



**Madron  
Daniel**  
C of E School

**Relationships and Sex Education (RSE)  
Policy**

**March 2023**

**Date agreed:**

**March 2023**

**Signed:**

**Headteacher:**

**Signed**

**Chair of governors:**

**Date for review:**

**June 2025**

## 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 underpins 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

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**

RSE is taught within PSHE lessons. Through the scheme we use (SCARF), there is an entire unit which teaches the statutory and non-statutory elements of the curriculum.

This unit is called Growing and Changing and progresses throughout the Key Stages.

It is important to note that RSE is also taught and covered within Science topics. By the end of Key Stage 2, we ensure that both boys and girls know how babies are made and born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

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.

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 maybe 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.

All of the above will be taught with:

- Good habits Strategies for physical and mental health
- 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	LH, JR
Assessing and coordinating training and support for staff	HT
Establishing and maintaining links with external agencies/other health professionals	LH, PT and HT
Policy development and review	LH
Managing child protection/safeguarding issues	HT, DK and PT
Establishing and maintaining links with parents/carers	All staff

## 6. Implementation –

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.

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. Barnardos, 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.

RSE 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.

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.

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



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

## **8. 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.

## **9. 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.

## **10. 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 DDSL.*

## **11. 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.

## **12. Governor involvement**

Governors evaluate the RSE as part of their monitoring of PSHE provision. This policy will be reviewed in 2025.

## **13. Glossary and extras**

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

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