



**Ivington C of E
Primary and
Pre-school**

*Reaching together with the Fruit of the
Spirit (Galatians 5:22-23)*

Relationships and Sex Education Policy

Approval of the Governing Body

This document is a statement of the aims, principles, and strategies for:

Relationships and Sex Education

at

Ivington CE (VA) Primary and Pre-school.

It was revised during the:

Spring Term 2024

It has been agreed and is supported by the teaching staff and the governing body.

We aim to review this policy during the:

Spring Term 2026

Or sooner if necessary



Linking with our Vision – Reaching together with Love, Joy and Peace (Galatians 5:22-23)

To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on nine important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious, and broad curriculum.

Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution.

We perceive our role to be opening a 'Window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of respect and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability, or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

The health, safety, and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

Relationship and Sex Education Policy

We recognise that PSHE (Personal, social, health and Economic education) is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. PSHE education is a school curriculum subject in England that helps children and young people stay healthy, safe and prepared for life – and work – in modern Britain. Through our PSHE programme and subsequently through RSHE (Relationships and Sex education), we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and the wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value respect, tolerance and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. PSHE and RSHE are key components in supporting our school and children to develop into healthy young adults.

Aims

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities, and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental, and physical development of pupils, at school and in society.

We shall promote and foster healthy and respectful child-to-child communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on children based on their gender or any other characteristic.

We aim to deliver subject content in a balanced and sensitive manner, set within a clear framework of Christian values, which engender a sense of awe and wonder for the children about their own physical and emotional development.

'Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails. But where there are prophecies,

they will cease; where there are tongues, they will be stilled; where there is knowledge, it will pass away.' (1 Corinthians 13:4-8)

It is our aim at Ivington to help and encourage pupils to:

- Establish a healthy lifestyle.
- Build up a system of values and health related skills concerning themselves and other people's lifestyles, in preparation for adult life
- Make informed choices.
- Respect everyone, including themselves.
- Be safe.

Principles

Our guiding principle is that compulsory subject content must be age appropriate. It must be taught sensitively and inclusively, with respect for the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. We want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, both on and offline. This will sit alongside the essential understanding of how to be healthy. Teaching on mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children are increasingly experiencing challenges, and the subject content will give them the knowledge and capability to take care of themselves and get support if problems arise. All of this content should support the wider work of the school in helping to foster pupil wellbeing and develop resilience and virtues that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to bounce back from knocks and challenging periods in their lives. This should be complemented by development of virtues like kindness, generosity, self-sacrifice, and honesty. We have endeavoured to ensure the content is proportionate and deliverable.

Further principles include:

The content is presented within the context of family life, of loving relationships, self-awareness and of respect for others and oneself.

Content is taught as part of a planned programme of PSHE. In this way, it provides a context for the human biology taught in Primary Curriculum 2014.

Within the framework of the school's values and pastoral care ethos, staff respond to pupils' concerns and questions in a sensitive and age-appropriate manner as they arise.

Confidentiality is an important factor in the development of trust and respect between pupil and teacher. However, teachers should not promise absolute confidentiality to pupils. The

Headteacher must be informed about certain disclosures which are listed in Appendix A. All decisions about confidential matters are made in the best interest of the pupil.

Implementation

Whole-school approach All of the three subjects will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. The curriculum on relationships and on sex will complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding. The subjects will sit within the context of the school's deeply Christian ethos and approach to developing pupils socially, morally, spiritually, and culturally, and its pastoral care system. This is also the case for teaching on mental health within health education. The curriculum on health education will similarly complement, and be supported by, the school's wider education on healthy lifestyles through physical education, food technology, science and its sport, extracurricular activity, and school food.

In the Early Years Foundation Stage, we teach children about growing and changing within a variety of different topics e.g. 'ourselves'. The 'Personal, Social and Emotional Development' and the 'Understanding of the World' sections of the EYFS clearly specify the learning outcomes that the children need to be working towards. In science lessons at KS1 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 fact that people are not all the same, and that we need to respect each other. In KS2 we teach about life processes, and the main stages of the human life cycle, in greater depth. In Year 5 we teach about how the body changes during puberty and in year 6, we place a particular emphasis on health education, and healthy choices. Suitable teaching materials are sourced through appropriate LA and Health Service organisations. Teachers do their best to answer all questions with sensitivity and care. By the end of KS2, we ensure that both boys and girls know how babies are born, how children's 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. We send a letter to all parents and carers of children involved to discuss this particular program of lessons, to explain what the issues are, and how they are taught, and offer them the opportunity to see the materials the school uses in its teaching.

Teaching methods

At Ivington C. E. Primary School great care and sensitivity is taken to match any Relationships and Sex Education provided to the maturity of the pupils involved and with due consideration for any particular religious or cultural factors that may have a bearing on the discussions.

The teaching methods used allow for discussion, participation and interaction recognising the importance of the knowledge, feelings and attitudes pupils may already have. With a focus on creating a safe space, developing critical thinking and encouraging questioning and help seeking skills.

Teachers ensure that in lessons there is a sense of respect in which self-esteem can be built and in which all children feel safe, appreciating their own individuality and being given a right to express their own thoughts, ask their own questions or reflect quietly.

The following methods are used:

- Circle time.
- Group discussion.
- Brainstorming
- Problem solving and decision making.
- Role play
- Use of the worksheets and resources
- Use of visual aids
- Visitors e.g. school nurse, local doctors, police, NSPCC

Resources

Suitable resources for the subjects will be chosen sensitively by the class teachers, in consultation with PSHE / RSHE Co-Ordinator's and School Nurse. The Headteacher and Governors will approve any video / DVD resource that is shown. At Ivington Primary and Pre-school we base our PSHE programme of study on Jigsaw. <https://jigsawpshe.online/> More information about the Jigsaw RSHE programme can be found on our webpage: <https://ivington-ce-primary-school.secure-primariesite.net/information-for-parents/>

Discrete units of teaching and learning about relationships and sex education are delivered as follows: Year 5: Girls and Boys separately – puberty and menstruation.
Year 6: five teaching and learning sessions based on relationships' education + puberty and sexual reproduction in humans.

Below is a list of additional resources:

Relationships Education Safeguarding: NSPCC PANTS rule with film
<https://www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>

PSHE Association Programme of study for KS1-5 <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

Assessment

Pupils' knowledge and understanding will be assessed at the end of each unit of work in Science.

Attitudes and values will be assessed through discussions and identified in good, respectful, behaviour and a positive school ethos.

We shall have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed, and assessments used to identify where pupils need extra support or intervention.

The role of parents/carers

The school is well aware that the primary role in the pupils' sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of pupils in our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents of the school's sex education policy and practice
- Answer any questions that parents may have about the Relationships and Sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.
- We ensure that parent governors are involved in reviewing the school policy and making modification to it as necessary.
- Inform parents about current practice with regard to sex education, so that teaching in school supports the key messages that parents and carers give 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.

Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school, other than those parts that are required by the National Curriculum. If a parent wishes their child to be withdrawn from sex education 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 role of other members of the community

We encourage other members of the community to work with us to provide advice and support to our pupils 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 RSHE programme.

Equality, Inclusion, and Special Educational Needs and Disabilities (SEND)

We shall ensure that we comply with the relevant provisions of the Equality Act (2010), under which religion or beliefs are protected characteristics. Relationships Education, RSHE and Health Education must be accessible for all our children. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a particular priority for some pupils, for example some with Social, Emotional and Mental Health needs or learning disabilities.

Confidentiality

Our staff conduct RSHE lessons in a sensitive manner and provide opportunities for the pupils to speak with them in confidence. However, if a child makes reference to being involved, or likely to be involved in sexual activity/exploitation, then the member of staff will take the matter seriously and deal with it as a matter of child protection. Staff will respond in a similar way if a child indicates that they may have been the victim of abuse. In these circumstances, the member of staff will inform the Headteacher and Designated Safeguarding Manager who will talk with the child as a matter of urgency. The DSM and Headteacher will then deal with the matter in line with our Child Protection/Safeguarding Policy seeking advice from the MASH team. (See the Child Protection/Safeguarding Policy.)

Monitoring and Evaluation of this policy

The PSHE co-ordinator will monitor the policy in the following ways:

- Formal discussion with the Headteacher, Student and Family Support manager and with relevant staff.
- Formal and informal feedback from pupils, parents/carers
- Formal review of the provision at whole school staff meetings/Governor's meetings
- Amendments and modifications may be required when policy is review.
