



Bolton Parish Church CE Primary School



RSE Policy

Learn to Love, Love to Learn

1. Intent

At Bolton Parish Church CE Primary School, we consider that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. The main focus of the policy is around building healthy relationships in all aspects of life. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere built on the Christian value of Love and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DFE Sex and Relationship Guidance.

Relationships and Sex Education at Bolton Parish aims to:

- Provide a framework in which sensitive discussions can take place and to prepare pupils for puberty; giving them some understanding of sexual development and the importance of health and hygiene.
- Enable pupils to understand the qualities of healthy relationships, informed by Christian principles.
- Prepare children for healthy relationships in a changing, online world.
- Help pupils develop feelings of self-respect, confidence and empathy, respecting others and their views.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.

2. Statutory requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

3. Policy Development and Review

This policy has been developed in consultation with staff, Governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and

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local guidance.

2. SLT consultation – all members of the senior leadership team were given the opportunity to review the policy and make any recommendations.
3. Staff consultation – all school staff were given the opportunity to review the policy and make recommendations.
4. Governors consultation – Governors were invited to review the policy.
5. Parents review – parents were given the opportunity to review the policy and make any recommendations.
6. Ratification – once amendments were made (and agreed by the Governing Board), the policy was shared with staff and parents via the website.

This policy will be reviewed every 2 years using the above process, drawing on the views of parents, staff and the community at the time of review.

4. Definitions

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 particular reference to respectful friendships, family relationships and relationships with other children and adults including when online.

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 purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Within the PSHE and Science curriculum, we include the teaching of: reproduction in plants and animals; the life cycle of mammals; gestation periods of mammals; human foetal development; changes experienced in puberty; physical health and fitness; healthy eating; mental wellbeing; drugs, alcohol and tobacco.

Right to withdraw from sex education

Parents have the right to request that their child be withdrawn from some or all non-statutory sex education delivered as

part of RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of the withdrawal request will be logged by the school. The Headteacher will arrange a meeting to discuss the request with parents.

Parents cannot withdraw their child from any part of Relationship Education, Health Education or from any statutory sex education that forms part of the National Curriculum for Science.

Alternative work will be given to pupils who are withdrawn from non-statutory sex education.

At Bolton Parish, Sex Education will follow the statutory expectations of the Science Curriculum only. Following this teaching, PSHE sessions will focus on any emotional aspects of this human change. At Bolton Parish leaders at this moment in time feel other additional content on sex education is not required but will review regularly to meet the needs of their pupils.

5. Implementation

RSE is taught within the Personal, Social, Health and Economic Education (PSHE) curriculum, which has been informed by DfE guidance on Relationships, Sex and Health Education. Other subject areas, for example R.E., P.E. and Science will address elements of RSE. All planning and resources ensure that there is a full coverage of the expected content, including consistent use of vocabulary and explanations. Teachers adapt lesson content in response to pupils' needs and following delivered sessions. Additional materials will also be used to supplement this according to our priorities. This will be informed by: the specific needs of our children; relevant National, local data and school data; and will be age and developmentally appropriate.

At Bolton Parish we follow a thematic model:

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid.
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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6. Statutory requirements

As a Church of England School we must provide relationships education to all children in line with section 34 of the Children and Social Work Act 2017. Although we are not required to provide compulsory sex education, we do need to teach the elements of sex education contained in the Science curriculum.

In teaching RSE, we must give regard to the 25 June 2019 guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

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 4 onwards. As part of the Science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals.

7. Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

Staff

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Adjusting and adapting the curriculum content and delivery to meet the needs of all pupils (including those with SEND).

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to

discuss this with the headteacher. All teaching staff at Bolton Parish are responsible for teaching RSE.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Training

Staff are trained on the delivery of RSE.

The headteacher may invite visitors, such as school nurses or health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

8. ASSESSMENT AND TARGET SETTING

Work will be assessed through PSHE/science tracking using Proof of Progress tasks which assess whether a child is working at a basic, advancing or deep level within each unit. This will be tracked using target tracker.

9. INCLUSION

We aim to provide for all children so that they achieve as highly as they can according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

10. EQUAL OPPORTUNITIES

Bolton Parish has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

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11. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in PSHE through:

- monitoring and evaluating PSHE & RSE:-
 - pupil attainment
 - provision of PSHE & RSE
 - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent scientific developments.

12. PARENTAL INVOLVEMENT

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in PSHE. Parents are involved in children's learning, and are encouraged to attend parent workshops and update meetings where they will be given information on how they can support their child's learning each half term.

There are opportunities each term when parents can discuss their children's progress with their teacher. Half termly curriculum meetings and letters provide information about the PSHE curriculum and how parents can support their children.

Strategies for supporting children are shared at phase meetings and workshops as well as at parent helper training sessions.

Policy evaluation and review

This policy will be reviewed by the Governing Board every two years. Where significant changes are proposed, parents will be consulted.

Last review date: March 2024 Next review date: March 2026