



Trinity Church of England/Methodist Primary School

— BUCKSHAW VILLAGE —

Headteacher: Mrs Jill R Wright

head@trinitybuckshaw.lancs.sch.uk

Relationship and Sex Education (RSE) Policy

You shall love your neighbour as yourself.

Matt 22v39

Vision

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Trinity Church of England/ Methodist Primary School our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

Aims

The aims of relationship and sex education at Trinity CE/ Methodist Primary School are:

- To ensure Sex and Relationships Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationship.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.



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Statutory requirements

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

Policy Development and Review

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 gather all relevant information including relevant national, diocesan 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 (or respond to a questionnaire) 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

This policy will be reviewed every 5 years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

Definitions

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe

Sex Education is a programme of work that covers healthy relationships, romantic relationships, growing and changing, recognising and managing emotions and how to recognise negative relationships such as bullying and abuse.

Health Education is part of our PSHE curriculum and includes teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction (see Science Policy)

Right to be excused from sex education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will



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arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance

Alternative work will be given to pupils who are withdrawn from Sex Education.

Curriculum Delivery of RSE

Appendix 1 outlines the curriculum overview for the school in relation to RSE showing which topics are taught in which years. In addition, the overview indicates where cross curricular work covers RSE content.

All content is adapted to meet the needs of pupils with special educational needs or disabilities and where specific adaptations are needed, they are detailed in the overview.

Difficult questions & sensitive issues in relation to sex education

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years.

There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

Our school has decided not to teach about or answer questions on rape, oral sex, exploitative or violent sexual practices, incest, abortion, prostitution, contraception, masturbation or about forms of sexual intercourse including homosexual practices or foreplay. AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered.

If a child asks a question on any topic listed in the first section of the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

In some cases, a question or request for advice may indicate the pupil to be at risk or in danger, in which case appropriate action will be taken in accordance with the school's written policy and procedure for Child Protection. This also means that if a pupil puts a private question to a teacher or other member of staff and requests secrecy, no promise of secrecy or confidentiality will be given, but with the reassurance that any steps taken will always be in the pupil's best interest.



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Roles and responsibilities

The governing board

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

The headteacher

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

Staff

Staff are responsible for:

- Teaching in line with the Church of England / Methodist foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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

Pupils

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

Training

Staff are trained on the delivery of RSE.

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

Monitoring arrangements

The delivery of RSE is monitored by the PSHE subject leader through a range of activities including planning scrutiny, work scrutiny and learning walks.



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Appendix 1-Curriculum Overview

Year Group	Topic	Content
Foundation Stage	<i>Personal, Social, and Emotional Development</i>	To understand why hygiene is important Understand basic hygiene routines
	<i>Making Relationships</i>	To recognise that all families are different Identify different members of the family
	<i>Physical Development</i>	Understand how members of a family can help each other Able to get dressed and undressed independently
	<i>Health and Self care</i>	
Year 1	<i>Aut 1- Rights and Responsibilities How do we decide how to behave?</i>	<ul style="list-style-type: none"> •Respecting the needs of ourselves and others (R2) •Different types of behaviour (fair and unfair, right and wrong) and how this can make others feel (R4) •Listening to others and playing cooperatively (including strategies to resolve simple arguments through negotiation) (R6, R7) •That bodies and feelings can be hurt, being kind and unkind, how to respond and who to tell and what to say. (R11)
	<i>Aut 2 - Rights and Responsibilities</i>	Anti-Bullying -KS1 <ul style="list-style-type: none"> •Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (R12) •The different types of teasing and bullying, understand that these are wrong and unacceptable (R13) •Who to tell and how to get help if they experience of witness it and strategies to resist (R14)
	<i>Spr 1- Healthy lifestyles</i>	•How to live a healthy lifestyle – including physical activity, rest and healthy eating (H1)
	<i>Spr 2 - How do we keep safe?</i>	<ul style="list-style-type: none"> •That household products, including medicines, can be harmful if not used correctly (H11) •Rules for keeping safe (in familiar and unfamiliar situations) and when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (H15) •The importance of not keeping secrets that make them feel uncomfortable, anxious or afraid (R3) •What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy (H16) •How to ask for help if they are worried about something and who to ask. (H13, H14)
	<i>Sum 1- What makes us special? Growing and changing</i>	<ul style="list-style-type: none"> •About the importance for respect for the differences and similarities between people (R8) •To identify their special people, what makes them special and how special people should care for one another (R9) •That everybody is unique and what we have in common with everyone else (L9) •To learn from their experiences and celebrate their strengths and set simple but challenging goals. (H3) •How it feels when there is change or loss (including moving home, losing toys, pets or friends) (H5)



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	<i>Sum 2 - How do we feel?</i>	<ul style="list-style-type: none"> •Different kinds of feelings and how to communicate feelings with others, show and respond to feelings. (R1) •Simple strategies to manage feelings (H4) •How it feels when there is change or loss (including moving home, losing toys, pets or friends) (H5)
Year 2	<i>Aut 1- Rights & Responsibilities</i>	<ul style="list-style-type: none"> •What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy (H16)
	<i>Aut 2 - How can we keep safe in different places?</i>	<ul style="list-style-type: none"> •The rules for keeping physically and emotionally safe (online, cycle, rail, water, fire and in the environment) (H12) •How to ask for help if they are worried about something (H14) •Recognise their own responsibilities of keeping safe and others (not needed to keep secrets) (H15) <p>Anti-Bullying -KS1</p> <ul style="list-style-type: none"> •Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say (R12) •The different types of teasing and bullying, understand that these are wrong and unacceptable (R13) •Who to tell and how to get help if they experience of witness it and strategies to resist (R14)
	<i>Spr 1 - Healthy Lifestyles How can we be healthy?</i>	<ul style="list-style-type: none"> •The rules for keeping physically and emotionally safe (online, cycle, rail, water, fire and in the environment) (H12) •How to ask for help if they are worried about something (H14) •Recognise their own responsibilities of keeping safe and others (not needed to keep secrets) (H15)
	<i>Spr 2 - What is the same and different about us?</i>	<ul style="list-style-type: none"> •To recognise what they are good at and set simple goals (H3) •About growing, changing and becoming more independent (H8, H9) •The correct names for the main parts of the body of boys and girls (H10) •The importance of respect for differences and similarities between people (R8)
	<i>Sum 1 - How do we Show our feelings?</i>	<ul style="list-style-type: none"> •About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings (H4) •Change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H5) •To communicate their feelings to others, to recognise how others show feelings and how to respond (R1)
	<i>Sum 2 - Healthy Relationships Feelings & Emotions</i>	<ul style="list-style-type: none"> •The importance of not keeping secrets that make them feel uncomfortable, anxious or afraid (R3) •To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (R10) •To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable (R13) •About people who look after them, their family networks, who to go to if they are worried and how to attract their attention (H13) •To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (H15)



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Year 3	<i>Aut 1 - What are the rules that keep us safe?</i>	<ul style="list-style-type: none"> •To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8) •The importance of school rules for health and safety (H15) •That simple hygiene routines can prevent the spread of bacteria and viruses (H12) •Strategies for keeping physically and emotionally safe including road safety and safety in the environment (including rail, water and fire safety) (H21) •About people who help them stay healthy and safe (H23) •The difference between acceptable and unacceptable physical contact (R8) •How to respond to unacceptable physical contact (R8) •The concept of keeping something confidential or secret and when they should or should not agree to keeping a secret (R9) <p>Anti-Bullying – KS2 How to recognise bullying and abuse in all its forms (including prejudice based bullying both in person, online and through social media) (R19)</p>
	<i>Spr 1 - Healthy lifestyles</i>	<ul style="list-style-type: none"> •What positively and negatively affects their physical, mental and emotional health (H1) •How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2) •To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3)
	<i>Spr 2 - Growing and Changing</i>	<ul style="list-style-type: none"> •To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (H5) •To work collaboratively towards shared goals (R11) •To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6)
	<i>Sum 1 - Valuing Difference</i>	<ul style="list-style-type: none"> •To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view (R10) •To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help) (R14) •How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18)
	<i>Sum 2 - Feelings & Emotions How we can describe our feelings?</i>	<ul style="list-style-type: none"> •About a wider range of feelings, both good and not so good (R1) •That people can experience conflicting feelings at the same time (H7) •About describing their feelings to others (H6) •The kinds of change that happen in life and the feelings associated with this , including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8) •To recognise a wider range of feelings in others (R1)



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		<ul style="list-style-type: none"> • Responding to how others are feeling (R1)
Year 4	<p><i>Aut 2 - Healthy Relationships</i> <i>How can we be a good friend?</i></p>	<ul style="list-style-type: none"> • To recognise a wider range of feelings in others (R1) • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2) • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12) <p>Anti-Bullying – KS2 How to recognise bullying and abuse in all its forms (including prejudice based bullying both in person, online and through social media) (R19)</p>
	<p><i>Spr 1 - Healthy Lifestyles</i> <i>Keeping Safe</i></p>	<ul style="list-style-type: none"> • To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3) • What is meant by the term 'habit' and why habits can be hard to change (H16) • School rules about health and safety, basic emergency aid procedures, where and how to get help (H15) • How the spread of infection can be prevented (H12) • About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23)
	<p><i>Spr 2 - Growing & Changing</i> <i>How do we grow and change?</i></p>	<ul style="list-style-type: none"> • To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals (H5) • How to further describe the range and intensity of their feelings to others and how to manage complex or conflicting emotions (H7) • About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement, and their emotions may, change as they approach and move through puberty (H8)
	<p><i>Sum 1 - Valuing Difference</i></p>	<ul style="list-style-type: none"> • How to listen and respond respectfully to a wide range of people (R10) • About sharing their points of view and to feel confident to raise their own concerns. (R10) • To recognise and care about others feelings (R10)
	<p><i>Sum 2 - Healthy Relationship</i> <i>Feelings & Emotions</i></p>	<ul style="list-style-type: none"> • What constitutes a positive, healthy relationship (R2) • The skills to form and maintain positive and healthy relationships (R2) • To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4) • To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback (R12) • To recognise and manage 'dares' (R15)



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Year 5	<i>Aut 1 - Rights and Responsibilities What does discrimination mean?</i>	<ul style="list-style-type: none"> •How actions can affect ourselves and others (R18) •About discrimination, teasing, bullying and aggressive behaviour and its effect on others (R18) •The factors that make people the same or different, between people (R13) •To recognise and challenge 'stereotypes' (R16) •The correct use of the terms sex, gender identity and sexual orientation living in other places (R17)
	<i>Aut 2 - How can we be safe online and using social media?</i>	<ul style="list-style-type: none"> •How to keep safe and well when using a mobile phone (H4) •The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) (H24) •The strategies for managing personal safety – online (H25) •What to consider before sharing pictures of themselves and others online (R21) •The importance of keeping personal boundaries and the right to privacy (L17) •Understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18) <p>Anti-Bullying- Upper KS2</p> <ul style="list-style-type: none"> •To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice based language, 'trolling', how to respond and ask for help) (R14)
	<i>Spr 1- What choices help health?</i>	<ul style="list-style-type: none"> •What positively and negatively affects their physical, mental and emotional health (H1) •How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2) •What is meant by a habit (H16) •How habits can be hard to change (H16) •About drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) (H17) •About people who help them stay healthy and safe (H23) •How actions can affect ourselves and others (H23)
	<i>Sum 1-How can we keep safe in our local area? Bikeability</i>	<ul style="list-style-type: none"> •To differentiate between the terms, 'risk', 'danger' and 'hazard' (H9) •To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (Local walk around Buckshaw Village) (H10) •To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11) •Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (H21)
	<i>Sum 2 - How can we keep safe in our local area?</i>	<ul style="list-style-type: none"> •How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (H13)



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		<ul style="list-style-type: none"> • To recognise when they need help and to develop the skills to ask for help (H14) • To identify the people who help them stay healthy and safe (H23) • How actions can affect ourselves and others (R7) • To recognise and manage 'dares' (R15)
Year 6	<i>Aut 1 - Rights & Responsibilities What are human rights?</i>	<ul style="list-style-type: none"> • That to force anyone into marriage (forced marriage) is illegal (R20) • The importance speaking out about forced marriage (R20) • About confidentiality (R9) • About times when it appropriate and necessary to break a confidence (R9)
	<i>Aut 2 - Rights & Responsibilities</i>	<p>Anti-Bullying- Upper KS2</p> <ul style="list-style-type: none"> • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudice based language, 'trolling', how to respond and ask for help) (R14)
	<i>Spr 1 - How can we stay healthy?</i>	<ul style="list-style-type: none"> • What positively and negatively affects health and wellbeing (including mental and emotional health) (H1) • How to make informed choices that contribute to a 'balanced lifestyle' (H2) • Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17) • Who is responsible for their health and wellbeing (H23) • Where to get help advice and support (H23)
	<i>Spr 2- How can we manage risk?</i>	<ul style="list-style-type: none"> • Who to talk to if they feel uncomfortable or are concerned by such a request (H25) • How to handle, challenge or respond to anti-social or aggressive behaviours (L6) • What to consider before sharing pictures of themselves and others online (H22) • Strategies for managing personal safety – online (H22) • To develop strategies for getting support for themselves or for others at risk (H25) • That their actions affect themselves and others (R7)
	<i>Sum 1&2 - What makes a healthy and happy relationship?</i>	<ul style="list-style-type: none"> • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2) • To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R3) • The different types of relationships (friends, families, couples, marriage, civil partnership) (R4) • About committed loving relationships (including marriage and civil partnership) (R5) • That marriage, arranged marriage and civil partnership is between two people who willingly agree (R19) • To learn about human reproduction and puberty (H19)



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