



Cam Everlands Primary School  
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## **Relationship and Sex Education Policy (RSE)**

### **1. Introduction**

The purpose of this policy is to ensure that all staff, parents, governors and children understand and agree the school's approach to RSE. The policy relates to other policies including Child Protection and Safeguarding Policy, E Safety and Anti Bullying Policies. The PSHE Co-ordinator and head-teacher are the schools designated RSE Co-ordinators. The RSE policy has been agreed by all staff, the senior management team and approved by the governors.

### **2. Safeguarding**

Cam Everlands Primary School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and to understand current Gloucestershire Safeguarding Children Procedures ([www.gscb.org.uk](http://www.gscb.org.uk)) and use them within our setting according to our policies.

### **3. Equal Opportunities**

We believe that our pupils are entitled to equal access to the variety of experiences offered at Cam Everlands. Our staff and governors are committed to promote equality of opportunity and oppose discrimination on the grounds of gender, race, religion, sexuality, disability or social circumstance. We aim to eradicate such prejudices and to build positively on the wealth of cultural diversity in the wider community.

### **4. Entitlement**

We endorse the National Curriculum requirement that all children will have access to RSE in a balanced and integrated way. We will make appropriate arrangements for children with physical disabilities.

### **5. How this Policy was Developed**

This policy was produced by the PSHE co-ordinator and head teacher of Cam Everlands Primary school in conjunction with a working party of current parents. The children were also consulted. (in particular the older KS2 children in relation to puberty) The children's needs in relation to local and national issues were considered. This policy takes full account of the school's legal obligations and the latest DfES guidance 'Sex and Relationship Education Guidance' (DfES 0116/2000).

### **6. What is RSE?**

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

According to the latest DfES guidance RSE is:

'...lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health' DfES 'Sex and Relationship Guidance', 2000.

The guidance suggests that RSE should have three main elements as follows:

#### **Knowledge and understanding**

Learning and understanding physical development at appropriate stages.



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Understanding human sexuality, sexual health, emotions and relationships.

### **Attitudes and values**

Learning the importance of values and individual conscience and moral considerations.

Learning the value of family life, marriage and stable and loving relationships for the nurture of children.

Acknowledging different family units e.g. single parents and extended families.

Learning the value of respect, love and care.

Exploring, considering and understanding moral dilemmas.

Developing critical thinking as part of decision making.

### **Personal and social skills**

Learning to manage emotions and relationships confidently and sensitively.

Developing self-respect and empathy for others. Learning to make choices based on an understanding of difference and with an absence of prejudice.

Developing an appreciation of the consequences of choices made.

Managing conflict.

Learning how to recognise and avoid exploitation and abuse.

### **7 The schools approach to RSE consists of:**

The taught National Curriculum Science Programme of Study.

RSE modules within each year groups delivered through the Pink Curriculum which provides a planned PSHE programme.

Pastoral support for pupils who experience difficulties.

Provision of appropriate information through leaflets and books.

### **8 Why RSE?**

#### **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.

Relationships and health education is compulsory. Sex education that appears on the science curriculum is compulsory. Parents have a right to withdraw their children from 'sex education' lessons which fall outside those aspects covered in the National Curriculum Science.

#### **The needs of young people and the role of schools**

The overall aims of the school and National curriculum are:

- To provide opportunities for all pupils to learn and to achieve.
- To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- The DfES 'Sex and Relationship Guidance' (2000) recommends that 'Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives'. The school has a key role, in partnership with parents/carers, in providing RSE.
- 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.
- 'Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from, delaying such activity'.



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DfES 'Sex and Relationship Guidance', 2000.

### **9. National and local support and guidance for schools to develop RSE**

Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and RSE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element. Our school's approach to RSE is in line with the Government's strategy and guidance given to schools. At a local level support and guidance for schools to develop RSE includes:

RSE training for teachers.

Advice and support for schools from expert LA personnel.

Support from the school nurse.

### **10. 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.

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.

### **11. A Whole School Approach**

A whole school approach will be adopted to RSE that actively involves the whole school community. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

- The designated RSE co-ordinator (currently Mrs Dunning and Mr Payne) 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, liaison with outside agencies and monitoring and evaluation.
- All teachers are involved in the school's RSE provision. Some RSE is taught through the PSHE programme and some through science and other curriculum areas. All teachers play an important pastoral role by offering support to pupils. (Any teacher can be approached by a student who experiences a difficulty regarding relationship or sex issues). Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.
- Non-teaching staff may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the RSE programme and supported in their pastoral role.



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- Governors have responsibilities for school policies. They will be consulted about the RSE provision and policy and have regular reports at Governor's meetings.
- Parents/carers have a legal right to view this policy and to have information about the school's RSE provision. School will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education meetings for parents/carers.
- 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 within the school.
- Pupils have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

### **12. The Taught RSE Programme**

The taught RSE programme will be delivered as part of the school's approach to PSHE through the Pink Curriculum.

Aims of the programme

The overall aims of the RSE programme are:

- To provide accurate information about, and understanding of, RSE issues.
- To dispel myths.
- 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.
- To develop respect and care for others.
- To increase pupils' self-esteem.
- To develop skills relevant to effective management of relationships and sexual situations. Examples include communication with and empathy towards others, risk assessment, assertiveness, conflict management, decision making, seeking help and helping others.
- To contribute to a reduction in local and national pregnancy, sexually transmitted infections and abortion rates.

### **13. Place in the curriculum**

The main RSE programme will be delivered through PSHE and biological aspects of the Science curriculum. Elements of RSE will arise in other areas of the curriculum.

#### **The teaching programme for RSE**

The Teaching Programme for RSE (Legal Requirements). All schools must teach the following as part of the Science National Curriculum; parents do not have the right to withdraw their child/children.

#### **Science National Curriculum Statutory Requirements**

##### **EYFS –through PSED**

**Self-regulation** – show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

**Managing self-** manage own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

**Building relationships-** form positive attachments to adults and friendships with peers  
Show sensitivity to own and other's needs.



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## **KS1**

### **Year 1**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

### **Year 2**

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## **KS2**

### **Year 5**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

### **Year 6**

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

## **14 Legal Requirements**

It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

“The Department for Education recommends that all Primary Schools should have a Sex and Relationship programme tailored to the age and physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born as set out in Key stages 1 and 2 of the Science National Curriculum.”

Section 1:2 Sex and Relationship Education in Schools Guidance

## **15 Content and learning objectives**

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

- All children will visit the National Society for the Prevention of Cruelty to Children (NSPCC) website and have an age appropriate assembly delivered regarding appropriate and inappropriate touch.

### **Reception**

Lesson 1: Responsibility  
Lesson 2: Growing Up  
Lesson 3: People Who Help Us  
Lesson 4: Keeping Ourselves Clean

### **Year One**

Lesson 1: Changes - Life Cycles  
Lesson 2: Changes - The Human Life Cycle  
Lesson 3: Being Unique – Link to PANTS  
Lesson 4: Personal Hygiene

### **Year Two**

Lesson 1: Similarities and Differences – Naming Body Parts  
Lesson 2: Where Do Babies Come From?  
Lesson 3: Changes – Physical  
Lesson 4: Changes – Becoming Independent

### **Year Three**

Lesson 1: Similarities and Differences – Reproductive Organs  
Lesson 2: Love, Respect and Values  
Lesson 3: Personal Hygiene – Hand Washing  
Lesson 4: Personal Hygiene – Infection

### **Year Four**

Lesson 1: Changes – Life Cycle  
Lesson 2: Changes – Responsibilities  
Lesson 3: Personal Hygiene – Infection and how we get better  
Lesson 4: Challenging Stereotypes  
Lesson 5: Girl's Menstrual Cycle

### **Year Five**

Lesson 1: Changes – Physical  
Lesson 2: Boys and Girls Menstrual Cycle  
Lesson 2: Changes – Emotional  
Lesson 3: Personal Hygiene – Keeping Clean  
Lesson 4: Genetic Inheritance

### **Year Six**

Lesson 1: Changes – Physical  
Lesson 2: Changes – Emotional  
Lesson 3: Life Cycle – Sexual Intercourse  
Lesson 4: Relationships  
Lesson 5: Birth and a New Baby



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### **16 Methodology and resources**

RSE is taught through the Pink Curriculum- Gloucestershire's Healthy Living and Learning Team.

Active learning methods which involve children's full participation will be used. This includes use of quizzes, case studies, research, role play, ICT, small group discussion and use of appropriate guest speakers.

RSE education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant. Should a teacher be absent it would not be undertaken by a short-term supply teacher.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils.

### **17 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.

- Pupils will be given preparation so that they will know how to minimise 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- everyone has the right to opt out
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- Questions outside the planned material will be answered factually and in an age appropriate way
- We will listen and respect each other
- Things discussed within the group needs to stay within the group. (Some things that are talked about may not be age appropriate for younger children in school. Staff cannot offer complete confidentiality – they will need to tell someone else if they are worried the safety of a child.)

### **18 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. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE Co-ordinator.

### **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.

Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.

If a verbal question is too personal the teacher should remind the pupils of the ground rules.

If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.

Teachers should not be drawn into providing more information than is appropriate to the age of the child.





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If a teacher is concerned that a pupil is at risk of sexual abuse the Headteacher (DSL) should be informed and the usual child protection procedures followed.

**19 Monitoring, evaluation and assessment**

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. Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the RSE programme of study is capable of formal assessment, particularly the knowledgeable components.

**20 Parental concerns and withdrawal of students**

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.

We will work in active partnership with parents/carers, value their views and keep them informed about our RSE 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.

**21 Dealing with bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously in line with Pupil Support Circular 10/99 and DfES 'Don't Suffer in Silence' 2002. This is reflected in the school's anti-bullying and hate policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RSE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other sex/relationship issues.

**22 Policy Review and Development Plan**

This policy is reviewed every 2 years by the Full Governing Body.  
This policy was reviewed on July 2021.

Signed: ..... Chair of Governors

Signed: ..... Headteacher

Next Review date: July 2023



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Appendix 1 SRE (Sex and Relationship Education) Vocabulary This table contains a list of the vocabulary which will be taught in each Year group.

Class	Vocabulary
Reception Responsibility	Dress, undress, clean, smelly, sponge, towel, hands, toothpaste, toothbrush, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, uncle, auntie
Year 1	Lifecycle, birth, adulthood, reproduction, death, baby, toddler, child, teenager, adult, pregnancy, elderly, unique, tolerance, hygiene, hygienic
Year 2	Boy, girl, male, female, similar, different reproduction, growth, penis, testicles, vagina, breasts,
Year 3	Antibacterial, microbes, symptom, transmission, contagious, hygiene, antibodies, immune, infection, inflammation, white blood cell, disease, vaccination. Lungs, heart, brain, kidney, stomach, penis, testicle, vagina, ovary,
Year 4	Respiratory system, circulatory system, digestive system, nervous system, antibiotic, disease, illness, immune system, medicine, symptom Reproductive system, puberty, adolescence, stereotype, gender specific: period, menstruate, menstruation, tampons, sanitary towels
Year 5	Physical and emotional changes, puberty, puberty changes, personal hygiene, puberty, hormones, oestrogen, progesterone, testosterone, genetics, chromosomes, characteristics, traits.
Year 6	Penis, testicles, sperm, ova, ovum, ovary, fallopian tube, uterus, vagina, physical and emotional changes, puberty, feelings, emotions, penis, testicles, erection, ejaculation, sperm, ova, ovum, ovary, fallopian tube, uterus, vagina, conception, pregnancy, foetus, Families, adoption, lesbian and gay relationships, wider family, brother, sister, step/half-brother/ sister, grandparents