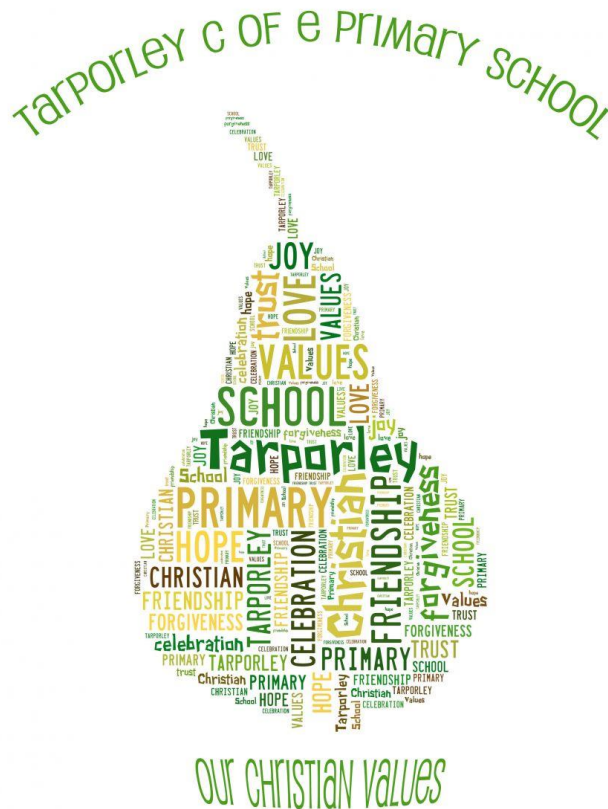


# TARPORLEY CE PRIMARY SCHOOL

*Let Your Light Shine (Matthew 5)*

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 5-11. As a Church school we hold our Christian Values at the heart of everything we do.

These are: **LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION**



It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

## Relationships and Sex Education (RSE) Policy

## **RSE Policy**

- 1.1** Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps. We have based our school's RSE policy on the DfE guidance document Sex and Relationship Education Guidance (ref DfEE 0116/2000). In this document, RSE is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. RSE is part of the personal, social and health education curriculum in our school. While we use RSE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any form of sexual orientation.

## **1.2 Statutory Requirements**

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At **Tarporley CE Primary School** we teach RSE as set out in this policy.

## **1.3 Policy Development**

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

1. Review – a member of staff 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 consultation – all parents were given the opportunity to view our draft policy and were invited to:
  - complete a questionnaire to capture feedback
  - join a parent focus group
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

## **2 Aims and objectives**

### **2.1** We teach children about:

- the physical development of their bodies as they grow into adults;

## RSE Policy

- respect for their own bodies;
- the importance of family life;
- moral questions;
- relationship issues;
- to help and support children through physical, emotional and moral development
- to develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- to enable children to move with confidence from childhood through adolescence to adulthood.
- to live confident and healthy lives
- to understand the changes that occur to the human body during puberty
- to understand how a baby is conceived and born.
- to ensure children are aware of personal space and their right to privacy
- respect for the views of other people;
- sex abuse and what they should do if they are worried about any sexual matters.

### 3 Context

**3.1** We teach RSE in the context of the school's aims and values. While RSE in our school means that we give children information about sexual development, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach RSE in the belief that:

- RSE should be taught in the context of family life;
- RSE is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others;
- it is important to build positive relationships with others, involving trust and respect.

### 4 Organisation

**4.1** We teach RSE through different aspects of the curriculum. Under the [National Curriculum](#), the basics of RSE fall within the science curriculum. 'The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction,' says Lucy Emmerson, coordinator of the RSE Forum.

**4.2** In Year 6 we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

**4.3** In science lessons in both key stages, we follow national curriculum guidance material for teachers to use. For this aspect of the school's teaching, we follow the national curriculum. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. Topics in Science that may fall under the RSE policy are:

- Year 1 – Animals including Humans (Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.)
- Year 2 – Animals including Humans (Sc2/2.3a notice that animals, including humans, have offspring which grow into adults)

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- Year 3 – Plants (Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.)
- Year 4 – Living things and their Habitat (Reproduction is named as one of the 7 aspects that makes something a Living thing)
- Year 5 – Living things and their Habitat (Sc5/2.1b describe the life process of reproduction in some plants and animals.) Animals including Humans (Sc5/2.2a describe the changes as humans develop to old age)

- 4.4** In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).
- 4.5** We write to all parents and carers of children in Year 6 offering them the opportunity to come in to school to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching.
- 4.6** Questions raised by pupils are dealt with sensitively and any questions concerning sexually transmitted diseases and contraception are answered appropriately if raised. Inappropriate or explicit questions do not have to be answered directly. Teachers use their own discretion in these situations.
- 4.7** Homosexuality is discussed at a level appropriate to the age of the children. Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate the age of the children.
- 4.8** The portrayal of sex in the media is discussed in Y6. In particular the portrayal of and over sexualisation of women is discussed and the impact this can have on the development young girls as they grow up.
- 4.9** As a school we use the '**No Outsiders**' Programme to teach a range of different relationships through beautiful storybooks. Issues addressed include: gender and gender identity, religion, sexual orientation, disability and age.
- These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).
- We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 5 The role of parents

- 5.1** The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:
- inform parents about the school's RSE policy and practice;
  - answer any questions that parents may have about the RSE of their child;

## **RSE Policy**

- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

**5.2** Parents have the right to withdraw their child from all or part of the RSE programme that we teach in our school, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science. If a parent wishes their child to be withdrawn from RSE lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **6 The role of other members of the community**

**6.1** We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSE programme.

## **7 Confidentiality**

**7.1** Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the headteacher. The headteacher will then deal with the matter in consultation with health care professionals (See also Safeguarding Policy.)

## **8 The role of the headteacher**

**8.1** It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

**8.2** The headteacher liaises with external agencies regarding the school RSE programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

**8.3** The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## **9 Monitoring and review**

**9.1** The full governing body monitors our RSE policy on a three-yearly basis. The Headteacher gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments.

Reviewed: December 2023

## No Outsiders at Tarporley CE Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>The Family Book by Todd Parr</b>  To understand that all families are different.	<b>You Choose by Nick Sharrat</b>  To say what I think.	<b>Red Rockets and Rainbow Jelly by Sue Heap</b>  To understand it is okay to like different things.	<b>Mommy, Mamma and Me by Leslea Newman</b> To celebrate my family.		<b>Blue Chameleon by Emily Gravett</b>  To make friends with someone different.
KS1 Cycle A	<b>Elmer by David McKee</b>  To like the way I am.	<b>Ten Little Pirates Mike Brownlo</b>  To play with boys and girls.	<b>That's not how you do it By Arianne Hoffman-Mainyar</b>  To understand their way is not the only way.	<b>Max the Champion by Sean Stockdale, Alexandra Strick and Ros Asquith</b> To understand our bodies work in different ways.	<b>My World Your World By Melanie Walsh</b>  To understand we share the world with lots of people.	<b>Everybody's Welcome By Patricia Heggarty</b>  To welcome everyone.
KS1 Cycle B	<b>The Odd Egg by Emily Gravett</b>  To understand what makes someone feel proud.	<b>The First Slodge By Jeanne Willis</b>  To understand how we share the world.	<b>The Great Big Book of Families by Mary Hoffman</b>  To understand what diversity is.	<b>What the Jackdaw saw by Julia Donaldson</b>  To communicate in different ways.	<b>Blown Away by Rob Biddulph Y2</b>  To be able to work with everyone in my class.	<b>My Grandpa is Amazing Nick Butterworth</b>  To recognise people are different ages.
LKS2 Cycle A	<b>This is Our House by Michael Rosen</b>  To understand what discrimination means.	<b>Two Monsters by David Mckee</b>  To find a solution to a problem.		<b>Dogs Don't Do Ballet by Anna Kemp</b>  To know when to be assertive.	<b>The Flower by John Light</b>  To ask questions. To know that we all have choices.	
LKS2 Cycle B	<b>Oliver By Birgitta Sif</b>  To understand how difference can affect someone.	<b>King and King By Linda de Hann and Stern Nijland</b> To understand why people choose to get married.		<b>Beegu by Alexis Deacon</b>  To be welcoming.	<b>The Hueys in the New Jumper by Oliver Jeffers</b>  To use strategies to help someone who feels different.	<b>The Way Back Home by Oliver Jeffers</b>  To overcome language as a barrier.
UKS2 Cycle A	<b>Dreams of Freedom by Amensy International</b>  To recognise my freedom.	<b>Where the poppies now grow? By Hilary Robinson</b>  To learn from our past.	<b>My Princess Boy by Cheryl Kiodavis</b>  To promote diversity.	<b>The cow who climbed a tree To exchange dialogue by Gemma Merino</b> To understand we all have different dreams.	<b>The Thing by Simon Puttock</b>  To welcome difference and stand up to discrimination.	<b>Love you forever by Robert Munsch</b> To consider how my life may change as I grow up.
UKS2 Cycle B	<b>Rose Blanche by Ian McEwan</b>  To justify my actions.	<b>The artist who painted a blue horse by Eric Carle</b>  To appreciate artistic freedom.	<b>How to heal a broken wing by Bob Graham</b>  To recognise when someone needs help.	<b>Leaf by Sandra Dieckman</b>  To challenge exclusion of others.	<b>And Tango makes three by Justin Richardson</b>  To accept people who are different from me.	<b>The Island by Armin Greder</b>  To challenges the causes of racism.

## Appendix 2: Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
EYFS	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Manage their own needs – personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and well-being- regular physical activity, healthy eating, being a safe pedestrian</li> <li>• Think about the perspective of others</li> <li>• Identify and moderate their feelings both socially and emotionally</li> <li>• Manage their own needs – coats and winter clothing</li> <li>• Know and talk about the different factors that support their overall health and well-being- regular physical activity, healthy eating, being a safe pedestrian</li> <li>• Build constructive and respectful relationships</li> </ul>	<p>No Outsiders</p> <p>Change 4 Life – My Healthy Year</p> <p>Picture News</p> <p>Jack -In – The – Box</p> <p>Heartsmart</p>

[illegible]

Science Curriculum



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YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
	<ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p>Computing:</p> <ul style="list-style-type: none"> <li>Ensure children understand how to use technology safely, responsibly and respectfully through application of the Internet Policy.</li> </ul>	Computing / Purple mash
LKS2	<p>Relationships:</p> <ul style="list-style-type: none"> <li>To understand what discrimination means.</li> <li>To find a solution to a problem.</li> <li>To know when to be assertive.</li> <li>To ask questions. To know that we all have choices.</li> <li>To understand how difference can affect someone.</li> <li>To understand why people choose to get married.</li> <li>To be welcoming.</li> <li>To use strategies to help someone who feels different.</li> <li>To overcome language as a barrier.</li> </ul> <p>Biology - Being Healthy</p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>Identify the different types of teeth in humans and their simple functions.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p>Computing:</p> <ul style="list-style-type: none"> <li>Ensure children understand how to use technology safely, responsibly and respectfully through application of the Internet Policy.</li> </ul>	<p>No Outsiders Picture News Heartsmart</p> <p>Science Curriculum</p> <p>Computing / Purple Mash</p>

## RSE Policy

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
UKS2	<p>Relationships:</p> <ul style="list-style-type: none"> <li>To recognise my freedom.</li> <li>To learn from our past.</li> <li>To promote diversity.</li> <li>To exchange dialogue.</li> <li>To understand we all have different dreams.</li> <li>To welcome differences and stand up to discrimination.</li> <li>To consider how my life may change as I grow up.</li> <li>To justify my actions.</li> <li>To appreciate artistic freedom.</li> <li>To recognise when someone needs help.</li> <li>To challenge exclusion of others.</li> <li>To accept people who are different from me.</li> <li>To challenges the causes of racism.</li> </ul> <p>Biology:</p> <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p>Computing:</p> <ul style="list-style-type: none"> <li>Ensure children understand how to use technology safely, responsibly and respectfully through application of the Internet Policy.</li> </ul>	<p>No Outsiders Picture News First News Purple Mash</p> <p>Science Curriculum</p> <p>Computing / Purple Mash</p>

## Appendix 3: 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>

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TOPIC	PUPILS SHOULD KNOW
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>
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>

## RSE Policy