



# Compton All Saints' Church of England Primary School

*Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas. All its work is underpinned by its core values of love, courage and respect.*

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

### **Introduction**

Compton All Saints' is a school where the attributes of learning and friendship are of equal value. Our relationships are our greatest strength. They motivate us and sustain us in providing the best learning and nurturing environment we can, for children and adults alike.

At Compton we believe that everyone can shine and that our school should be a place where all learners have the encouragement, support and opportunity to do just that.

### **Rationale and Ethos**

At Compton All Saints we seek to provide education of the highest possible quality in an environment underpinned by Christian beliefs and values, where children from all faiths and none learn how to become good friends, hard workers and confident individuals.

Our core values are love, courage and respect. These values form the basis of the work we do in developing children's moral and spiritual growth. They help us to sustain an ethos which supports our aim for children to live happy, safe, healthy and fulfilling lives, to become confident individuals and responsible citizens who make a positive contribution to society.

We hope children learn that these values can be an important guiding tool when making choices and decisions about the relationships around them.

### **Aims**

Aspects of RSE are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately.

In teaching RSE we aim to:

- Raise children's self-esteem and confidence;
- Develop the personal skills needed by children for them to establish and maintain relationships, to recognise what a healthy relationship looks like and to form healthy relationships, ensuring respect and dignity for themselves and others;
- Develop an awareness of emotions within relationships – eg naming and understanding personal emotions; recognising those of others and gaining skills in articulating and managing them to support personal wellbeing and healthy relationships.
- Help children develop the skills in language, decision making and assertiveness that they will need to participate with confidence in a range of 21<sup>st</sup> century social settings and current uses of technology;
- Help children know how and where to gain information and support;
- Ensure that children understand how humans grow, change, develop and reproduce;

- Create a positive culture around issues of sexuality and relationships;
- Prepare pupils for puberty, including giving them an understanding of physical changes as well as the importance of health and hygiene;
- Know the basic rules for keeping themselves and others safe in a variety of social, relational and online contexts;
- Reflect upon experiences and understand how they are growing – mentally, physically, emotionally and spiritually;
- Have respect for others and value diverse life styles, cultures and beliefs.

## **1. Legislation**

As a Primary School we must provide relationships education to all pupils as per Section 34 of the Children and Social Work Act 2017. We are required to follow the National Curriculum. This means that we have to teach science and the elements of sex education contained within the science curriculum. In teaching RSE, we are required to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

As a Church of England Primary School, we undertake to follow the principles in the Church of England Charter for faith-sensitive and inclusive relationships education, relationships and sex education and health education. This policy was also written in consultation with the Portsmouth and Winchester diocese and following the Church of England's RSE guidance document, which states that:

- *Diocesan schools should encompass the teachings of the Church of England, including the traditional Christian understanding of marriage as the context for sexual relationships and the importance of trust, loyalty, fidelity and choice, as well as the understanding of abstinence and celibacy as positive life choices.*
- *All schools may teach about faith perspectives. In particular, schools with a religious character may teach distinctive faith perspectives on relationships, and balanced debate may take place about issues that are seen as contentious.'*

We ensure that our approach to PSHE RSE and the curriculum that we follow enables us to meet the requirements of the Equalities Act 2010 and to fulfil the requirements of 'Keeping Children Safe in Education' (KCSIE). This policy should be read in conjunction with our Child Protection and Safeguarding policies.

## **2. Policy development**

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

- Review –The PSHE lead collated all relevant information including relevant national and local guidance.
- A parent focus group was formed and consulted with on current RSE guidance, policy changes and schemes of work.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – The policy was made available to parents and governors for two weeks and they were invited to discuss any points.

- Ratification – once amendments were made, the policy was formally ratified.

### **3. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

### **4. Curriculum Design**

Our curriculum is set out in Appendix 1. This will be reviewed and adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our curriculum content is based on resources provided by the PSHE association, as well as 'No Outsiders in our School' key texts. In 2023, we have also supplemented this with resources from the Christopher Winter Project.

Teachers will use the objectives and always take into account the needs and feelings of our pupils.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings;
- How a baby is conceived and born.

For more information about our RSE and PSHE curriculum, see our curriculum map (Appendix 1)

### **Delivery**

RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. It also complements content covered in science, computing and PE, and other aspects are included in religious education (RE).

Appendix 1 shows how our PSHE curriculum covers all the strands of the statutory guidance, including that of RSE. The RSE strands are highlighted in yellow.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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; married parents, unmarried parents, single parent families, LGBT+ parents, families headed by grandparents, adoptive parents or foster parents. In addition, the content of RSE will sensitively reflect that some children may have a different structure of support around them, for example looked after children or young carers.

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of the school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can

lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the Designated Safeguarding Lead within the school, who will then deal with the matter in consultation with health care professionals (see also Safeguarding and Child Protection policies).

## **5. Inclusion**

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006), which includes homophobic, sexist, sexual and transphobic bullying. Section 4.2 of the national curriculum (2014) states *“Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”*

RSE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Anti-Bullying policy
- Behaviour policy
- Confidentiality policy
- Equality and Objectives policy
- Health and Safety policy
- Computing Policy and E Safety Policies
- RE policy
- Safeguarding/Child Protection policies
- Social, Moral, Spirituality and Cultural Development policies
- Special Educational Needs policy
- Mental Health and Wellbeing policy

Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

## **6. Roles and Responsibilities**

### **6.1 The governing body**

The governing body will approve the PSHE/RSE policy, and hold the headteacher to account for its implementation.

### **6.2 The headteacher**

The headteacher is responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

### **6.3 Staff**

All teachers will be responsible for teaching PSHE/RSE to their own class. Staff are responsible for:

- Ensuring a safe learning environment by establishing clear ground rules;
- Being sensitive to the needs and experiences of individuals;
- Using a range of teaching methods and interactive activities that support and promote understanding within a moral/values context which underpins the schools values;

- Using distancing techniques through the use of stories, videos, role play and use of fictional characters;
- Ensuring information shared is factual and at an age appropriate level;
- Delivering PSHE/RSE in a sensitive way;
- Modelling positive attitudes to PSHE/RSE;
- Monitoring progress and responding to the needs of individual pupils;
- Providing opportunities for pupils' questions to be answered and informing parents / carers as necessary.

Any queries regarding the teaching of RSE should be shared with the PSHE leader /headteacher.

#### 6.4 Pupils

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

### 7. Right to withdraw

Parents / Carers do not have the right to withdraw their children from relationships education.

Parents / Carers have the right to withdraw their children from the non-science components of sex education within RSE.

Discussion with the headteacher re concerns about any aspect of the sex education curriculum is welcome. A formal request for withdrawal, however, should be made in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education following consultation with parents / carers and sex education resources will be shared with these parents / carers so they can educate their children at home.

### 8. Training

Staff are informed about how we deliver RSE as part of their induction and it is included in our continuing professional development calendar through INSET and staff meetings. The headteacher will also invite visitors from outside the school, such as school nurses or other professionals, to provide support and advice to staff teaching RSE.

### 9. Monitoring

The delivery of RSE is monitored by the Lead for PSHE and the headteacher through: learning walks, child conferencing/ pupil voice and work sampling. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

**This policy will be reviewed by PSHE lead and the curriculum committee on a bi-annual basis or in the event of updated statutory guidance.** At every review, the policy will be approved by governing body.

Signed: .....D.Ware.

Date:

Headteacher

Signed: .....

Date: .....

**Appendix 1 – New PSHE scheme to incorporate: statutory RSE guidance (highlighted), non-statutory sex education and existing PSHE objectives**

KS1 Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage</b> <b>(ELG = Early Learning Goal)</b>	<b>Health and Wellbeing:</b> How can I keep myself healthy?  ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Yr1: What helps us grow and stay healthy?  <b>New Beginnings</b>	<b>Relationships: Who is my family?</b>  ELG: Form positive attachments to adults and friendships with peers  Yr1: Who is special to us?  <b>No Outsiders text:</b> Blue Chameleon	<b>Relationships: How do I make friends and look after my friends?</b> ELG: Work and play cooperatively and take turns with others ELG: Form positive attachments to adults and friendships with peers ELG: Show sensitivity to their own and to others' needs.  Yr1 What makes a good friend?  <b>No Outsiders text:</b> Blue	<b>Health and Wellbeing:</b> How am I feeling? ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  <b>No Outsiders text:</b> Red Rockets and Rainbow Jelly	<b>Relationships: Who keeps me safe?</b>  ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly  <b>No Outsiders text:</b> Mommy Mama and Me  <b>No Outsiders text:</b> The Family Book	<b>Living in the wider world:</b> What is my day like? How can I change my outdoor space?  <b>Transition</b>  Link with Transition/ Changes (SEAL)  <b>No Outsiders text:</b> You Choose
<b>Key Stage 1</b>	<b>Relationships:</b> What is the same and what is different about us?  <b>No Outsiders text:</b> Elmer	<b>Relationships:</b> Who is special to us?  <b>No Outsiders text:</b> Ten Little Pirates	<b>Health and Wellbeing:</b> What helps us stay healthy?  <b>No Outsiders text:</b> Max the Champion	<b>Health and Wellbeing:</b> What helps us to stay safe? Who helps keep us safe?  <b>No Outsiders text:</b> My Grandpa is amazing	<b>Living in the wider world:</b> How can we look after each other and the wider world?  <b>No Outsiders text:</b> My World, Your World	<b>Transition</b>

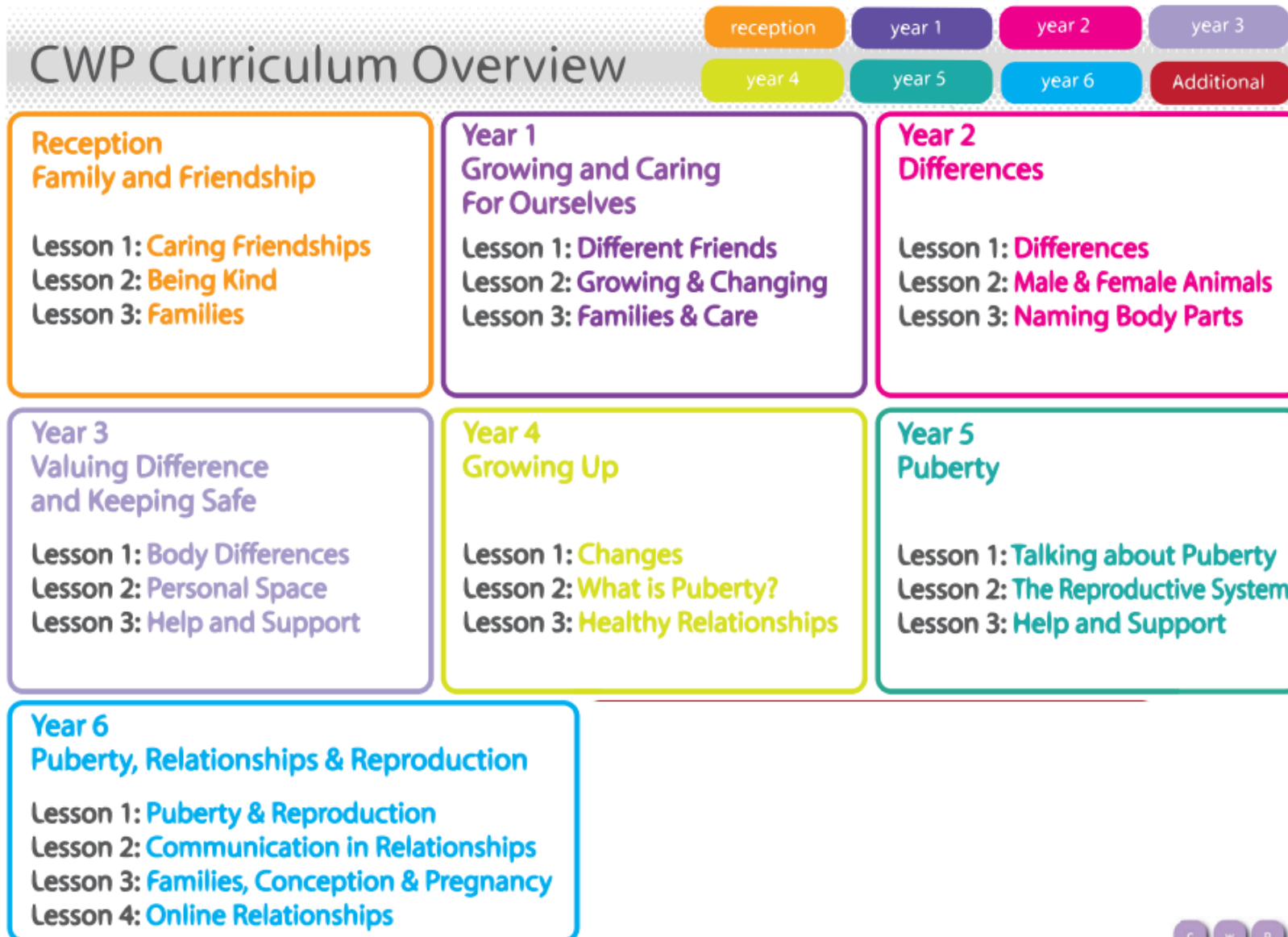
KS1 Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage</b>  <b>(ELG = Early Learning Goal)</b>	<b>Health and Wellbeing:</b> How can I keep myself healthy?  ELG Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Yr 1 What helps us grow and stay healthy?	<b>Relationships:</b> Who is my family?  ELG Form positive attachments to adults and friendships with peers  <b>No Outsiders text:</b> The Family Book	<b>Relationships:</b> How do I make friends and look after my friends?  ELG; Work and play cooperatively and take turns with others ELG Form positive attachments to adults and friendships with peers ELG Show sensitivity to their own and to others' needs.  Yr1 What makes a good friend?  <b>No Outsiders text:</b> Blue	<b>Health and Wellbeing:</b> How am I feeling?  ELG Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly  YR 1 How do we recognise our feelings?  <b>No Outsiders text:</b> Red Rockets and Rainbow Jelly	<b>Relationships:</b> Who keeps me safe?  ELG Explain the reasons for rules, know right from wrong and try to behave accordingly  Yr 1 What helps us to stay safe?  <b>No Outsiders text:</b> Mommy Mama and Me	<b>TRANSITION</b> <b>Living in the wider world:</b> What is my day like? How can I change my outdoor space? Link with <b>Transition</b>  <b>No Outsiders text:</b> You Choose
<b>Key Stage 1</b>	<b>Relationships:</b> What makes a good friend?  <b>No Outsiders text:</b> The Great Big Book	<b>Relationships:</b> What is bullying?  <b>No Outsiders text:</b> The Odd Egg	<b>Living in the wider world:</b> What jobs do people do?  <b>No Outsiders text:</b> The First Slodge	<b>Living in the Wider World:</b> What can we do with money?	<b>Health and Wellbeing:</b> What helps us grow and stay healthy?  <b>No Outsiders text:</b> Blown Away	<b>Health and Wellbeing:</b> How do we recognise our feelings?  <b>No Outsiders text:</b> Just Because

KS2 Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	<p><b>Relationships:</b> How can we be a good friend?</p> <p><b>No Outsiders text:</b> Oliver</p>	<p><b>Health and Wellbeing:</b> What strengths, skills and interests do we have?</p> <p><b>No Outsiders text:</b> Hueys in the New Jumper</p>	<p><b>Living in the wider world:</b> What makes a community?</p> <p><b>No Outsiders text:</b> Beegu</p>	<p><b>Health and Wellbeing:</b> Why should we look after our teeth?</p>	<p><b>Health and Wellbeing:</b> What keeps us safe?</p> <p><b>No Outsiders text:</b> This is our House</p>	<p><b>Relationships:</b> What are families like?</p> <p><b>*Year 4:</b> Changes to body (menstruation)</p> <p><b>No Outsiders text:</b> Two Monsters</p>
Year 5 /6	<p><b>Living in the wider world:</b> How can the media influence people?</p> <p><b>No Outsiders text:</b> The Island</p>	<p><b>Living in the wider world:</b> How can the media influence people?</p> <p><b>No Outsiders text:</b> The Island</p>	<p><b>Health and Wellbeing:</b> How can we help in an accident or emergency?</p> <p><b>No Outsiders text:</b> How to Heal a Broken Wing</p>	<p><b>Health and Wellbeing:</b> What makes up our identity?</p> <p><b>No Outsiders text:</b> My Princess Boy</p>	<p><b>Relationships:</b> How can friends communicate safely?</p> <p><b>No Outsiders text:</b> Rose Blanche</p>	<p><b>Relationships:</b> How do friendships change as we grow?</p> <p><b>No Outsiders text:</b> Love You Forever</p>

Ks 2 Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	<p><b>Relationships:</b> How do we treat others with respect?</p> <p><b>No Outsiders text:</b> Dogs Don't Do Ballet</p>	<p><b>Health and Wellbeing:</b> How can we manage our feelings?</p> <p><b>No Outsiders text:</b> The King and King</p>	<p><b>Living in the Wider World:</b> What are the different jobs and skills?</p> <p><b>No Outsiders text:</b> The Flower</p>	<p><b>Health and wellbeing:</b> How can we manage risk in different places?</p> <p><b>No Outsiders text:</b> The Way Back Home</p>	<p><b>Health and Wellbeing:</b> Why should we keep active and sleep well?</p> <p><b>No Outsiders text:</b> Red: A Crayon's Story</p>	<p><b>Living in the wider word:</b> What makes a community and shared responsibilities</p> <p><b>*Year 4:</b> Changes to body (menstruation)</p>
Year 5 /6	<p><b>Living in the wider world:</b> What decisions can people make with money?</p> <p><b>No Outsiders text:</b> Dreams of Freedom</p>	<p><b>Health and Wellbeing:</b> How can drugs common to everyday life affect health?</p> <p><b>No Outsiders text:</b> The Whisper</p>	<p><b>Relationships:</b> What will change as we become more independent?</p> <p><b>No Outsiders text:</b> Where the Poppies Now Grow.</p>	<p><b>Living in the wider world:</b> What jobs would we like?</p> <p><b>No Outsiders text:</b> The Artist Who Painted a Blue Horse</p>	<p><b>Health and Wellbeing:</b> How can we keep healthy as we grow?</p> <p><b>No Outsiders text:</b> And Tango Makes Three</p>	<p><b>Health and Wellbeing</b> How can we keep healthy as we grow?</p> <p><b>No Outsiders text:</b> And Tango Makes Three</p>

## Appendix 1a – The Chris Winter Project Overview of lessons.



## Appendix 1b – End of key stage questions to link with statutory RSE guidance - under ‘Relationships’ heading.

<p><b>Expectation at the end of Key Stage 1</b> Children should be able to answer the following questions:</p>	<p><b>Expectation at the end of Lower Key Stage 2</b> Children should be able to answer the following questions:</p>	<p><b>Expectation at the end of Upper Key Stage 2</b> Children should be able to answer the following questions:</p>
<p><b>Relationships:</b> Who is in my family? What does my family do for me? What makes a good friend? How should I treat my friends? What is bullying and what can I do about it?</p> <p><b>Health and Wellbeing:</b> Where do babies come from? How have I changed since I was a baby? How are other children similar or different to me? Why are girls’ and boys’ bodies different? What do we call the different parts of girls’ and boys’ bodies? Who can I ask if I need to know something? Who can I go to if I am worried about something or feel unsafe? What things do I need to keep safe and healthy?</p> <p><b>Living in the Wider World:</b> What can people do with money? How can I look after other people? How can I look after the wider world? What different jobs do people do?</p>	<p><b>Relationships:</b> Why might friendships change? How can I be a good friend? What are some of the bad ways people can behave towards one another? How do I know if I am being bullied and what can I do about it? Why are some parents married and some not? Why don’t all families look the same?</p> <p><b>Health and Wellbeing:</b> How and why is my body changing? How do boys and girls grow differently? Why are we all different? Is it ok to be different? What makes good and bad feeling? How can I tell how other people are feeling? What are good habits for looking after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? Why does having a baby need a male and female? What are eggs and sperm? How do different animals have babies? What happens when you get older?</p> <p><b>Living in the Wider World:</b> What is a community? What is my role in a community? What is the different between good and bad choices? How might my choices affect people around me? How might my choices affect the environment?</p>	<p><b>Relationships:</b> What are the important relationships in my life now? What is love? How do we show love to one another? Can people of the same sex love one another? Is that ok? What are the different kinds of families and partnerships? What do the words ‘lesbian’ and ‘gay’ mean? What should I do if someone is being bullied or abused? Can relationships be harmful? Why are families important for having babies and bringing them up? How can I say ‘no’ to someone without hurting their feelings?</p> <p><b>Health and Wellbeing:</b> What is puberty? Does everyone go through it? What changes happen during puberty to boys and girls? How can I look after my body now I am going through puberty? How can girls manage periods (menstruation)? How will my body change as I get older? What kinds of feelings come with puberty? What are sexual feelings? What are wet dreams? What is masturbation? Is it normal? How can I cope with these different feelings and mood swings? What is sexual intercourse? What happens during conception? Does conception always occur or can it be prevented? How doe families with same-sex parents have babies? How does a baby develop? How is it born? Where can I find information about puberty and sex? How can I find reliable information about these things safely on the internet?</p> <p><b>Living in the Wider World:</b> What jobs might I like to do? What things might I need to do to get that job? What things can I do to earn money safely? How can I save money? Where can I keep my money? What is the media? Should I believe everything I read online? What things can I share on social media? What should I do if I see something inappropriate online? Can I believe everything I see on TV about perfect bodies/relationships/girls and boys... to be true?</p>