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Section1: Context of our Sex and Relationships Education Policy

1.1 Relationships Education in our School

We believe RSE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils 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 pupils to learn about the body, reproduction, sex, sexuality and sexual health. It will help pupils to develop skills to keep themselves and others safer, both physically and emotionally.

As a Church of England School we promote the Christian values of trust, honesty, forgiveness and caring for one another. Relationships Education in our school is based on inclusive Christian principles. We will be sensitive to the circumstances of all children and be mindful of the variety of expressions of family life in our culture.

Relationships Education makes a major contribution to fulfilling our school vision – 'Together we are caring, confident and creative learners'.

1.2 Context of Wider PSHCE

We deliver Relationships Education as part of our 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 the interventions, extracurricular and enrichment activities we provide such as promoting a healthy school and positive social skills.

1.3 Aims of Relationships Education

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils 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.

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

- develop interpersonal and communication skills
- develop positive 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 off line.
- develop their understanding of a variety of families and how families are central to the well being 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

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- build confidence in accessing additional advice and support for themselves and others.

Section 2: Our Sex and Relationships Education Policy- Implementing our Policy

2.1 Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education Programme provides for those with additional needs. We recognise that those children with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- their level of vulnerability of coercion and pressure
- their previous experience of negative behaviours in peer 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 pupils

2.2 Equality

The **Equality Act 2010** has special resonance in Relationships Education. Through this area of learning we seek to develop interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it 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:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours we will share these to ensure children see their family views represented
- We will not seek to gain consensus, but will accept and celebrate difference
- In order to ensure that children of all genders can access information they need we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.





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We support children in developing their knowledge about and attitudes towards diversity throughout units of work including

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

2.3 Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand 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 us to fulfil our statutory duty to prevent 'peer-on peer' abuse.

In the case of RSE and Personal Safety, we recognise that 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 our duty to prevent Female Genital Mutilation (FGM) All staff are aware of the Safeguarding and Child protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

2.4 Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. All views expressed have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

Our work in RSE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to engage confidently with the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.





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Other school policies are relevant to our provision of RSE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality, Staff Health and Wellbeing, Healthy Schools.

2.5 Consulting on our Policy

Parents/ Carers, pupils and other stakeholders have been given information about Relationships Education. They have been represented by a parent forum. Further consultation with parents/ carers and pupils will be carried out when the policy is reviewed every two years.

Section 3 – Involving the Whole School Community

3.1 Working with Staff

Teaching Relationships Education can be very rewarding but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that 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 areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

This RSE Policy will be made available to staff on the school network and on the school website.

This policy is consistent with current national legislation (Education Act 2002, Academies Act 2010, Equalities Act). It takes account of the proposed changes to [RSE and Health Education](#) which will become statutory in Summer 2021.

3.2 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHCE lessons.

- We will engage the pupils in assessment activities to establish their developmental needs.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning
- We will consult pupils through School Council about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

Pupil Participation

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

We will encourage children to ask questions as they arise by providing anonymous question boxes.

We will ask children to reflect on their learning and set goals for future learning.





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3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum. It is the responsibility of the governors to ensure, through consultation, that the RSE Policy reflects the wishes of the parents and the views of our community

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website. The link Governor Mrs. Jo Helmy has been nominated to oversee PSCHE and RSE.

It is the role of the governors to ensure that:

- pupils 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 curriculum.

3.4 Communicating with Parents/ carers

Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

We believe that provision of high quality RSE supports us in fulfilling other statutory duties:

- Education and Inspection Act 2006 describes our duty to promote pupil wellbeing
- Keeping Children Safe in Education sets out our responsibilities for safeguarding and the requirement to be alert to signs of female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse, including sexual abuse and sexual harassment.
- The Equality Act 2010 describes our duty to ensure that teaching is inclusive for all students

Parents and carers will be given access to this Policy on request. It will be available on the school website. Parents and carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers in addition to their learning in school. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Informing parents/ carers of forthcoming Relationships Education topics –eg Personal Safety, Anti Bullying
- Inviting Parents to learn more about the approach used in Relationships Education and RSE.
- Informing parents/carers about PSHCE, Relationships Education and RSE programmes as their child joins the school through the school prospectus/website.





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3.5 Working with External Agencies and the Wider Community

We believe that all aspects of RSE are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

4. Curriculum Organisation

Our Relationship Education Curriculum (see appendix 7.1) is wholly consistent with the DFE Statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014) other DFE and OFSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, curriculum 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

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics 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





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- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

The objectives of the RSE Curriculum will be taught in:

- PSHE through designated lessons, circle time, focused events, health weeks
- other Curriculum areas, especially Science, English, RE and PE
- enrichment activities such as visits from the Life Education Centre or social skills groups
- specific Units of Work on RSE are planned into our teaching programme as described in our PSHE curriculum overview. Specific content on Puberty will be taught in Year 5/6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively or use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussions and interaction.

Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- The PSHE Co-ordinator is responsible for reviewing and evaluating RSE at our school. The PSHE Co-ordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the PSHE Co-ordinator and/or Head Teacher.

4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work debate, taking other people's view points and working together are practised in all PSHCE lessons and across the wider curriculum. Our





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Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules: RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

4.2 Anti – bullying and Friends and Family

We have an anti- bullying policy which we adhere to when delivering our RSE curriculum.

4.3 Relationships and Sex Education (RSE)

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

We will ensure that children receive teaching about puberty at Y5/Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing.

We understand that at times children will benefit from varying methods of delivering the RSE Curriculum eg we may use single sex groups or small groups where this will help to help meet the needs of particular children more effectively.

We will ensure there are positive educational reasons for each method of delivery.

4.4 Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme to teach this subject and the resources recommended within it when delivering Relationships Education.

We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE





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- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the statutory requirements for RSE.

4.5 Safe and Effective Practice

Confidentiality

In our school we have a clear and explicit GDPR Policy, which is shared with staff, pupils and parents/carers. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

Answering Questions: We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader or Headteacher.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with school Safeguarding and Child Protection policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will

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use fiction, puppets, case studies, film or drama to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- 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 carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

Sexually Active Pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue.

4.6 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used. We will use Tapestry and Target Tracker to record and assess progress in learning in RSE.

From time to time the PSHCE teacher will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit.

5. Sex Education Policy





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5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education 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.

5.2 Consultation about Sex Education

We have taken into account the DfE's recommendation that all primary schools have a sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

We have discussed this policy at a parent forum. It has been reviewed by Staff and Governors before being accessible to parents.

5.3 Content of Sex Education

We will be teaching the PDP RSE Units of work from YR1-6 as devised by the Cambridgeshire PSHCE programme.

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until YR5/6.

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.)

YR3/4 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.

YR5/6 will learn about sexual reproduction and other ways that eggs and sperm are joined (eg 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.

5.4 Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. We will avoid resource-led approaches which rely on worksheets or lengthy audio visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to confidently discuss sexual body parts and functions.





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5.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) 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 pupils. 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.

5.6 Right to be excused from Sex Education

Parents and 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. . Parents/carers will be made aware of the statutory changes to Relationships Education and Health Education, and the effect this will have on their right to withdraw. The educational, social and emotional benefits for the child of being part of the lessons will be discussed. We will record the discussion and the outcomes. . Appendix 7.1 will be used to guide the discussion to explain clearly which areas of RSE are currently statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to develop their understanding of the learning objectives and approaches taken.

We will consider compromise arrangements which will enable children to receive Sex Education at school (eg same sex teacher, same sex teaching group)

The school will make alternative arrangements for children whose parents or carers withdraw them, which will include supporting parents in finding ways to deliver the content at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's class/year group.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHCE leader and head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHE leader and parents/ carers and pupils to inform judgements about effectiveness. We are committed to working towards the delivery of the Entitlements and the provision of the 'Curriculum for RSE.

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this.
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our children.





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The policy will be comprehensively reviewed with engagement from members of the school community every two years, or sooner if an issue or incident occurs which warrants it.

The 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, comments, concerns or level of withdrawal from sex education.

7. Appendices

7.1 Our Relationships Education Curriculum

Foundation Stage (Age 4 - 5)

Early Learning Goals (2020)	<p>Self Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others, form positive attachments to adults and friendships with peers, show sensitivity to their own needs and the needs of others.</p> <p>People, Culture and Communities: Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>The Natural world: Understand some important processes and changes in the natural world around them.</p>
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The following section gives the questions our children will engage with as part of our planned RSE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme (CPPDP) Unit My Body and Growing Up BG F.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What does my body look like? How has my body changed as it has grown? Who are the members of my family and trusted people who look after me? 	<ul style="list-style-type: none"> What differences and similarities are there between our bodies? How can I look after my body and keep it clean? 	<ul style="list-style-type: none"> What can my body do? How am I learning to take care of myself and what do I still need help with? How do I feel about growing up?

The following section gives the Learning Objectives included in the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.

<ul style="list-style-type: none"> To describe their own appearance and name external body parts including using agreed names for the sexual parts. To understand ways in which their body has changed since they were a baby. To understand how members of their family and other trusted people care for and look after them. 	<ul style="list-style-type: none"> To recognise similarities and differences between the bodies of girls and boys. To understand ways of looking after their body and keeping it clean. 	<ul style="list-style-type: none"> To understand and value what their bodies can do. To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. To recognise how growing up makes them feel.
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE





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Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> Who is my family and how do we care for each other? Who are the different people who make up a family? How do I know if something is safe or unsafe? 	<ul style="list-style-type: none"> How can I be a good friend? Can I recognise and show my emotions? Can I recognise emotions in other people and say how they are feeling? Can I say 'No' if I feel unsure about something and it does not feel safe or good? 	<ul style="list-style-type: none"> What things are especially important to my family and me? What do I think I have to keep safe from?

Code for the Following National Curriculum Areas under Relationships Education – **BS- Being Safe, HP- Health and Prevention, CAB- Changing Adolescent Body, FP – Families and People who Care for Me.**

Key Stage 1 (Year 1/2)

Statutory Science Curriculum	<ul style="list-style-type: none"> Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Y2 notice that animals, including humans, have offspring which grow into adults Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
Statutory Relationships and Health Education 2020	<ul style="list-style-type: none"> FP that stable, caring relationships which may be of different types are at the heart of happy families, and are important for children's security as they grow up. FP that marriage/ civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. BS – that each person's body belongs to them and the differences between appropriate and inappropriate or unsafe physical and other, contact. HP- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. 	<ul style="list-style-type: none"> CAB – key facts about puberty and the changing adolescent body particularly from age through 9 to 11, including physical and emotional changes. CAB - about menstrual wellbeing including the key facts about the menstrual cycle.

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 1/2. These areas will be covered using the PDP Units Relationships and Sex Education. Those in **bold text** are directly linked to the statutory requirements.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are the names of the main parts of the body?BS How can I keep my body clean?HP How can I avoid spreading common illnesses and diseases? HP What is growing in that bump? (Science) 	<ul style="list-style-type: none"> What can my amazing body do? How do babies change and grow? CAB How have I changed since I was a baby? CAB 	<ul style="list-style-type: none"> Which stable, caring relationships, are at the heart of families I know ? FP When am I in charge of my actions and my body? BS What are my responsibilities now I'm growing up? CAB

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<ul style="list-style-type: none"> • What do babies and children need from their families? FP 		
<p>This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year ½.</p>		
<ul style="list-style-type: none"> • To recognise the main external parts of the bodies of humans, including names for sexual parts. BS • To know how to keep themselves clean. HP • To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease. HP HP • To understand that babies grow inside a female body until they are ready to be born (Science) • To understand the needs of babies and young children are met by their families. FP 	<ul style="list-style-type: none"> • To describe what their bodies can do. • To know that humans produce babies that grow into children and then into adults. (NC Science Y2) • To consider the ways they have changed physically, socially and emotionally since they were born (NC Science Y2) 	<ul style="list-style-type: none"> • To understand that not all families are the same, but that love and care should be at the heart of all families FP • To understand that they have responsibility for their body's actions and that their body belongs to them. BS • To consider their responsibilities now and compare these with when they were younger. CAB.
<p>The following section gives the questions our children will engage with as part of planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 1/1. These areas will be covered using the PBelow are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE</p>		
Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> • What are risky situations and how can I keep myself safer? • What healthy choices can I make? • What are some of the similarities and differences between me and others? • Who looks after me and what are their responsibilities? • Do I understand what good and bad secrets might be? 	<ul style="list-style-type: none"> • Can I name some different feelings? • How can I stand up for myself? • How can I negotiate to sort out disagreements? • Can I describe what a friend is and does? • How do I cope when friendships change? 	<ul style="list-style-type: none"> • How do my feelings and my actions affect others? • Who is in my family and how do we care for each other? • Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?





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Key Stage 2 (Year 3/4)

Statutory Science Curriculum 2014	<ul style="list-style-type: none"> Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Y2 notice that animals, including humans, have offspring which grow into adults Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
Statutory Relationships and Health Education 2021	<ul style="list-style-type: none"> FP that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. FP that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. BS that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other, contact. 	<ul style="list-style-type: none"> BS how to report concerns or abuse, and the vocabulary and confidence needed to do so. HP about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. CAB key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. CAB about menstrual wellbeing including the key facts about the menstrual cycle.

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 3/4. These areas will be covered using the CPPDP Units Relationships and Sex Education. Those in **bold text** are directly linked to the statutory requirements.

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> How are males and females different and what are the different parts called? BS When do we talk about our bodies and who do we talk to? BS What are the main stages of the human life cycle? (Science) How did I begin? (Sex Ed) How do different illnesses and diseases spread and what can I do to prevent this? HP 	<ul style="list-style-type: none"> Why is it important to keep myself clean? HP What am I responsible for now and how will this change? CAB What can I do for myself to stay clean and how will this change in the future? HP 	<ul style="list-style-type: none"> What can my body do and how is it special? How different caring, stable, adult relationships create a secure environment for children to grow up? FP What does it mean to be 'grown up'? CAB

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 and SR4

<ul style="list-style-type: none"> To understand the physical differences between males and females. BS To know scientific names for male and female sexual parts and identify trustworthy and approachable adults BS To understand times to talk about private body parts and identify trustworthy and approachable adults BS To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be 	<ul style="list-style-type: none"> To understand the value of carrying out regular personal hygiene routines. HP To consider who is responsible for their personal hygiene now and how this will change in the future. HP To consider their responsibilities and how these have changed and how they will change in the future. CAB 	<ul style="list-style-type: none"> To value and respect their own bodies and understand their uniqueness. To investigate perceptions of being physically, emotionally and socially 'grown up'. CAB To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children. FP
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spread and how they are able to reduce this. HP <ul style="list-style-type: none">To understand the main stages of the human lifecycle, birth, baby, child, adolescent, adult, middle age, old age, death (Science)To understand that babies begin when a male seed and female egg join together (Sex Ed)		
Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE		
Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none">What risks are there to my safety, my friendships and my feelings?What are some of the different lifestyles and beliefs people have?When might I need to break a promise or tell a secret?What changes have I already experienced and might I experience in the future?	<ul style="list-style-type: none">How can I communicate my emotions?How can I cope with difficult emotions?How do I cope when relationships change?	<ul style="list-style-type: none">How can I have a healthy lifestyle?How am I changing as I grow up?





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Key Stage 2 (Year 5/6)

Statutory Science Curriculum (2014)	<ul style="list-style-type: none"> Y4 explore and use classification keys to help group, identify and name a variety of living things. Y5 describe the life process of reproduction in some plants and animals. Y5 describe the changes as humans develop to old age. Y6 describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms. 	<ul style="list-style-type: none"> Y6 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Y6 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Statutory Relationships and Health Education (2021)	<ul style="list-style-type: none"> FP That stable, caring relationships, which may be of different types are at the heart of happy families, and are important for children's security as they grow up. FP that marriage/civil partnership represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. BS that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact, 	<ul style="list-style-type: none"> HP about personal hygiene and germs including bacteria, viruses, how they spread and the importance of handwashing. CAB key facts about puberty and the changing adolescent body, particularly from age 9 through age 11, including physical and emotional changes. CAB about menstrual wellbeing including the key facts about the menstrual cycle.

The following section gives the questions our children will engage with as part of our planned RSE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 5/6. These areas will be covered using the PDP Units Relationships and Sex Education . Those in **bold text** are directly linked to the statutory requirements.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are male and female sexual parts called and what are their functions ? BS How can I talk about sexual body parts confidently and appropriately? CAB What happens to different bodies at puberty? CAB How can I reduce the spread of viruses and bacteria? HP What are different ways babies are conceived and born? (Sex Education) 	<ul style="list-style-type: none"> How can I keep my growing and changing body clean? What effect might puberty have on feelings and emotions CAB What should adults think about before they have children?FP 	<ul style="list-style-type: none"> What influences my view of my body? What are families like? FP Why might people get married or become civil partners? FP When can I take responsibility for how others feel? MW

This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 and SR6

<ul style="list-style-type: none"> To confidently identify male and female sexual parts and describe their functions.BS To know terminology for sexual parts appropriate for use in different situations. BS 	<ul style="list-style-type: none"> To know about new aspects of personal hygiene relevant to puberty and the implications of these.HP To be able to recognise their changing emotions with friends and family and be able to express their 	<ul style="list-style-type: none"> To understand how the media, families, and friends can influence attitudes to their bodies. To understand that they have some responsibility for the feelings and well being of others MW
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<ul style="list-style-type: none"> To know and understand about the physical changes that take place at puberty and how to manage them ? CAB To understand that physical change happen affect people in a variety of ways and at different rates. CAB. To understand that safe routines can stop the spread of viruses (including HIV) and bacteria. HP To know about the facts of the human lifecycle, including sexual reproduction and sexual intercourse. (Sex ED) 	<ul style="list-style-type: none"> feelings and concerns positively. CAB To have an awareness that there should be a stable, caring relationship in a family to care for children securely. FP 	<ul style="list-style-type: none"> To consider the reasons people enter marriage, civil partnerships eg. Love, trust, commitment. FP To understand and respect people in a wide range of family arrangements eg second marriages, fostering, same sex partners, and extended families . FP
Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE		
Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> What are the different consequences for taking physical, social and emotional risks? What does being healthy mean and what are the benefits? What different kinds of families are there? How are my friendships and relationships changing? 	<ul style="list-style-type: none"> How do I manage strong emotions? How do I recognise how other people feel and respond to them? How can I share my views effectively and negotiate with other's to reach agreement? 	<ul style="list-style-type: none"> How can I show respect for different views, lifestyles and beliefs? What can I do when I realise I'm in a bad mood? When am I responsible for my personal safety?

7.2 Sensitive Issues

a) Puberty

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

b) Contraception

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate)

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about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '[6B Answering Children's RSE Questions in the Primary School](#)'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life. We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals. Sexual activity under 13 is always a matter of Safeguarding and Child Protection.

c) Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

d) Sexually Transmitted Infections (STIs) and HIV/AIDS

We will not teach directly about STI's, however elements of our RSE and Science Curricula will prepare the ground for this explicit teaching later e.g. by discussing some issues around HIV/AIDS. We will discuss the different ways any disease might be spread and steps a child might take to reduce this. Some children will be aware of STI's or HIV/AIDS and may ask questions about them in relation to RSE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

e) Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that RSE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. We will discuss different family arrangements, including same sex partners, when considering relationships. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

7.3 Linked National Documents

Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

[Forthcoming statutory status of RSE and Health Education](#) Summer 2021

[Sexual Health Enquiry – Health and Social Care Committee](#) Oct 2018

[Sexual Health Improvement Framework 2013](#)

[Transforming Children and young people's Mental Health Provision](#) July 2018





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[Keeping Children Safe in Education 2018](#) including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and peer on peer abuse.

[The link between pupil health and wellbeing and attainment 2014](#) Public Health England

This policy draws on and is informed by the following national and local documents:

[Sex and Relationships Education for the 21st Century'](#) (Brook, PSHE Association, Sex Education Forum)

[Sex Education Forum Guidance & Resources](#) (Sex Education Forum)

[National Curriculum](#) (DfE 2014)

[Sex and Relationship Education Guidance](#) (DfEE 2000)

[Not Yet Good Enough \(Ofsted 2013\)](#) (report on PSHE)

[Programme of Study for PSHE Education](#) (PSHE Association)

[Young People, Relationships and Sex – The New Norms](#) (IPPR 2014)

[Health-Related Behaviour Survey](#) 2016 SHEU

[Shhh....No Talking – LGBTQ Inclusive RSE in the UK](#) 2016

[Digital Romance Report](#) December 2017

['It's just everywhere' Sexism in Schools](#) Report December 2017

[Sexting in schools and colleges: Responding to incidents and safeguarding young people](#) UKCIS

[International technical guidance on sexuality education](#) UNESCO

7.4 Our Charter: Working Together in RSE

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and 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 issues of 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.

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 children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

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

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught





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