



## **HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL**

### **POLICY STATEMENT FOR RELATIONSHIPS AND SEX EDUCATION**

**'God is love. Whoever lives in love lives in God, and God in him.'**  
**1 John 4:16**

#### **Rationale**

The school strongly believes that all learners are uniquely made in the image of God and unconditionally loved by Him. Everyone is equal and is treated with dignity and respect. The development of the whole child to become what God wants them to be is central to the purpose of the school. This policy is founded in the school's belief in the Gospel values such as truth, justice and love.

We undertake to follow the principles in the Church of England Charter for sensitive and inclusive Relationships and Sex Education (RSE) (see Appendix 2).

#### **Legal Duties**

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

However, we are not required to provide Sex Education but we do need to teach the elements of Sex Education contained in the Science National Curriculum.

In teaching RSE, we have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996 and to the Relationships Education, Relationships and Sex Education (RSE) and Health Education which schools have been encouraged to adopt from September 2019 but which is mandatory from September 2020.

#### **The Equalities Act 2010**

The Headteacher as lead is responsible for ensuring school complies with the relevant provisions of the Equality Act 2010 under which religion or belief are amongst the protected characteristics. (See also Public Sector Equality Duty (PSED) s.149 of the Equality Act).

RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected

characteristics in the Equality Act<sup>1</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

For learners with Special Educational Needs (SEND) we will ensure that they receive RSE and we will offer provision appropriate to the needs of all our learners, taking specialist advice where necessary.

This policy should be read in conjunction with the following policies:

- Child Protection Policy (including Female Genital Mutilation and Forced Marriage);
- Peer on Peer Abuse Policy (including 'upskirting' and 'sexting');
- Anti-Bullying Policy;
- Promoting Positive Behaviour Policy;
- Intimate Care Policy;
- Online Safety Policy including Acceptable Use Policy;
- Special Educational Needs Policy;
- Confidentiality and Whistle Blowing Policy;
- Information Sharing Policy;
- Spiritual, Moral, Social and Cultural Curriculum inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

### **Definitions**

Relationships and Sex Education is about the emotional, social and cultural development of learners, and involves learning about 'age appropriate' healthy relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity or of any specific lifestyle.

### **Aims and Objectives**

As part of their preparation for life the school aims to:

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<sup>1</sup> *The protected characteristics are age, disability, gender reassignment, race, religion or belief, sexual orientation, marriage or civil partnership and pregnancy and maternity.*

- Prepare learners to cope with the physical and emotional challenges of growing up;
- Introduce them to an age appropriate understanding of human reproduction;
- Explore and develop healthy relationships with family, friends and community.

The School teaches learners about:

- Respect for their own bodies;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Consent;
- Respect for the views of other people.

### **Content**

The School curriculum is set out as per Appendix 1 but we may adapt it as and when necessary. The curriculum uses the materials and scheme of work provided by The Christopher Winters Project: Teaching RSE with Confidence in Primary Schools (2019). This programme is spiral meaning key concepts are revisited and strengthened across the learners' time in primary school.

At Heddon-on-the-Wall St. Andrew's CE Primary School 'Relationships' is taught as a core theme within PSHE Education and much of the lessons at Foundation Stage, Key Stage 1 and 2 are taught through PSHE.

Lessons focus on the emotional aspects of development and relationships:

- How to develop and maintain a variety of healthy relationships;
- How to recognise and manage emotions within a range of relationships;
- How to recognise risky or negative relationships including all forms of bullying and abuse;
- How to respond to risky or negative relationships and ask for help;
- How to respect equality and diversity in relationships;
- Teaching should reflect the law so young people understand what the law does/does not allow (Equality Act 2010);
- How to manage change such as puberty, transition, loss.

Primary sex education will focus on the physical aspects of puberty and reproduction as part of National Curriculum Science and PSHE:

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

The session about how a baby is conceived and born is delivered by the class teacher present. Pupils are split into boys and girls for this lesson. Questions that children may want answers to are written anonymously and posted in advance of the session.

Learners are taught the correct names for both female and male genitalia (vagina and penis) from Early Years. Not only does this fall within the requirements of the Science curriculum it is also an essential part of safeguarding learners.

Content around Female Genital Mutilation in the programme is age appropriate and would only be addressed with Year 6 learners if the School felt it was required and delivery would be cohort specific taking into account the needs of the learners.

## **Delivery of RSE**

RSE is taught by the class teacher. The programme used by the School has three planned sessions per year (four sessions in Year 6) to deliver the core teaching which are then followed up and embedded within the wider Personal, Social and Health (PSHE) Education curriculum by the class teacher. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). Elements related to being online are threaded through the Computing and E-Safety curriculum.

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst 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).

Parents are informed prior to the core sessions being delivered and are invited into School to view the materials if they so wish before they are used with learners.

## **Confidentiality**

Staff conduct Relationships and Sex Education lessons in a sensitive manner and confidence. If a learner indicates that they may have been a victim of abuse this matter will be taken seriously and dealt with as a disclosure.

In such circumstances the member of staff will speak to the learner as a matter of urgency and all concerns will be shared with the Designated Strategic Lead for Child

Protection (Mr. A. Wheatley, Headteacher, Mrs. F. O'Reilly, Key Stage 2 Co-ordinator or Mrs. L. Cabbage, Early Years Co-ordinator). The Child Protection Policy will be initiated and the disclosure dealt with in line with the specified protocols and procedures.

See Child Protection Policy for further details. <http://www.heddon-school.co.uk/wp-content/uploads/2021/03/Child-Protection-Safeguarding-Policy-March-2021v1.1.pdf>

## **Roles and responsibilities**

**The Academy Committee:** The Academy Committee 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 consistently across the school, and for managing parent/carer requests to withdraw pupils from non-statutory/non-science components of Sex Education within RSE.

**The Staff:** Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils particularly those with Special Educational Needs;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of sex education within RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. All teaching staff are responsible for the teaching of RSE in school and the programme content is supported by school health.

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

## **The right to be excused from Sex Education**

Parent and carers have the right to request that their child be withdrawn from some or all of the Sex Education delivered in the School as part of statutory RSE.

Parents wishing to withdraw their child from Sex Education are requested to put this request into writing (Please see Appendix 3 for the form to use). Prior to requests being

granted it is good practice to meet with the Headteacher to discuss the decision and to clarify the nature and purpose of the curriculum. This discussion will also include consideration of the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver Sex Education to their child at home instead. Records of this discussion will be kept.

Headteachers will automatically grant a request to withdraw a pupil from any Sex Education delivered in primary schools, other than as part of the Science National Curriculum.

Parents and carers **do not** have the right to withdraw children from any elements of Relationships Education.

### **Monitoring and Review**

The Academy Committee have designated Mrs. L. Henderson, as the Academy Committee Member with specific responsibility for Relationships and Sex Education within the School. Through visits and discussion with the Headteacher, staff and learners he reports back to the Curriculum Committee on an annual basis. This Committee reports its findings and recommendations to the full Academy Committee on an annual basis.

The Curriculum Committee gives serious consideration to any comments from parents or carers about the Sex and Relationships Education programme and makes a written record of all such comments.

Parental views will be sought through a parental meeting and in written / electronic format after circulation of the draft policy. This will be done annually.

The Academy Committee require the Headteacher to keep a written record, giving details of the content and delivery of the Sex and Relationships Education programme that is taught in school.

Policy review takes place on an annual basis.

Sex and Relationships Education Lead : Mr. A. Wheatley (Headteacher)

Designated Strategic Lead:

Mr. A. Wheatley (Headteacher)

Deputy Designated Strategic  
 Lead: Mrs. F. O'Reilly  
 (Key Stage 2 Co-ordinator)  
 Mrs. L. Cabbage  
 (Early Years Co-ordinator)

Relationships and Sex Education Academy  
 Committee Lead:

Mrs. L. Henderson

All Staff trained by RSE Lead:

TBC

Parental Workshop by RSE Lead:

TBC

**Document Record**

<b>Version</b>	<b>Reason for Amendments/Update/Review</b>	<b>Date of Adoption by School</b>	<b>Date of next review</b>
1.0	Policy created	25/03/2021	
2.0	Revision Made following consultation with parents / learners / Academy Committee Members		
3.0	Final Ratified Version		

# CWP Curriculum Overview

- reception
- year 1
- year 2
- year 3
- Additional
- year 4
- year 5
- year 6

<p><b>Reception</b>  <b>Family and Friendship</b></p> <p>Lesson 1: <b>Caring Friendships</b>          Lesson 2: <b>Being Kind</b>          Lesson 3: <b>Families</b></p>	<p><b>Year 1</b>  <b>Growing and Caring For Ourselves</b></p> <p>Lesson 1: <b>Different Friends</b>          Lesson 2: <b>Growing &amp; Changing</b>          Lesson 3: <b>Families &amp; Care</b></p>	<p><b>Year 2</b>  <b>Differences</b></p> <p>Lesson 1: <b>Differences</b>          Lesson 2: <b>Male &amp; Female Animals</b>          Lesson 3: <b>Naming Body Parts</b></p>
<p><b>Year 3</b>  <b>Valuing Difference and Keeping Safe</b></p> <p>Lesson 1: <b>Body Differences</b>          Lesson 2: <b>Personal Space</b>          Lesson 3: <b>Help and Support</b></p>	<p><b>Year 4</b>  <b>Growing Up</b></p> <p>Lesson 1: <b>Changes</b>          Lesson 2: <b>What is Puberty?</b>          Lesson 3: <b>Healthy Relationships</b></p>	<p><b>Year 5</b>  <b>Puberty</b></p> <p>Lesson 1: <b>Talking about Puberty</b>          Lesson 2: <b>The Reproductive System</b>          Lesson 3: <b>Help and Support</b></p>
<p><b>Year 6</b>  <b>Puberty, Relationships &amp; Reproduction</b></p> <p>Lesson 1: <b>Puberty &amp; Reproduction</b>          Lesson 2: <b>Communication in Relationships</b>          Lesson 3: <b>Families, Conception &amp; Pregnancy</b>          Lesson 4: <b>Online Relationships</b></p>		<p><b>Additional Folder Year 5/6</b></p> <p>Unit 1: <b>FGM</b>          Unit 2: <b>Respect and Equality</b></p>



Suggested outcomes: <i>Learners should know</i>		CWP Lesson
<b>RELATIONSHIPS EDUCATION</b>		
<b>Families and People who care for Me</b>		
1a	that families are important for children growing up because they can give love, security and stability.	<b>Reception lesson 3 Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2</b>
1b	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.	<b>Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2</b>
1c	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.	<b>Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 3 Additional lesson Respect &amp; Equality</b>
1d	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.	<b>Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2 &amp; 3</b>
1e	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	<b>Year 6 lesson 3</b>
1f	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	<b>Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2 Additional lesson FGM</b>
<b>Caring Friendships</b>		
2a	how important friendships are in making us feel happy and secure, and how people choose and make friends.	<b>Reception lesson 1 Year 6 lesson 2</b>
2b	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	<b>Year 4 lesson 3 Year 6 lesson 2</b>
2c	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	<b>Reception lesson 1 Year 4 lesson 3 Year 6 lesson 2 Additional lesson Respect &amp; Equality</b>

2d	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.	<b>Reception lesson 2 Year 4 lesson 3</b>
2e	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 for others, if needed.	<b>Year 1 lesson 3 Year 3 lesson 2 Year 4 lesson 3 Additional lesson Respect &amp; Equality</b>
<b>Respectful Relationships</b>		
3a	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.	<b>Reception lesson 3 Year 1 lesson 1 Year 2 lesson 1 &amp; 2 Year 3 lesson 1 Year 4 lesson 3 Additional lesson Respect &amp; Equality</b>
3b	practical steps they can take in a range of different contexts to improve or support respectful relationships.	<b>Year 3 lesson 2 Year 4 lesson 3 Year 6 lesson 2 Additional lesson Respect &amp; Equality</b>
3c	the conventions of courtesy and manners.	<b>Embedded through daily life in School</b>
3d	the importance of self-respect and how this links to their own happiness.	<b>Year 3 lesson 2 Year 4 lesson 3 Year 6 lesson 2 Additional lesson Respect &amp; Equality</b>
3e	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.	<b>Year 1 lesson 1 Year 4 lesson 3 Embedded through School rules</b>
3f	about different types of bullying (including cyberbullying and homophobic bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	<b>Year 3 lesson 2 Year 4 lesson 3 Embedded through PSHE and E-Safety lessons throughout the year</b>
3g	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	<b>Year 2 lesson 1 Additional lesson Respect &amp; Equality</b>
3h	the importance of permission seeking and giving in relationships with friends, peers and adults.	<b>Year 4 lesson 3 Year 6 lesson 2</b>

<b>Online Relationships</b>		
4a	that people sometimes behave differently online, including by pretending to be someone they are not.	<b>Year 6 lesson 4 Embedded through E-Safety lessons</b>
4b	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.	<b>Year 4 lesson 3 Year 6 lesson 4 Embedded through E-Safety lessons</b>
4c	rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	<b>Year 6 lesson 4 Embedded through E-Safety lessons</b>
4d	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	<b>Year 4 lesson 3 Year 6 lesson 4 Embedded through E-Safety lessons</b>
4e	how information and data is shared and used online.	<b>Year 6 lesson 4 Embedded through E-Safety lessons</b>
<b>Being Safe</b>		
5a	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	<b>Year 3 lesson 2 Year 6 lesson 2 &amp; 4</b>
5b	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.	<b>Year 3 lesson 2 Year 6 lesson 2 &amp; 4 Additional lesson FGM</b>
5c	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	<b>Year 3 lesson 2 Year 6 lesson 2 Additional lesson FGM</b>
5d	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	<b>Year 1 lesson 3 Year 3 lesson 2 &amp; 3 Year 6 lesson 2 &amp; 4</b>
5e	how to recognise and report feelings of being unsafe or feeling bad about any adult.	<b>Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2 &amp; 4 Additional lesson FGM</b>
5f	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	<b>Year 3 lesson 2 &amp; 3 Additional lesson FGM</b>
5g	how to report concerns or abuse, and the vocabulary and the confidence needed to do so.	<b>Year 3 lesson 2 &amp; 3 Additional lesson FGM</b>

5h	where to get advice e.g. family, School and / or other sources.	<b>Year 3 lesson 3 Year 6 lesson 4 Additional lesson FGM</b>
<b>HEALTH EDUCATION</b>		
<b>Mental Wellbeing</b>		
6a	that mental wellbeing is a normal part of daily life, in the same way as physical health.	<b>Year 4 lesson 2 Year 5 lesson 3</b>
6b	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	<b>Reception lesson 1 &amp; 2 Year 1 lesson 1 &amp; 3 Year 4 lesson 2 Year 5 lesson 3</b>
6c	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	<b>Reception lesson 1 &amp; 2 Year 1 lesson 1 &amp; 3 Year 4 lesson 2 Year 5 lesson 1 &amp; 3 Year 6 lesson 1 additional activity</b>
6d	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	<b>Year 4 lesson 2 Year 5 lesson 1 &amp; 3 Year 6 lesson 1 additional activity</b>
6e	the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.	<b>Year 5 lesson 3 Year 6 lesson 1 additional activity</b>
6f	simple self-care techniques, including the importance of rest, times spent with friends and family and the benefits of hobbies and interests.	<b>Year 4 lesson 2 Year 5 lesson 1 &amp; 3 Year 6 lesson 1 additional activity</b>
6g	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	<b>Reception lesson 1 Year 6 lesson 1 additional activity</b>
6h	that bullying (including cyberbullying and homophobic bullying) has a negative and often lasting impact upon wellbeing.	<b>Year 6 lesson 4</b>
6i	where and how to seek support (including recognising the triggers for seeking support), including whom in School they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	<b>Year 6 lesson 1 additional activity Year 6 lesson 4</b>
6j	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right	<b>Year 6 lesson 1 additional activity</b>

	support is made available, especially if accessed early enough.	
<b>Internet Safety and Harms</b>		
7a	that for most people the internet is an integral part of life and has many benefits.	<b>All of these areas are covered through the Computing curriculum (Switched On Computing) and E-Safety units of work.</b>  <b>Details of these units of work can be found on the School website in the curriculum leaflets for each year group.</b>
7b	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	
7c	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	
7d	why social media, some video games and online gaming, for example, are age restricted.	
7e	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	
7f	how to be a discerning consumer of information online including understanding that information, including that for search engines, is ranked, selected and targeted.	
7g	where and how to report concerns and get support with issues online.	
<b>Changing Adolescent Body</b>		
8a	key facts about puberty and the changing adolescent body, particularly from ages 9 through to age 11, including physical and emotional changes.	<b>Year 4 lesson 1 &amp; 2</b> <b>Year 5 lesson 1, 2 &amp; 3</b> <b>Year 6 lesson 1</b> <b>Year 6 lesson 1 additional activity</b>
8b	about menstrual wellbeing including key facts about the menstrual cycle.	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1, 2 &amp; 3</b> <b>Year 6 lesson 1</b>
<b>Additional Guidance - Menstruation</b>		
9a	The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Learners should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, the School should also make adequate and sensitive	<b>Year 4 lesson 2</b> <b>Year 5 lesson 1, 2 &amp; 3</b>  <b>The School has a stock of menstrual products available if and when</b>

	arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. The School will need to consider the needs of each cohort of learners in designing this content.	<b>required. Years 5 and 6 use a separate toilet to provide learners with privacy when required.</b>
<b>Non-Statutory Sex Education</b>		
10a	The Department for Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the learners. It should ensure that boys and girls are prepared for the changes that adolescence brings and - drawing on the knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born.	<p><b>The School curriculum as stated forms a spiralling curriculum of RSE. The Sex Education element is in line with the requirements of the Science National Curriculum.</b></p> <p><b>Lessons regarding puberty are part of the statutory Health Education.</b></p> <p><b>The Northumberland School Health Team may lead a separate session looking at how a baby is conceived and born. This session may also include age appropriate discussions on adult sexuality. This is adapted in line with the needs and maturity of the learners through discussion with the class teacher.</b></p> <p><b>Parents will be given the opportunity to view the materials prior to them being delivered in School. Parents have the right to withdraw their child from this session.</b></p>
<b>National Curriculum Science</b>		
S1	<p><b>Key Stage 1 (age 5-7 years)</b></p> <p>Year 1 learners should be taught to: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<b>Year 1 lesson 2 (This will include the naming of genitalia)</b>
S2	Year 2 learners should be taught to: notice that animals, including humans, have offspring which grow into adults;	<b>Year 2 lesson 3</b>
S3	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<b>Year 2 lesson 1 &amp; 2</b>

S4	<b>Key Stage 2 (age 7-11 years)</b> Year 5 learners should be taught to: describe the life processes of reproduction in some plants and animals.	<b>Year 4 lesson 1 &amp; 2</b>
S5	describe the changes as humans develop to old age.	<b>Year 4 lesson 1 &amp; 2</b> <b>Year 6 lesson 3</b>
S6	Year 6 learners should be taught to: recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	<b>Year 6 lesson 3</b>

## Appendix 2

### **A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS AND SEX EDUCATION (RSE)**

In Heddon-on-the-Wall St. Andrew's CE Primary School we seek to provide Relationships and Sex Education (RSE) which will enable all pupils to flourish.

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. That RSE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSE.
3. That RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act<sup>2</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. That RSE will seek to build resilience in our pupils to help them form healthy

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<sup>2</sup> *The protected characteristics are age, disability, gender reassignment, race, religion or belief, sexual orientation, marriage or civil partnership and pregnancy and maternity.*



relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. That RSE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. That RSE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
8. To seek pupils' views about RSE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

### Appendix 3: Parental Form: Request to withdraw from Sex Education

To be completed by Parents			
Name of Child		Class	
Name of Parent		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education			
Any other information you would like the school to consider			
Signed			
To be completed by the School			

Agreed actions following discussion with parents	
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