Keep up to date with local training.

Annex 1:

SCARF TOPIC LONG TERM MIXED YEAR GROUP PLAN

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Year 1 & 2</u> <u>Year A</u>	<u>Autumn 1</u> Being my best <u>Autumn 2</u> Keeping Myself Safe	<u>Spring 1</u> Rules, Rights and Responsibilities <u>Spring 2</u>	<u>Summer 1</u> Valuing Difference <u>Summer 2</u> RSE: Yr1: Growing and Changing unit Yr2: Growing and Changing unit

		Me and My Relationships	
<u>Year 1 & 2</u> <u>Year B</u>	<u>Autumn 1</u> Being my best <u>Autumn 2</u> Me and My Relationships	<u>Spring 1</u> Rules, Rights and Responsibilities, including money and the wider environment <u>Spring 2</u> Keeping Myself Safe	<u>Summer 1</u> Valuing Difference <u>Summer 2</u> RSE: Yr1: Growing and Changing unit Yr2: Growing and Changing unit
<u>Year 3 & 4</u> <u>Year A</u>	<u>Autumn 1</u> Being My Best <u>Autumn 2</u> Keeping Myself Safe	<u>Spring 1</u> Me and My Relationships <u>Spring 2</u> Valuing Difference	<u>Summer 1</u> Rules, rights and responsibilities <u>Summer 2</u> SRE: Yr3: Growing and Changing unit Yr4: Growing and Changing unit
<u>Year 3 & 4</u> <u>Year B</u>	<u>Autumn 1</u> Being My Best <u>Autumn 2</u> Keeping Myself Safe	<u>Spring 1</u> Valuing Difference <u>Spring 2</u> Me and My Relationships	<u>Summer 1</u> Rules Rights and Responsibilities, including money, living in the wider world and environment <u>Summer 2</u> SRE: Yr3: Growing and Changing unit Yr4: Growing and Changing unit

<p><u>Year 5 & 6</u></p> <p><u>Year A</u></p>	<p><u>Autumn 1</u> Being My Best</p> <p><u>Autumn 2</u> Keeping Myself Safe</p>	<p><u>Spring 1</u></p> <p>Me and My Relationships</p> <p><u>Spring 2</u></p> <p>Rules, Rights and Responsibilities, including money, living in the wider world and environment</p>	<p><u>Summer 1</u> Valuing Difference</p> <p><u>Summer 2</u></p> <p>SRE: Yr5: Growing and Changing unit Yr6: Growing and Changing unit</p>
<p><u>Year 5&6</u></p> <p><u>Year 6</u></p>	<p><u>Autumn 1</u> Being My Best</p> <p><u>Autumn 2</u> Me and My Relationships</p>	<p><u>Spring 1</u></p> <p>Rules, Rights and Responsibilities, including money, living in the wider world and environment</p> <p><u>Spring 2</u></p> <p>Keeping Myself Safe</p>	<p><u>Summer 1</u> Valuing Difference</p> <p><u>Summer 2</u></p> <p>SRE: Yr5: Growing and Changing unit Yr6: Growing and Changing unit</p>

Annex 2: Amendments to SCARF planning

PSHE /RSE SCARF

What will be taught and what will be omitted or move years.....

Please use the following format

Year 1 and 2

RSE

Science knowledge taught:

- The importance of quality sleep, an active lifestyle and teeth hygiene. (Y1 keeping myself safe)
- Name external body parts

Health Knowledge taught:

- Healthy to have a range of emotions (Y1/2 Me and my relationships)
- How important friendships are to make us happy and secure (Y1/2 Me and my relationships)
- Eating well (Y1 being my best)
- Good hygiene (Y1 being my best)

Health knowledge not taught: None (i.e we have not amended the original SCARF planning)

Sex Education Knowledge that lies beyond the first two bullet points (this is the learning parents can withdraw children from)

- Name vagina, penis and testicles and know these are private parts (Y1 growing and changing)
- *Why do boys have nipples?* For the first six weeks of pregnancy an embryo (the beginnings of a baby) develops the same parts of the body and this includes nipples. Then the bodies start to change depending on whether the embryo will be male or female and this is why the genitals are different for boys and girls. Girls have nipples so that when they are grown up, if they choose to have a baby then they can breastfeed their baby. (Y2 growing and changing)

Sex Education knowledge not taught: None (i.e we have not amended the original SCARF planning)

Relationships

- Families come in different forms, eg. two mummies, two daddies, fostered, adopted (Y1 me and my relationships)
- Respecting differences in families (Y1 Valuing difference)
- Different types of bullying (Y1 valuing differences)
- To recognise appropriate and inappropriate relationships NSPCC (Y1 keeping myself safe)
- To understand the same rules apply to online relationships as to face to face relationships (Y1 Keeping myself safe)
- Relationships can have their ups and downs (Y1 being my best)

PSHE/RSE SCARF

What will be taught and what will be omitted or move years.

Year 3 and 4

RSE

Science knowledge taught:

- Science units in these year groups do not link to PSHE/RSE

Health Knowledge taught:

Health knowledge not taught:

- Menstrual cycle
- Puberty

Sex Education Knowledge that lies beyond the first two bullet points (this is the learning parents can withdraw children from)

- Naming the external body parts including; vagina, penis, breasts, nipples, testicles

Sex Education knowledge not taught:

- Year 3 – Growing and Changing “My changing body”
- Year 4 – Growing and Changing “My feelings are all over the place”
- Year 4 – Growing and Changing “All change”
- Year 4 – Growing and Changing “Period positive”
- Names for internal sexual organs, puberty changes and the menstrual cycle.

Relationships

- When someone is **adopted** it means that they have become part of a new family who wants to love and take care of them forever, because their own family can't keep them safe.
- Sometimes children are **fostered** because their own family can't keep them safe. Fostering isn't always forever like adoption but sometimes children stay with their foster families for a long time. Sometimes they are later adopted by their foster families.
- A **same-sex couple** is when two men or two women love and care for each other and choose to spend their lives together. In this country, same-sex couples can get married and might choose to have a family.
- If the couple is same gender/sex – both men or both women - they can have an official ceremony, called a civil partnership. This is a legally recognised union of a same-sex couple who then have rights similar to those of a married couple.

Relation education knowledge not taught:

- None

Year 5 and 6

RSE

Science knowledge taught

- describe the life process of reproduction in animals
- describe the changes as humans develop to old age
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health knowledge taught

- key facts about puberty and the changing adolescent body – including breasts developing, periods beginning, body hair growing around genitalia and under arms, sanitary products, penis and testes grow in size, semen begins to be produced.
- labelling female body parts- outer lips, inner lips, vaginal opening, clitoris, urinary opening, anus, vulva, pubic hair
- labelling male body parts – penis, scrotum, testicles, foreskin, anus, pubic hair
- menstrual cycle

Health knowledge not taught:

Sex Education knowledge that lied beyond the first two bullet points (this is the learning parents can withdraw children from)

- eggs released, hips widen, sperm produced (sometimes wet dreams), erections happen,
- egg leaves ovary, travels along fallopian tube
- penis enters the vagina, this is known as sexual intercourse
- During sexual intercourse man releases millions of sperm into the vagina. One sperm will enter the egg and fertilise it. About six days later the fertilized egg, known as embryo, travels down the fallopian tube and implants itself into the lining of the womb, where it continues to grow.
- Nine months later baby is ready to be born. Most babies are born head first and leave the womb, though the cervix and vagina. Sometimes a caesarean will be carried out. Sex Education knowledge not taught

Female genital mutilation, masturbation, sexual transmitted diseases, HIV.

- Year 5-Growing up and changing bodies -FGM
- Year 5 – Changing bodies and feelings – Masturbation / FGM
- Year 6 – Is this normal – FGM
- Year 6 – Acting appropriately – FGM
- Year 6 – What is HIV? - STIs / HIV

Relationships

- **Sexual orientation:** who someone is attracted to, physically and emotionally attracted, e.g. a person of the opposite sex, a person of the same sex, or both (bisexual).

- **Biological sex:** the gender that someone is born with. Female - XX chromosomes, has a vagina and ovaries. Male - XY chromosomes, has a penis and testes.
- **Arranged marriages** are marital unions planned by the families, typically parents, of the couple.
- **Inappropriate touch** is any form of touch that makes you feel uncomfortable--for instance, if someone attempts to forcefully hold your hand or any other part of the body.

Relationship terminology we will not be covering:

- **Gender identity:** how a person feels about themselves in their head. Whether they feel they are a boy or girl or neither.
- **Gender expression:** how a person shows their gender by the way they act, behave, dress etc.

Relationship knowledge from prior years

We will also be covering the same relationships areas as Year 3 and 4. These include fostering, adopting, same sex couples and civil partnerships. (The definition of these terms can be found in the Year 3 and 4 PSHE and RSE document.)