



**Madron Daniel CofE school**  
**INSPIRE • BELIEVE • ACHIEVE**

## **Relationship and Sex Education Policy**

**Date agreed:**

**Signed:**

**Signed**

**Date for review:**

**Headteacher:**

**Chair of governors:**

## 1. Rationale

- This policy offers a whole school statement of intent through its aims for RSE
- It must be read in conjunction with our PSHE policy.

Personal, Social, Health Education (PSHE) at Madron Daniel School is underpinned by our school mission statement and aims which is to educate children for “life in its fullness” by educating pupils spiritually, intellectually, socially, morally, aesthetically and physically based on Christian principles and on the examples of Jesus in the gospels.

Our school’s approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive.

It is underpinned by two key Biblical passages:

*“So God created humankind in his image, in the image of God he created them”*

*(Genesis 2:7)*

*“I have come in order that you might have life - life in all its fullness”*

*(John 10:10)*

At Madron Daniel Church of England School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

## 2. Intent – what this policy specifically aims to do

At Madron Daniel Church of England School, we seek to ensure that the RSHE curriculum protects, informs and nurtures all pupils. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and that there needs to be discernment about the manner in which this is taught. We teach RSHE within a moral (but not moralistic) framework.

RSHE in Madron Daniel Church of England School is about what constitutes wellbeing and loving care for ourselves (physical and mental health

education), how we show loving care for others (relationships education) and, when at an appropriate age and stage in life, how we show loving care to those we choose to be intimate with, including within marriage (sex education).

It is also about the spiritual and moral aspects of healthy, loving and nurturing relationships within a context of a Christian vision for the purpose of life. Pupils will consider how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

### 3. Objectives

**Reception:** Healthy relationships, including show an understanding of their own feelings and others, show resilience and perseverance in the face of challenge, manage own hygiene, work and play cooperatively and explain reasons for rules.

**Year 1:** Healthy relationships, including friendships; families; growing and changing, including; personal hygiene; changing feelings, keeping safe; developing self-esteem and confidence

**Year 2:** Healthy relationships, including friendships; families; growing and changing, including; the correct names for the main parts of the body of boys and girls, appropriate and inappropriate touch; managing feelings; becoming more independent; keeping safe; developing self-esteem and confidence

**Year 3:** Healthy relationships, including about solving disputes and conflict amongst themselves and their peers, about what makes a positive, healthy relationship, including friendships, how to maintain good friendships, about what is meant by a habit how habits can be hard to change and about drugs that are common in everyday life.

**Year 4:** Healthy Relationships, including how to respond and ask for help, recognise and manage dares, what is meant by 'stereotypes' , the importance of keeping personal boundaries and the right to privacy.

**Year 5:** Healthy Relationships, including the changes that happen at puberty, the correct use of the terms sex, identifying external and internal reproductive organs, and also that that each person body belongs to them and the right they have to protect their body.

**Year 6:** Healthy Relationships, different types of relationships (friends, families, couples, marriage, civil partnership), what constitutes a positive, healthy relationship, recognise when a relationship is unhealthy, about human reproduction in the context of the human lifecycle and science education, how

a baby is made and how it grows, roles and responsibilities of parents and carers and that pregnancy can be prevented

In all our relationships education children will also be taught:

- Good habits
- Strategies for physical and mental health
- To consider the consequences of behaviour and choices
- Able to read challenges
- Critically analyse options
- Decision making
- Manage dilemmas positively, maintaining safety and integrity
- How to access help
- Able to support others responsibly

#### **4. Definitions**

##### Defining Relationships Education

Relationships Education is learning about how to:

- be appreciative of existing relationships;
- form new healthy friendships; and
- enjoy strong positive, caring, relationships with good boundaries, online and in person.

This will particularly refer to family relationships (including marriage), friendships and relationships with peers and adults.

##### Defining sex education

Sex education is about reproduction: learning how babies can be made and the emotions that people experience when they are ready for close intimacy.

The national curriculum for science includes content about human body parts, growth, puberty and gestation. Parents do not have the right to withdraw from this aspect of the curriculum.

In this school we have decided that it is important to include conception and how pregnancy can be prevented to educate the children in our community for adulthood (and for secondary school) in their last year(s) of primary school.

## 5. Responsibilities

Specific responsibilities	Who – role?
Leading the RSE provision and curriculum	HT and NB
Assessing and coordinating training and support for staff	HT
Establishing and maintaining links with external agencies/other health professionals	HT
Policy development and review	HT and NB
Managing child protection/safeguarding issues	HT, SM
Establishing and maintaining links with parents/carers	All staff

6. **Implementation** – what practise should look like at Madron Daniel School.
7. This will include the scheme of work, reference to curriculum plans, cross curricular links, specific resources

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.

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 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.

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 the excesses of media in all its forms.

RSHE will promote healthy resilient relationships set in the context of character and virtue development that sits within our schools Christian Vision and Values.

Teachers use their own flexibility to adapt their teaching to the needs of each cohort. Links are made in the scheme of work to specific teaching packs in each year group including: DEAL, Drugs and Alcohol Scheme, Medway Resources, NSPCC, Barnados, Cornwall Healthy Schools, Smartie the Penguin, Dove and Common Sense Media.

It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.

#### **8. Impact – Assessment, Monitoring and evaluation**

This will follow the same monitoring and evaluation processes as our PSHE policy.

#### **9. Special Needs & Equal Opportunities**

Pupils with SEND will have had the content made accessible to them as appropriate by the class teacher. In some cases it will be appropriate to liaise with the parents/carers.

#### **10. Safeguarding & Child Protection**

All adults involved in PSHE delivery are aware of the safeguarding arrangements in place.

##### **Confidentiality in the context of PSHE lessons**

The nature of PSHE means that pupils may disclose personal information that staff respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make

sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy. If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

### **11. Health and Safety including online safety**

*Throughout the children's time at Madron Daniel they will receive education about online safety and protective behaviours on line. The school has an online reporting system and any issues in this area are referred to the DSL and DDLS.*

### **12. Parental involvement**

Parents will receive a detailed letter in Year 1 & Year 3 which outlines the knowledge covered in RSE.

During Year 2 & 6 Parents have the opportunity to come and explore the materials delivered or raise concerns by Barnardos.

#### The right to withdrawal from sex education

Parents do have the right to excuse their children from this aspect of RSHE and can do so by making concerns known and applying in writing to the headteacher. The school will invite any enquiring parents or legal guardians to talk through concerns. An explanation of the rationale for RSHE will be given; an opportunity will be offered to review the intended materials and consider the impact of not receiving sex education with peers.

Withdrawing a child from sex education remains a statutory right as a parent or legal guardian up until three terms before the child turns 16 years of age. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful

education during the period of withdrawal. There is no right to withdraw from relationships education or health education.

### **13. Governor involvement**

Governors evaluate the RSE as part of their monitoring of PSHE provision.  
This policy will be reviewed in 2022.

### **14. Glossary and extras**

Appendix – see attached Relationships and Health and Wellbeing Progression Grid.

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>