

Relationships and Sex Education Policy

Contents

1. Application of this Policy.....	2
2. Relationship with DEMAT Values.....	2
3. Associated Policies and Documents.....	2
4. Background	2
5. Version control.....	3
6. Context.....	3
6.1 Relationships Education.....	3
6.2 Context of Wider PSHCE	4
7. Development of the Policy.....	4
7.1. Consulting	5
7.2. Involving the whole school community	5
8. Implementation	6
8.1 Inclusion	6
8.2 Equality	6
8.3 Safeguarding	7
9. Curriculum organisation.....	7
9.1 Curriculum aims	7
9.2 Delivery of RSE	8
9.2.1 Anti-bullying and Friends and Family.....	8
9.3 Curriculum Materials and Resources	9
9.4 Safe and Effective Practice.....	9
9.5 Assessment, Recording, Reporting	9
10. Sex education policy	9
10.1 Definition of Sex Education.....	9
10.2 Content of Sex Education.....	10
10.3 Delivery of the Sex Education Curriculum	10
10.4 Right to be excused from Sex Education.....	10
11. Monitoring, review and evaluation	10
12. Appendices - Our Charter: Working Together in RSE	11
Children and Young People are entitled to:.....	11
Adults working with children are entitled to:	11
Parents, carers and other adults in the community are entitled to:	11

1. Application of this Policy

The policy is applicable to all employees (permanent and temporary) of DEMAT. Where applicable, it is also applicable to all Volunteers supporting DEMAT.

2. Relationship with DEMAT Values

The application of this policy must be applied at all times in a way that reflects the values of DEMAT:

Love - We engender love and tolerance between and for our staff, children and others to foster an inspiring atmosphere of mutual support.

Community – We are committed to ensuring our schools are a living part of the community and contribute positively to its needs.

Respect – We do everything to provide a caring, safe and secure place for our staff and children to be happy and respected in our schools so they may achieve their potential.

Trust – We acknowledge accountability and responsibility for our actions and ensure that we encourage each other to make brave decisions and then learn from any mistakes.

Ambition – We are determined that our schools offer a place for the joy of learning, enabling those of all abilities to thrive and go on to lead rewarding lives.

This is further defined in the four key strands of DEMAT, all of which are underpinned by our Christian distinctiveness:

Children are at the heart of all we do

Keep close to the work

Maintaining a legacy, creating new traditions

Aspirational, yet sustainable

3. Associated Policies and Documents

- [RSE and Health Education](#)
- [Children and Social Work Bill 2017.](#)
- [Sex and Relationships Education for the 21st Century’.](#)
- [Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Church of England RSHE Principles and Charter 0.pdf \(churchofengland.org\)](#)
- Faith sensitive and inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)
- [Relationships, Sex and Health Education | The Church of England](#)
 - Unit 3B Notes on Personalising the Relationships Education Policy in Your School
 - Unit 3C Discussing the Aims of RSE
 - Unit 3D Discussing your School’s Ethos and Values Statements
 - Unit 3E Personalising the Relationships Education Policy in a CofE School
- [Cambridgeshire PSHE Service Documents](#)

4. Background

The [DfE Guidance](#) (paras 19-22) is clear that all schools may teach about different faith perspectives on matters associated with Relationships Education and that the religious (or non-religious) backgrounds of the children should be taken into account. Schools with a particular faith

characteristic may teach the distinctive faith perspective on relationships, perhaps by offering a religious basis for acting kindly, caring for others, standing up to bullying and respect for everyone, however different to them they may seem. In all schools, teaching should reflect the law and prepare children for adult life in modern Britain.

The National Church supports the approach taken by the government, including recommending an age-appropriate provision of sex education at primary level. The National Church has issued documents with accompanying guidance to support Church of England schools as they develop policy in this area, links can be found below. In their policy development, schools should make reference to the principles established by the Church of England's Pastoral Advisory Group which has set out some [principles for living well together with difference and diversity](#) and in [Valuing All God's Children](#).

Each school in DEMAT shall develop, adopt and adhere to the Relationships & Sex Education Policy which reflects the core values of the MAT: Love, Community, Trust, Respect and Ambition.

5. Version control

No.	Status of document/changes	Prepared by	Reviewed by	Approved by	Date of approval
1.	Approved	Education Team	AB	Standards & Ethos Committee	12.5.23
2.					
3.					

This policy will be reviewed every three years.

6. Context

6.1 Relationships Education

Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables children to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips children with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help children to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. Relationships Education enables children to explore their own attitudes and those of others respectfully.

Consistent with the Church of England charter, Relationships Education is based upon the premise that all life is from God, and we are created in the image of God. We are called to love, as God is love. The Christian values of trust, honesty, forgiveness and loving and caring for one another are lived out in a church school's everyday life. Children' personal, social, health and emotional development are all promoted in the supportive Christian ethos of a church school, where all are respected, valued and is based on inclusive Christian principles and values, emphasising respect, compassion, loving care and forgiveness. Relationships Education is sensitive to the circumstances of

all children and be mindful of the variety of expressions of family life in our culture and upholds Christian values regarding relationships and marriage.

The Relationships Education curriculum is relevant to the needs of children, both now and in the future. It enables children to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

The Church of England faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

- *So, God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)*
- *I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)*

All adults in school will work towards achieving these aims for Relationships Education and seek to enable children to:

- develop interpersonal and communication skills.
- develop positive, personal values and a moral framework that will guide their decisions and behaviour.
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust.
- develop their ability to keep themselves and others safe, physically and emotionally, both on and offline
- develop their understanding of a variety of families and how families are central to the wellbeing of children.
- recognise and avoid coercive and exploitative relationships.
- explore relationships in ways appropriate to their age and stage of development.
- value, care for and respect their bodies.
- build confidence in accessing additional advice and support for themselves and others.

6.2 Context of Wider PSHCE

Relationships Education is delivered as part of wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education. The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities.

7. Development of the Policy

This policy has been developed in consultation with children, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and priorities for the school community.

Consultation did not give a veto to individual members of the community. The final decision on policy and delivery has been made by the Trust, having listened to the needs and views of the school communities.

7.1. Consulting

Parents/carers, children and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.

Further consultation with parents/carers and children will be carried out when the policy is reviewed, which happens every 3 years.

7.2. Involving the whole school community

7.2.1. Working with Staff

It is recognised that every adult has different personal beliefs and attitudes, but all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. Where appropriate, leaders will arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education.

7.2.2. Engaging with Children

Opportunities to discuss children's views about the content of their PSHCE lessons and RSE curriculum will take place throughout the year as part of both formal and informal monitoring of the curriculum.

7.2.3. Working with Governance

This policy has been developed with those responsible for governance across the Trust, to ensure statutory duties have been met.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of Trustee meeting to ensure that:

- children make progress in Relationships Education in line with the expected educational outcomes.
- the subject is well led, effectively managed and well planned.
- the quality of provision is subject to regular and effective self-evaluation.
- teaching is delivered in a way which is accessible to all.
- clear information is given to parents/carers.
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

7.2.4. Communicating with Parents/carers

It is recognised that many children receive information about relationships from their parents/carers in addition to their learning in school. Therefore, partnerships are sought with parents/carers when planning and delivering Relationships Education. This partnership is developed through a combination of the following activities:

- Sharing details of the curriculum on websites

- Informing parents/carers by newsletter or leaflet of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

8. Implementation

8.1 Inclusion

The Relationships Education programme provides for those with additional needs. Children with SEND are often more vulnerable to sexual harassment and abuse therefore this policy seeks to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. Staff will consider the following points in relation to these children.

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in child-child or child-adult relationships
- their need to learn and demonstrate appropriate behaviour.
- their need to develop self-esteem and positive body image.
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training.
- the management of personal care
- clarity about sources of support for children.

8.2 Equality

Under the provisions of the Equality Act, schools must not unlawfully discriminate against children because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

Schools will ensure that Relationships Education is not only equally accessible and inclusive for all children with protected characteristics, or who have family members with protected characteristics, but also reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- It will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- It will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence is explained in age-appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, it will share these to ensure children see their family views represented.
- It will accept and celebrate difference and enable children to develop skills to do the same.
- It will, as appropriate, ensure that a variety of views and beliefs are reflected back to children.
- In order to build positive communication skills and empathy, children will be taught in mixed-sex groups wherever possible. Small single-sex groups where cultural or religious views make children and their families feel uncomfortable in mixed-sex groups, will be

offered. Where teaching in single-sex groups is requested, the needs and wishes of non-binary children will be taken into account.

- It will encourage respect and discourage abusive and exploitative relationships.
- Children will not be asked to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
- Children will be supported to develop their knowledge about and attitudes towards diversity throughout units of work including:
 - Diversity and Communities
 - Family and Friends
 - Beginning and Belonging

8.3 Safeguarding

A high-quality Relationships Education is important in fulfilling statutory safeguarding duties. Relationship Education enables children to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables the statutory duty to prevent 'child-on-child' abuse to be met. In the case of RSE and Personal Safety, effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil the duty to prevent Female Genital Mutilation (FGM).

Sexually Active Children: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

9. Curriculum organisation

9.1 Curriculum aims

The Relationships Education Curriculum is consistent with the DfE statutory requirements for Relationships Education and Health Education (2020). It also reflects best practice described by the Sex Education Forum and PSHE Association. Relationships Education is a continuous process of learning, which begins before the children enter school and continues into adulthood. The curriculum is appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

The PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. Units are delivered which, taking the lead from children's lived

experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Children learn about relationships and their growing and changing bodies at home and at school. A partnership between home and school is the most supportive environment for learning in this area. At school children learn about RSE topics through planned lessons, but also through wider provision and our inclusive school environment.

In addition to the stated aims for Relationships Education, in lessons on Relationships and Sex Education the aims are to:

- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe.
- be prepared for puberty and the emotional and physical effects of body changes, including menstrual wellbeing.
- understand the attitudes and skills needed to maintain personal hygiene.

9.2 Delivery of RSE

RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for the provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of the RSE unit are statutory parts of Relationships Education and Health Education. Some elements of the RSE unit are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

Children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. The age at which puberty is introduced depending on the needs of each cohort.

At times, children will benefit from varying methods of delivering the RSE curriculum. For example, single-sex groups or small group teaching may be used where this will meet the needs of particular children more effectively.

9.2.1 Anti-bullying and Friends and Family

Children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills.

In addition to broad aims for Relationships Education, in Anti-bullying and Family and Friends lessons the aim is to ensure that children:

- Learn skills for developing and sustaining healthy friendships.
- Are able to apply principles of mutuality, equality, respect and loyalty across different types of relationships.
- Are able to identify coercion, manipulation and power imbalance across different types of relationships.
- Learn that empathy, communication skills, emotional literacy and positive mental health all contribute to healthy relationships.
- Learn about the breadth of different family structures, lifestyles, religions and cultures and understand how to show respect and celebrate difference.
- Are able to ask for support and support others when relationships are tough.

9.3 Curriculum Materials and Resources

The Cambridgeshire Primary Personal Development Programme forms the core part of the RSE curriculum. Teaching resources will be reviewed by the RSE lead thoroughly before using them. All resources must:

- be consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy.
- be suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
- be up to date in factual content.
- be produced by a reputable organisation.
- not show unfair bias e.g., towards a commercial product, religious viewpoint.
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity.
- conform to the statutory requirements for Relationships Education.

9.4 Safe and Effective Practice

Sensitive and complex issues will arise in Relationships Education, as children will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. Questions relating to areas beyond the planned curriculum for that age group, will be addressed in a sensitive and age-appropriate way only to the pupil/s who have asked the question. Teacher may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the Designated Safeguarding Lead. In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

9.5 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment.

10. Sex education policy

10.1 Definition of Sex Education

Following guidance from the DfE, Sex Education is defined as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

10.2 Content of Sex Education

The content of the Sex Education programme will be gradually developed in an age-appropriate way. The children will not learn about human sexual reproduction until Y5/6.

- Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc).
- Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.
- Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age-appropriate detail. They will learn about vaginal birth and caesarean section in age-appropriate ways, reflecting the experiences of children and families they know.

10.3 Delivery of the Sex Education Curriculum

Sex Education will be delivered by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the children.

Parents/carers will be informed by letter/email/via the school website about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions. Teachers will be offered support to develop their skills and to learn from others where needed.

10.4 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request the Head Teacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. The discussion and the outcomes will be recorded and placed upon the pupil's file.

Compromise arrangements will be identified which will enable the child to receive Sex Education at school. If a pupil is excused from Sex Education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

11. Monitoring, review and evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the Trust leader with responsibility for RSE. Those responsible for governance will ask for information relating to the effectiveness of the policy when it is monitored. Information will be gathered from Head Teachers, the PSHCE Leaders, parents/carers and children to inform judgements about effectiveness. The policy will be comprehensively reviewed every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

12. Appendices - Our Charter: Working Together in RSE

All staff are committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs.
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs.
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time.
- Know where and how to access information, support and local services.
- Be informed about confidentiality and how it affects them.
- Have their views and ideas received in a respectful and non-judgemental manner.
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE.
- Contribute their views and ideas in support of the development of RSE for their children.
- Professional guidance and support.
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way.
- A safe learning environment for their children.
- Information on how and when their children are taught RSE.
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right.
- Have their views and needs listened to in a respectful, non-judgemental manner.