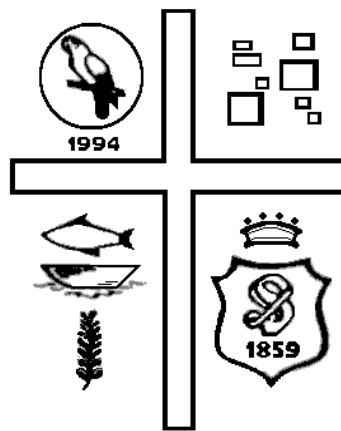


# The Curzon Church of England Primary School



## RSE Policy

Written by: J Ford, L Stevens, Feb 2023

To be reviewed: Feb 2026

## Our vision

Inspiring all to

‘Aspire Believe Care’

“Let your light shine” Matthew 5:16

At the Curzon Church of England Primary School, we ASPIRE to be the best we can be and reach our full potential. We BELIEVE in our abilities to learn and flourish together. We CARE for one another as the Curzon family.

## Our school values

We have six core Christian Values which permeate through the life of the school and underpin our vision;

Truthfulness

Compassion

Forgiveness

Friendship

Respect

Perseverance

## **Introduction**

At Curzon Primary School we aim to promote the mental, physical, moral, spiritual and social wellbeing of the children. One part of this is participation in a developmental programme of personal, sex and health education (RSHE), which will continue into secondary education. The curriculum will be one that prepares the pupils for the responsibilities and experiences of their present lives and their future adult life.

At Curzon RSHE is taught within the Personal, Social, Health and Economic (PSHE) curriculum (refer to PSHE/Wellbeing policies). In addition, some aspects of the RSE programme will be covered through:

- Science
- Computing
- Circle times
- Collective Worship
- Stories
- PE in the context of health and hygiene

## **Intent**

Within this policy, as in the DfE guidance Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with reference to respectful friendships, family relationships and relationships with other children and adults including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purpose of this policy, we specifically identify any non-statutory Sex Education that falls out of science and those related elements (the physical changes associated with puberty) within statutory Health Education.

## **Statutory Requirements**

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of The Children and Social Work Act 2017.

Department for Education guidance states that by the summer term of 2021 all primary schools must teach relationships and Health Education. The teaching of sex education in primary schools remains non-statutory, with the exception of elements contained in science curriculum including knowledge of main external body parts, changes as humans develop into old age, reproduction of some plants and animals and puberty.

Within the statutory guidance document for RSHE the DfE encourages schools to deliver age-appropriate education:

*“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department 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.”*

If you would like to see the guidance, please visit:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

## **Objectives**

The aims of RSHE at Curzon are to:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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.
- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation

## **The Curriculum**

RSHE is largely taught through our PSHE matters (see PSHE policy) and Science curriculum, however these can be adapted where necessary. Visitors such as the School Nurse Team, Community Police and NSPCC may be used to deliver content. This content will be approved to ensure it is in line with our school curriculum. We will deliver the curriculum considering the age, needs and feelings of the pupils. If pupils ask questions outside of the scope of the lesson, teachers will respond in an age-appropriate manner either at the time or on an individual basis later. Teachers will use their skills and discretion in these situations and refer to PSHE Co-ordinator or Head where required.

By the end of primary school our children will have studied the following:

### **Relationships Education:**

*Families and people who care for me*

*Caring friendships*

*Respectful relationships*

*Online relationships*

*Being safe*

### **Health Education:**

*Mental wellbeing*

*Internet safety and harms*

*Physical health and fitness*

*Healthy eating*

*Facts and risks associated with drugs, alcohol and tobacco*

*Health and prevention*

*Basic first aid*

## *Changing adolescent body*

For the key objectives of both Relationships and Health education, see appendix 1.

### **Science Curriculum**

Key objectives of the statutory Science curriculum are outlined below, these are **compulsory** aspects of learning:

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 5 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into

adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 5 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 5. These lessons form part of the statutory requirements for Health Education.

### **Non-Statutory Education**

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 5 and 6. Children are taught:

- That for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- That when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- How a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons.

### **Implementation**

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g., menstrual hygiene. All teachers are responsible for the delivery of RSE at Curzon School.

### **Environment**

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the

start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

### **Questions**

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. A questions box will be available for pupils to ask anonymous questions.

If staff are faced with a question, they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

### **Safeguarding**

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

### **Parents' Right to Withdraw**

As previously stated the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents **do not** have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher. Once a

child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed. Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

### **Equality/SEN**

These areas of learning are taught within the context of family life, taking care to ensure 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, 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). Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

### **Impact**

Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate. Our teachers assess the children's work in RSHE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives. Evidence will be in a variety of forms e.g., photographs as well as written work. Written work may not always be appropriate, and staff will use their professional judgement in this.

### **Monitoring, Evaluation and Review**

The governing body plays an active role in monitoring, developing and reviewing the policy and its implementation in school. Where aspects of RSHE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate. The school will review this policy annually and assess its implementation and effectiveness regularly.

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