



**Chase Side Primary School**

**Relationships and Sex Education Policy**

**Adopted by the Governors of Chase Side Primary School on the  
6<sup>th</sup> March 2025**

**To be Reviewed March 2027**

## **Introduction – Our Ethos, Vision and Values**

At Chase Side Primary School, we believe that effective Relationship and Sex Education (RSE) is essential if our pupils, as they grow, are able to make responsible and well informed decisions about their lives. We present RSE as part of the Personal Social, Health Education element of the curriculum. This enables us to present RSE as part of a child's full and rounded development.

### **Definition**

This policy is in line with the DfE's Relationships Education, Relationships and Sex Education and Health Education statutory guidance (2019) as well as the Equality Act (2010). Relationship and Sex Education is not just learning about growing up, changes and reproduction. It is also about enabling children to make and maintain relationships with others, to understand about human sexuality and to feel good about themselves and the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

### **Aims and Objectives of Relationships and Sex Education (RSE) Policy**

This policy is a working document which provides guidance and information for staff, parents and governors. The programme reflects the school ethos and aims to provide a graduated, age-appropriate RSE programme emphasising the social and emotional aspects of relationships.

RSE will:

- Help each child develop his/her full potential as a responsible person, both as an individual and as a happy, secure member of a changing society.
- Provide, within a stimulating, challenging environment a broad and balanced curriculum relevant to the child's individual needs which ensures structured progression and continuity of learning.
- Help develop respect one another's individuality, choices and property and to encourage good manners and politeness.
- Provide equality of opportunity regardless of gender, ethnicity, class, religious beliefs and ability, considering the needs and wishes of parents and the community, and to promote those attitudes, which form values and practices free from prejudice and reflecting tolerance of all.

These aims are fulfilled through aspects of the Relationships and Sex Education programme in the taught curriculum and the informal curriculum. We deliver the taught curriculum through PSHE (Personal, Social and Health Education), Science and English, but other opportunities to reinforce learning will occur in other parts of the teaching programme.

### **Moral and Value Framework**

Children should be taught RSE within a framework which models and encourages the following values:

- Respect for self
- Respect for others
- Honesty with self and others

- A development of critical self-awareness for themselves and for others
- An exploration of the rights, duties and responsibilities involved in relationships.
- Compassion and care
- An acknowledgement and understanding of diversity regarding religion and culture

### **Policy development**

This policy has been developed in consultation with staff, pupils 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 local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **Curriculum Teaching and Learning**

Good teaching and learning makes the curriculum accessible for all. It provides for all children to engage in their own learning and feel successful. There are elements of RSE that are delivered through Science, RE, PSHE and other areas of the curriculum as these also provide valuable opportunities for pupils to explore issues further with a different context. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Pupil's questions will be answered honestly giving due regard to the children's age and stage of development. At all times teachers keep to the domain content for each year group when doing this.

Primary sex education will cover:

- Preparing boys and girls for the changes that adolescence brings
- Conception and pregnancy

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

## **Different Families**

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 two parent families, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst a wealth of other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At Chase Side there are a range of different religious beliefs and children are taught to respect different viewpoints. The aim of Relationships Education is to encourage respect, inclusivity, and respect the law.

## **Sharing with parents**

The school will make provision to share the units of work (including aims, vocabulary, and resources) with parents prior to them being taught. The school will also make available the resources and texts that will be used. As usual, parents would also be made aware of any visitors to school in relation to a unit of work.

## **Equal Opportunities Statement**

At Chase Side Primary School, we are committed to providing the best possible education for all children. We believe every child is of equal importance and has something of value to contribute, and every member of our school community will benefit by working in an environment which accords equal value and respect for all. We aim to ensure that all will have the opportunity to take part in the full range of experiences and use resources that are easy to understand, relevant and appropriate to the age and maturity of the pupils. To include the development of communication and social skills and to encourage the exploration and clarification of values and attitudes supports our children to feel confident to express themselves appropriately in all situations and in line with their cultural and religious beliefs.

## **Confidentiality and Child Protection**

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned. If this person believes that a child is at risk or in danger, he/she is to talk to the designated teacher for child protection who may confer with the Head teacher before any decision is made. The child concerned will be informed that confidentiality is being breached and the reasons why. This follows the school and the Borough's child protection procedures.

## **Working with Parents**

Under the 2020 statutory curriculum, parents and carers will not have the right to withdraw their children from Relationships Education. Parents and carers will have the right to withdraw their child from some or all of the Sex Education provided at school. Parents/carers will be invited to view the materials we use in teaching to discuss this particular programme of lessons and how they are taught as well as speak with the Head teacher about possible concerns.

## **Gender Identification and Sexual Orientation**

We believe that RSE should meet the needs of all pupils regardless of their developing gender identification and sexuality. Being able to deal honestly and sensitively with both, answering appropriate questions, and offering support. Bullying is dealt with strongly yet sensitively in accordance with our Anti Bullying Policy.

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

## **Monitoring arrangements**

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The PSHE lead will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observations, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This Policy will be reviewed by Ediz Veli and RSE lead biannually. At every review, the Policy will be approved by the Governing Body and the Head Heacher.

## **Roles and responsibilities**

The Governing Body will approve the RSE policy and hold the Head Heacher to account for its implementation.

The Head Heacher has delegated the approval of this Policy to the Governing Body and the head teacher.

The PSHE leader is Ediz Veli, who is also responsible for RSE.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception		<p><b>Me and my Family:</b>  The uniqueness of me. Similarities between myself and others.  Naming external parts of the body – Hands, Feet, Legs, Arms, Ears, Chin, Hair etc.  Caring for new babies – what do they need?  Visit from new baby, if possible.  Animal families – e.g. cows have calves, ducks have ducklings etc. What do young animals need to grow and stay healthy?  The importance of families/my family.  Relationships – the people I love/special people.</p> <p><b>Feelings:</b>  Feeling happy, feeling sad (make happy and sad face pictures)  How to show my feelings. How I recognise feelings in others.</p> <p><b>Friendships:</b>  Getting on together at school  Caring and Sharing, co-operation (turn taking)</p>	
Year 1	Autumn 1	Who am I? Keeping safe in school Being a good friend Identifying feelings	
	Autumn 2	Gifts and talents Understanding jealousy What is bullying? Secrets and surprises	
	Spring 1	Keeping Clean Growing and Changing Families and Care	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 1	Self awareness Managing feelings Resolving arguments and working with others Habits and obstacles to change	
	Autumn 2	Being cared for Loss of things you care about and bereavement Effects of bullying Choices and consequences	
	Spring 1	Differences: boys & girls Differences: males & females Naming Body Parts Body image	
Year 3	Autumn 1	Recognizing feelings in others & understanding body language Responding to different viewpoints Resolving conflict Being assertive	
	Autumn 2	Resisting pressure from others Taking responsibility for behaviour Learning styles Planning to reach a goal	
	Spring 1	Differences: male and female Personal Space & Touch Family Differences Gender roles at home and school	
Year 4	Autumn 1	Emotional barriers to learning Coping with disappointment Developing resilience Celebrating each other's strengths	
	Autumn 2	Different types of relationships When relationships go wrong Losing someone we care about Protecting against cyberbullying	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 1	Growing & Changing What is puberty? Puberty changes and reproduction Changes in relationships at home	
Year 5	Autumn 1	Welcoming & belonging Teamwork Giving praise and positive feedback Raising concerns and helping friends in need	
	Autumn 2	Forgiveness and friendships Understanding embarrassment Consequences of teasing and bullying Importance of anger management	
	Spring 1	Talking about puberty Male and female changes Puberty and hygiene	
Year 6	Autumn 1	Celebrating achievements Making future plans Resilience and perseverance Different viewpoints	
	Autumn 2	Managing overwhelming feelings Accepting our part in a conflict Assertiveness Communication in relationships (including online safety)	
	Spring 1	Puberty & reproduction Understanding relationships <b>Conception &amp; Pregnancy</b>	

These areas are the ones that parents can choose to remove their children from after a discussion with the Head teacher.

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>