



*Newbottle and Charlton C.E. V.A. Primary School*

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# **Relationship and Sex Policy**

(Statutory – Annual review)

<b>Adopted by the Governing Body on [Date]:</b>	March 2024
<b>Date of review:</b>	March 2024
<b>Chair of Governors Signature:</b>	
<b>Date of next review:</b>	March 2025

*Review date: annual*

## **1. 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, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## **2. Statutory Requirements**

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Newbottle and Charlton Primary School we teach RSE as set out in this policy.

## **3. How this Policy was developed**

- This policy has been developed in consultation with staff, pupils, parents and governors.
- Parents, staff, governors and pupils were consulted via a letter and the draft policy being published on the school website, as well as being given the opportunity to attend a curriculum evening on this subject.
- It was reviewed and ratified initially by the Ethos Committee of the governing body on 1st July 2020. No further changes to the delivery of RSE have been made since this initial consultation

## **4. What is Relationships and Sex Education?**

- **Relationships education:** can be defined as putting in place the building blocks needed for positive and safe relationships, including with family, friends and online. Each child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, the school will cover how to treat each other with kindness, consideration and respect.
- **Sex education:** The Department for Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are 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.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

### **Aims:**

The school's aim is for the children to leave primary school

- knowledgeable about the changes which may already be happening, or about to happen, to their own bodies, and to those of the opposite sex;
- aware of the significance of these changes for their own possible future roles as parents, and of the role they may play as part of God's Creation and creativity;
- knowledgeable about loving relationships as well as the act of sexual intercourse within this context;
- confident and happy with their own bodies.

We teach children about:

- the physical development of their bodies as they grow into adults;
- respect for their own bodies and those of others;
- the importance of relationships and family life, placing sexual development within the Christian context of love, faithfulness and forgiveness;
- sexual intercourse within the context of a loving relationship;
- other ways for parents to conceive babies.

### **Subject content:**

A range of resources is used and a long-term map is followed. This includes The *Coram Life Education* materials and lesson plans are used across the school. These provide a comprehensive programme of learning for the whole PSHE curriculum in which Relationships and Sex Education is fully embedded. *See appendices for learning outcomes linked to these materials.*

These lessons are further supplemented by the Life Education lessons taught by the agency directly. The teaching delivered by the visitors reflects the school's values and ethos and is enhanced by follow-on work.

RSE is part of statutory Relationships Education, National Curriculum Science and Health Education, as well as Non Statutory Sex Education. *See appendices for Science programmes of study.*

RSE at Newbottle and Charlton is taught to each mixed-year class on a rolling 2-year programme by familiar members of staff. At times children may be split into year groups for these lessons. The school nurse or Life Education consultants are involved with some of the content delivery for older children too (Year 4-6).

The lessons are planned carefully using the 6 themes from the Coram materials.

Alongside these lessons there are specific additional days linked to other areas such as internet safety and anti-bullying.

- A safe learning environment is created using a range of techniques, including using a group agreement, along with guidance on how teachers should answer difficult questions. During lessons, children will feel safe and supported and able to engage with the key messages.
- The library has a selection of books and materials which children can access to further support their needs.

## **5. How Relationships (and Sex) Education is monitored and evaluated**

The SCARF 6 half-termly units have within them assessment opportunities that are mapped to support monitoring and evaluation to ensure that students are making progress (see Growing and Changing units). Alongside this, the National curriculum science objectives are used.

We will make sure that any materials from used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on: What they're going to say and their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **6. How the delivery of the content will be made accessible to all pupils**

### ***The needs of all genders.***

The school strives to ensure that the RSE programme is relevant and can be accessed by all genders. This is achieved by ensuring that the vast majority of lessons are taught to mixed sex classes and that a flexible approach is used each year taking into close consideration the particular cohort. Even where certain lessons are taught to single-sex groups (for example, when discussing periods and sanitary products), the same information is shared with boys as well as girls.

### ***Ethnic, religious and cultural diversity.***

The RSE programme acknowledges different ethnic, religious and cultural attitudes to RSE by consulting pupils and parents / carers about their needs and taking account of their views. The school promotes respect for, and understanding of, the views of different ethnic and cultural groups. Materials and policies are shared to parents / carers.

### ***Varying home backgrounds.***

The RSE programme recognises that pupils may come from a variety of family situations and home backgrounds and these different families are acknowledged in the teaching and resources used.

### ***Sexual Orientation.***

The RSE programme acknowledges that a percentage of pupils will go on to define themselves as gay, lesbian or bi-sexual (GLB) and that students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. The programme includes sensitive, honest and balanced consideration of sexuality. The school's anti-bullying policy specifically references homophobic bullying and all incidents are recorded.

### ***Special educational needs.***

The needs of pupils with learning, emotional or behavioural difficulties or physical disabilities are met through a range of approaches including 1-1 support, additional explanations and scaffolding of learning, additional follow-up work to check understanding, additional materials in a simplified format and access to nurture support as well as a scribe for any questions for the 'Ask It Basket'. The school assesses the needs of all learners prior to delivering these sessions and makes all relevant reasonable adjustments.

### ***The teaching programme for Relationships and Sex Education.***

The school ensures that the RSE is delivered at a level which is appropriate for the children's age and physical development, and adaptations are made for those with difficulties in cognitive development. Each cohort is considered carefully in terms of their physical and emotional development.

### **Pupils who use alternative methods of communication and pupils with profound and multiple learning difficulties**

Staff adapt their teaching of RSE to ensure that pupils who have physical, visual or hearing impairments or who are unable to use speech and may use signing, symbols and / or

communication switches and aids have equal access to the programme. The school rarely has pupils with profound and multiple learning difficulties but in these circumstances it would be ensured that all pupils would be able to access at least the most basic content from the programme, such as self-awareness, gender awareness, body recognition and privacy.

## **7. Parental concerns and withdrawal of students**

The school works in active partnership with parents/carers, seeks their views and keeps them informed of when RSE will be delivered and what it will include. They are invited to view the resources prior to delivery of lessons and can seek support from the school in how they can support their children, too.

Parents will have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships Education. This does not include lessons taught within the science curriculum. Requests for withdrawal should be in writing using the form found in appendix 4 of this policy and addressed to the headteacher.

The school informs parents of their right to request that their child be withdrawn from Sex Education.

The school supports the parents in fulfilling their responsibility to provide Sex Education at home, if they choose to withdraw.

If a pupil is excused from sex education, the school ensures that the pupil receives appropriate, purposeful education during the period of withdrawal.

Before granting any such request the headteacher will discuss the request with the parent and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead).

Parents are given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

## **8. Dissemination of the Policy**

- The policy has been disseminated to staff, governors and parents
- Further copies of this policy and other information about RSE can be obtained from the school website at [www.newbottleandcharlton.co.uk/policies](http://www.newbottleandcharlton.co.uk/policies)

## **9. Policy Review and Development Plan**

- The policy will be reviewed annually by the PSHE lead.
- Priority areas for development of RSE are provision of staff training on the new materials and continual assessment and evaluation of provision.

### **➤ Sources of Further Information**

This policy has drawn on:

- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (June 2019)

**This policy should be read in conjunction with the following school policies:**

- Safeguarding (inc. responding to disclosures)
- Anti-bullying
- Equality duty Objectives and SEND policy
- DfE Keeping children safe in education (Updated every September)

## Appendices

### Appendix 1.

DfE Relationships Education and Health Education statutory requirements

This page shows you all the DfE's topics and core content statements to be covered by the end of primary school for relationships education and health education- objectives on the changing adolescent body)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## **Appendix 2- Outcomes for Growing and Changing Units**

Year Reception

Children will be able to:

- Talk about how they have changed as they have grown.
- Explain the differences between babies, children, and adults.
- Understand that we are all unique.
- Name parts of the body (including reproductive parts) using the correct vocabulary.
- Explain which parts of their body are kept private and safe and why.
- Tell or ask an appropriate adult for help if they feel unsafe.

Year 1

Children will be able to:

- Identify parts of the body that are private;
- Describe ways in which private parts can be kept private;
- Identify people they can talk to about their private parts.
- Explain that a baby is made by a woman and a man, and grows inside a mother's tummy.
- Understand that every family is different.
- Talk about similarities and differences between themselves and others.

Year 2

Children will be able to:

- Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);
- Understand and describe some of the things that people are capable of at these different stages.
- Identify which parts of the human body are private;
- Explain that a person's genitals help them to make babies when they are grown up;
- Understand that humans mostly have the same body parts but that they can look different from person to person.

Year 3

Children will be able to:

- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.

Year 4

Children will be able to:

- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.

#### Year 5

Children will be able to:

- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.
- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.

#### Year 6

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

### Appendix 3- National Curriculum Science Programme of Study

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf) )

### Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

**TO BE COMPLETED BY PARENTS**

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Any other information you would like the school to consider

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Parent  
signature

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**TO BE COMPLETED BY THE SCHOOL**

Agreed  
actions  
from  
discussion  
with  
parents

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