



## **HOLY TRINITY C of E PRIMARY SCHOOL**

**Benner Lane, West End, Woking, Surrey, GU24 9JQ**

**Executive Head: Mr J Hills**

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### **RELATIONSHIPS AND SEX EDUCATION POLICY**

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Policy Type:	Statutory Policies required by Education Legislation
Policy Origin:	DfE – Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers.
Approved by:	LAB
Last Reviewed:	Spring 2021
LAB Accepted:	23 March 2021
Next Review:	Spring 2022
Summary of changes:	Policy changed updated in light of introduction of new relationships, relationships and sex education and health education.

## HOLY TRINITY C OF E PRIMARY SCHOOL

### Relationships, Relationships and Sex Education, and Health Education Policy

#### **Our School Aims**

**Nurturing, Inspiring, Empowering Children within a Caring Christian Community – Working Together to Embrace Tomorrow' Opportunities**

The school's approach to RSE will reflect the school's context, ethos and values, but will ensure all required topics are covered in a method and manner in keeping with our church school status. Teaching is carried out within a clear Christian moral framework in which pupils are encouraged to consider the importance of dignity, respect and responsibility for themselves and others. Our teaching is seen as complementary and supportive to the roles of parents.

*The Diocesan Board of Education (DBE) fully supports and endorses the new RSE statutory guidance for schools and encourages its school leaders, governors and clergy to embrace the teaching of RSE in line with the new requirements.*

*We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). See Appendix A.*

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. From September 2020 (due to pandemic this is now Summer Term 2021) all schools have a statutory duty to deliver Relationships and Health Education at key stages 1 and 2 as part of their broader PSHE curriculum, in line with the Equalities Act 2010.

#### **Definition of RSE**

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; however, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and physical maturity of the pupils.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships.

Learning will include:

- Friendships, family relationships, relationships with other children and with adults.
- 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.
- Establishing personal space and boundaries, unsafe physical, and other, contact.
- Positive relationships, including online relationships.
- Online safety and appropriate behaviour.
- Respect of families of many forms (families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures)
- Positive emotional and mental wellbeing, including how friendships can support mental well-being.
- How to recognise and report abuse, including emotional, physical and sexual abuse.
- Facts and risks associated with drugs, alcohol and tobacco.
- Basic first aid.
- Changes to the body.

## Content of Holy Trinity School's RSE Programme

At Holy Trinity, our PSHE and RSE curriculum is delivered through an on-line teacher resource called SCARF (Safety, Caring, Achievement, Resilience and Friendship) which provides a developmental whole-school approach to supporting PSHE. It is a carefully planned, spiral curriculum where children revisit the same themes in an age appropriate way. The school's values will also underpin and reinforce the skills of understanding, care and relationships.

The lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

**Reception:** looks at being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

**Year 1:** explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep bad adult secrets. It helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

**Year 2:** looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

**Year 3:** introduces themes about change, bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

**Year 4:** builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

**Year 5:** builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

**Year 6:** builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; female genital mutilation (FGM); sexual intercourse; HIV; and managing pressure online.

## Sex education in Year 6

As a school, we have agreed to offer an additional sex education programme in Year 6. This is beyond what is covered in the RSE framework and the Science National Curriculum.

We have made this decision as we believe in today's society our children need to be prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. We also see the inclusion of non-statutory sex education to be a safeguarding issue; by providing sex education in Year 6, we are laying the foundations to further sex education in secondary school, as well as helping children to identify what sexual intercourse is and its potential consequences (pregnancy) should anyone be trying to coerce them into engaging in sexual activity.

We have also made a decision to include the teaching of HIV at Holy Trinity where we feel it is appropriate with our eldest year group. HIV is included in the SCARF programme as it helps schools to meet their statutory requirements under Health Education (in the Health and Prevention category) for all children by the end of Y6 to know:

- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

As SCARF is a spiral curriculum, previous lessons will have covered hygiene, bacteria and the importance of hand washing. This leads naturally to talking about different viruses, of which HIV one. The purpose of this particular SCARF lesson is to raise awareness and reduce stigma and misconceptions surrounding HIV and the impact of this stigma on mental health. This is in line with advice on designing an age-appropriate curriculum from the Sex Education Forum.

The topic of Female Genital Mutilation (FGM) is also in our SCARF curriculum for our eldest year group. It is not a statutory topic for primary schools however, the Keeping Children Safe in Education statutory guidance does expect staff to be vigilant in reporting FGM. Therefore, in order to safeguard children from FGM, bearing in mind that the majority of cases happen to girls of primary school age, we have decided to include it where we feel children may be at risk. Conversations about our bodies and emphasising with all children that they are the best person to decide what happens to their own body provides a natural opportunity to talk briefly about FGM and help raise awareness. In turn, this helps to safeguard those children both in school and any female members of their family.

### Parental rights to withdraw their children

Parents have no right to withdraw their children from Relationships and Health Education which includes puberty, reproduction and birth. All of these areas are included in the Health Education or Science National Curriculums so are statutory. **However, parents do have the right to withdraw their children from the part of the Sex Education curriculum, which teaches conception, as this is not part of the RSHE or Science curriculum.**

Sex education includes puberty, conception, reproduction and birth. Puberty is already statutory under Health Education and National Curriculum Science (and so there is no right to withdraw). Birth and reproduction are also included in Science (again, no right to withdraw) and so this leaves conception. We interpret 'how a baby is conceived' to refer to what happens during sexual intercourse before an egg and sperm meet (reproduction). Therefore, the small amount of non-statutory sex education that is included in SCARF which includes both sexual intercourse and IVF can be found in our Y6 Making Babies lesson which we feel is shared in an age appropriate way. The content that parents can request to withdraw their child from is as follows:

- The description of how the bodies are preparing for sexual intercourse and the penis entering the vagina
- The first few seconds of the animated video clip showing the penis entering the vagina
- The first image in the Conception and Pregnancy Timeline which shows the penis in the vagina.

This lesson aims to help children understand how babies are conceived; this is important to understand before pupils transition to secondary school, to support their ongoing emotional and physical development effectively, as stated by the DfE.

Requests for withdrawal should be put in writing using the 'Right to withdrawal' form found on the school website or from the office and addressed to the headteacher.

Alternative work will be given to any child withdrawn from sex education.

### How is Relationships and Sex Education taught?

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Citizenship, Science and Computing.

RSE will be delivered by the class teacher or a teacher familiar with the class, in mixed gender groups. The only exception to this is in Years 4 to 6, where some sessions on puberty may be taught in same sex groups. We have strategies in place to ensure that pupils are able to ask anonymous questions if they need to. Resources used are flexible in order to meet the needs of the pupils and curriculum. We aim to use picture story books and many resources endorsed by the PSHE Association. When the materials are of a more explicit nature parents will be informed and will have the opportunity to watch any video material prior to it being shared with the children. Correct scientific and medical vocabulary will be used throughout the RSE curriculum. External agencies or visitors

(e.g. Heartstart, NSPCC, Police Officers, School Nurse) may be invited in to school to help deliver aspects of the curriculum if appropriate. This will be done alongside the class teacher in line with the school's RSE and safeguarding policies.

Some sex education will take place as a response to questions from children. This can happen at any time and teachers will answer in a way which is both accurate and appropriate to the children concerned. If it is inappropriate to give the child an answer, they will be directed to talk to their parent at home about it. Children tend to absorb that which they need and information they may not be ready for tends to be ignored. The spiralling SCARF curriculum is perfect for meeting the needs of all individuals as topics are repeated and pupils absorb information when they are ready.

### **Parental Involvement**

Holy Trinity Primary is committed to working with parents and believes that it is important to have the support of parents and the wider community for the PSHE, RSE and Health Education programme. Parents will be informed by class teachers when more sensitive matters are being taught for example the Pants Programme in Year 1. See Appendix B. Parents are and will be provided with the opportunity to find out about and discuss our programme through parent awareness sessions, parents' evenings, involvement in policy development, involvement in curriculum development, the school website and an open-door policy.

To promote effective communication and discussion between parents and their children we notify parents through Parentmails, information meetings, termly curriculum maps and the school website about when particular aspects of RSE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

### **How the school responds to specific issues related to relationships and sex education**

If we have any reason to believe a pupil is at-risk we are required to follow our safeguarding and child protection procedures as set out in our policy which is available on the school website.

### **How the relationships and sex education programme is monitored, evaluated, and assessed**

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

The planning and delivery of the RSE programme is monitored by the PSHE leader through scrutiny of lesson plans, lesson observations and pupil voice on a yearly cycle.

### **Professional development for staff**

As a school we are members of the PSHE Association where we have access to up-to-date research, guidance and recommended resources. The PSHE leader will keep abreast of any changes to the delivery of a successful curriculum by monitoring advice from the Surrey PSHE advisor, attending appropriate training and disseminating information to staff. Teaching staff will have opportunities to identify any training needs they have in delivering a successful RSE curriculum. All staff receive annual Safeguarding training.

### **LINKS TO OTHER POLICIES AND ADVICE**

This RSE Policy is supported by, but not limited to:

- Behaviour Policy
- SMSC Policy
- Safeguarding/Child Protection Policy
- Confidentiality Policy
- Equality Policy
- Anti-bullying Policy
- Intimate Care Policy
- E-safety Policy
- Sex and Relationship Education Guidance – DfES
- Statement of British Values
- Worship Policy

**A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>1</sup>**

In Holy Trinity CE Primary we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

**We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act<sup>2</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so

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<sup>1</sup> RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

<sup>2</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.



Dear Parent/Carer,

During the week of XXXX, as part of our PSHE lessons, Year X will be using the NSPCC’s Underwear Rule to teach children that: their body belongs to them, they have a right to say no, and that they should tell an adult if they’re upset or worried. During these discussions we will aim to teach our pupils important safety skills without giving explicit information or telling scary stories. We will be teaching our pupils the NSPCC’s Underwear Rule, using the ‘PANTS’ acronym, which is like a green cross code for staying safe from sexual abuse.

PANTS stands for:

- **P**rivates are private
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak up, someone can help

The lessons will introduce a range of ideas, all delivered in a way that’s fully age-appropriate. These include:

- “appropriate” and “inappropriate” touching
- your child’s right to say no to things that make them feel upset or uncomfortable
- naming parts of the body
- who your child can turn to if they ever feel upset or worried.

If you would like to find out more about what we will be covering in school, the detail can be found at [nspcc.org.uk/underwearrule](https://nspcc.org.uk/underwearrule). This weblink to the NSPCC’s campaign also provides useful information for parents on how you can help keep your children safe in partnership with your child’s school.

If you have any questions or concerns please don’t hesitate to get in touch with your child’s teacher.

**Year X Team**