

Melling St Wilfrid CE Primary
Relationship and Sex Education Policy

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 Melling St Wilfrid 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 focuses 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. We derive our policy from our mission statement 'For the love of learning, friendship and faith.'

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 Melling St. Wilfrid CE 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 relationships.
- 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 relationships.
- 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.

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 – Governors including Church representatives 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 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 3 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 romantic relationships, sexual health, contraception and staying safe.

Health Education is a programme of 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 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 PHSE and RSE, showing which topics are taught in which years.

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

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 which will be dealt with by our well trained staff in a careful and sensitive manner. The school will normally seek to inform parents when such a highly sensitive 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.

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 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 through: *planning, work scrutinies, learning walks and discussion.*

Appendix 1-Curriculum Overview

All staff have a responsibility for teaching and guiding children in relationship education throughout school. This will be covered in many ways eg role play, continuous provision, video clips, activities, class and group discussions.

Work in our school continues building on from our Early Years curriculum.

PSHE Years 1 & 2

YRS 1 & 2	AUTUMN	SPRING	SUMMER
CYCLE A (5-8)	<u>KEEPING/STAYING SAFE UNIT</u>	<u>KEEPING/STAYING HEALTHY UNIT</u>	<u>HAZARD WATCH UNIT</u>
	<u>Baseline topic Road Safety</u> <u>Road Safety Extension</u> <ul style="list-style-type: none"> • understand why it is important to stay safe when crossing the road • be able to recognise a range of safe places to cross the road • understand the differences between safe and risky choices • know different ways to help us stay safe 	<u>Baseline topic Washing Hands</u> <u>Washing Hands Extension</u> <ul style="list-style-type: none"> • understand why we need to wash our hands • know how germs are spread and how they can affect our health • be able to practise washing your hands • know the differences between healthy and unhealthy choices 	<u>Baseline topic/Hazard Watch</u>
	<u>BEING RESPONSIBLE UNIT</u>	<u>RELATIONSHIPS UNIT</u>	<u>OUR WORLD UNIT</u>
	<u>Baseline topic Water Spillage</u> <u>Water Spillage Extension</u> <ul style="list-style-type: none"> • know how you can help people around you • understand the types of things you are responsible for • know 	<u>Baseline topic Friendship</u> <u>Friendship Extension</u> <ul style="list-style-type: none"> • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's 	<u>Baseline topic Growing In Our World</u> <u>Growing In Our World Extension</u> <ul style="list-style-type: none"> • understand the needs of a baby • be able to recognise what you can do for yourself now you are older • be able to

	<p>how and understand the importance of preventing accidents • be able to recognise the differences between being responsible and being irresponsible</p>	<p>feelings • be able to see a situation from another person's point of view</p>	<p>describe the common features of family life • be able to recognise the ways in which your family is special and unique</p>
	<u>FEELINGS AND EMOTIONS UNIT</u>	<u>COMPUTER SAFETY UNIT</u>	<u>FIRE SAFETY UNIT</u>
	<p><u>Baseline topic Jealousy</u> <u>Jealousy Extension</u></p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words 	<p><u>Baseline topic Online Bullying</u> <u>Online Bullying Extension</u></p> <ul style="list-style-type: none"> • understand how your online actions can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to recognise kind and unkind comments 	<p><u>Baseline topic Hoax Calling</u> <u>Hoax Calling Extension</u></p> <ul style="list-style-type: none"> • understand the importance of being responsible and how our actions/ choices can affect others • know what a 'hoax call' is and why it can be risky • understand why our emergency services are an important part of our community • be able to show my knowledge of fire safety to others
CYCLE B (5-8)	<u>KEEPING/STAYING SAFE UNIT</u>	<u>KEEPING/STAYING HEALTHY UNIT</u>	<u>HAZARD WATCH UNIT</u>
	<p><u>Tying Shoelaces Tying Shoelaces Extension</u></p> <ul style="list-style-type: none"> • know the reasons to make sure your laces are tied • learn how to tie up laces properly • know rules to keep 	<p><u>Healthy Eating</u> <u>Healthy Eating Extension</u></p> <ul style="list-style-type: none"> • know that food is needed for our bodies to be healthy and to grow • understand that some foods are better for good health than 	<p><u>Baseline topic/Hazard Watch</u></p>

yourself and others safe

- understand the differences between safe and risky choices

others • be able to list different types of healthy food • understand how to keep yourself and others healthy • know the differences between healthy and unhealthy choices

Brushing Teeth

Brushing Teeth Extension

- understand why we need to brush our teeth
- be able to practise brushing your teeth • know the differences between healthy and unhealthy choices • be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy

BEING RESPONSIBLE UNIT

RELATIONSHIPS UNIT

OUR WORLD UNIT

Practice Makes Perfect Practice Makes Perfect Extension

- be able to name ways you can improve in an activity or sport • understand the importance of trying hard and not giving up • be able to see the benefits of practising an activity or sport • be able to learn ways to

Bullying Bullying Extension

- be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours

Body Language

Living in Our World Living in Our World Extension

- understand why we should look after living things • be able to identify how we can look after living things both inside and outside of the home • recognise why it is important to

set goals and work to reach them

Helping Someone in Need

Helping Someone in Need Extension

- know how you can help other people • be able to recognise kind and thoughtful behaviours and actions
- understand the risks of talking to people you don't know very well in the community • be able to identify the differences between being responsible and being irresponsible

Body Language

Extension

- be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings

keep our communities and countryside clean • be able to encourage others to help keep their communities and countryside clean

Working in Our World

- understand different ways we can receive money • know how to keep money safe • be able to describe the skills you may need in a future job or career • be able to recognise the differences between wants and needs

FEELINGS AND EMOTIONS UNIT

COMPUTER SAFETY UNIT

FIRE SAFETY UNIT

Worry

Worry Extension

- be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words

Image Sharing

Image Sharing Extension

- understand how your online activity can affect others • be able to identify the positives and negatives of using technology • know who and how to ask for help • be able to list rules for keeping and staying safe

Petty Arson

Petty Arson Extension

- understand the importance of being responsible and how our actions/ choices can affect others • be able to practise simple ways of staying safe and finding help • know that even small fires can be very dangerous • be able to identify the differences between safe and risky choices

Anger

Anger Extension

- be able to recognise and name emotions and their physical effects
- know the difference between pleasant and unpleasant emotions
- learn a range of skills for coping with unpleasant/uncomfortable emotions
- understand that feelings can be communicated with and without words

PSHE Years 3 & 4

YRS 3 & 4	AUTUMN	SPRING	SUMMER
CYCLE A (5-8) 2024-25	<u>KEEPING/STAYING SAFE UNIT</u>	<u>KEEPING/STAYING HEALTHY UNIT</u>	<u>HAZARD WATCH UNIT</u>
	<p><u>Staying Safe</u></p> <ul style="list-style-type: none"> • know ways to keep yourself and others safe • be able to recognise risky situations • be able to identify trusted adults around you • understand the differences between safe and risky choices <p><u>Leaning Out of Windows</u></p> <ul style="list-style-type: none"> • be able to recognise a range of warning signs • be able to spot 	<p><u>Medicine</u></p> <ul style="list-style-type: none"> • know, understand, and be able to practise simple safety rules about medicine • understand when it is safe to take medicine • know who we can accept medicine from • understand the differences between healthy and unhealthy choices 	<p><u>Baseline topic/Hazard Watch</u></p>

the dangers we may find at home • know the importance of listening to our trusted adults • be able to understand ways we can keep ourselves and others safe at home • know the differences between safe and risky choices

BEING RESPONSIBLE UNIT

RELATIONSHIPS UNIT

OUR WORLD UNIT

Stealing

- understand the differences between borrowing and stealing
- be able to describe how you might feel if something of yours is borrowed and not returned
- know why it is wrong to steal
- be able to understand the differences between being responsible and irresponsible

Touch

- understand the difference between appropriate and inappropriate touch
- know why it is important to care about other people's feelings
- understand personal boundaries
- know who and how to ask for help
- be able to name human body parts

Looking After Our World

- be able to explain the meaning of reduce, reuse, and recycle
- recognise how we can help look after our planet
- be able to identify how to reduce the amount of water and electricity we use
- understand how we can reduce our carbon footprint

FEELINGS AND EMOTIONS UNIT

COMPUTER SAFETY UNIT

FIRE SAFETY UNIT

	<p><u>Grief</u></p> <ul style="list-style-type: none"> • be able to recognise and name emotions and their physical effects • know the difference between pleasant and unpleasant emotions • learn a range of skills for coping with unpleasant/uncomfortable emotions • understand that feelings can be communicated with and without words 	<p><u>Making Friends Online</u></p> <ul style="list-style-type: none"> • be able to identify possible dangers and consequences of talking to strangers online • know how to keep safe in online chatrooms • be able to name the positives and negatives of using technology • understand the difference between safe and risky choices online 	<p><u>Enya & Deedee Visit the Fire St.</u></p> <ul style="list-style-type: none"> • understand the importance of being responsible and how our actions/ choice can affect others • be able to show my knowledge of fire safety to others • understand the importance of being responsible and how our actions/ choices can affect others • be able to practise simple ways of staying safe and finding help
<p>CYCLE B (8-11) 2025-26</p>	<p><u>KEEPING/STAYING SAFE UNIT</u></p> <p><u>Cycle Safety</u></p> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident • identify what is a risky choice • create a set of rules for and identify ways of keeping safe 	<p><u>KEEPING/STAYING HEALTHY UNIT</u></p> <p><u>Healthy Living</u></p> <ul style="list-style-type: none"> • explain what is meant by a balanced diet and plan a balanced meal • recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older • understand nutritional information on packaged food and explain what it means • describe different ways to maintain a healthy lifestyle 	<p><u>A WORLD WITHOUT JUDGEMENT UNIT</u></p> <p><u>Breaking Down Barriers</u></p> <ul style="list-style-type: none"> • recognise positive attributes in others • explain why being different is okay • recognise your own strengths and goals, and understand that these may be different from those around you • identify some of the ways we can overcome barriers and promote equality

<u>BEING RESPONSIBLE UNIT</u>	<u>GROWING AND CHANGING UNIT</u>	<u>THE WORKING WORLD UNIT</u>
<p><u>Coming Home on Time</u></p> <ul style="list-style-type: none"> • recognise the importance of behaving in a responsible manner in a range of situations • describe a range of situations where being on time is important • explain the importance of having rules in the home • describe ways that behaviour can be seen to be sensible and responsible 	<p><u>Appropriate Touch (Relationships)</u></p> <ul style="list-style-type: none"> • identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable 	<p><u>Chores at Home</u></p> <ul style="list-style-type: none"> • identify ways in which we can help those who look after us • explain the positive impact of our actions • describe the ways in which we can contribute to our home, school, and community • identify the skills we may need in our future job roles
<u>FEELINGS AND EMOTIONS UNIT</u>	<u>COMPUTER SAFETY UNIT</u>	<u>FIRST AID UNIT</u>
<p><u>Jealousy</u></p> <ul style="list-style-type: none"> • recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good • describe how we can support others who feel lonely, jealous, or upset • recognise that we can choose how we act on our emotions and understand that 	<p><u>Online Bullying</u></p> <ul style="list-style-type: none"> • recognise the key values that are important in positive online relationships • identify the feelings and emotions that may arise from online bullying • develop coping strategies to use if we or someone we know is being bullied online • identify how and who to ask for help 	<p><u>First Aid Year 4</u></p> <ul style="list-style-type: none"> • identify and name situations that may require first aid • list reasons why someone may struggle to breathe • identify the signs of an asthma attack or choking • identify the signs of an allergic reaction and anaphylactic shock • understand the correct steps for seeking immediate emergency

	<p>our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy</p>		<p>help • provide first aid treatment to someone who is struggling to breathe</p>
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PSHE Years 5 & 6

YRS 5 & 6	AUTUMN	SPRING	SUMMER
CYCLE A (8-11) 2025-26	<u>KEEPING/STAYING SAFE UNIT</u> <u>Peer Pressure</u> <ul style="list-style-type: none"> • identify strategies we can use to keep ourselves and others safe • recognise ways to manage peer pressure • explain the potential outcomes that may happen when we take risks • recognise the impact and possible consequences of an accident or incident 	<u>KEEPING/STAYING HEALTHY UNIT</u> <u>Smoking</u> <ul style="list-style-type: none"> • explain some of the risks associated with smoking (physical, social, and illegal) and name the addictive ingredient found in cigarettes, e-cigs, etc. <ul style="list-style-type: none"> • describe how smoking can affect your immediate and future health and wellbeing • give reasons why someone might start and continue to smoke • identify and use skills 	<u>A WORLD WITHOUT JUDGEMENT UNIT</u> <u>Inclusion & Acceptance</u> <ul style="list-style-type: none"> • identify some of the ways in which we are different and unique • explain some of the elements which help us to have a diverse community • describe strategies to overcome barriers and promote diversity and inclusion

	and strategies to resist any pressure to smoke	
<u>BEING RESPONSIBLE UNIT</u>	<u>GROWING AND CHANGING UNIT</u>	<u>THE WORKING WORLD UNIT</u>
<u>Looking Out for Others</u> <ul style="list-style-type: none"> • recognise why we should take action when someone is being unkind • describe caring and considerate behaviour, including the importance of looking out for others • demonstrate why it is important to behave in an appropriate and responsible way • identify how making some choices can impact others' lives in a negative way 	<u>Puberty</u> <ul style="list-style-type: none"> • explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty 	<u>Enterprise</u> <ul style="list-style-type: none"> • understand and explain why people might want to save money • identify ways in which you can help out at home • budget for items you would like to buy • recognise ways to make money and the early stages of enterprise
<u>FEELINGS AND EMOTIONS UNIT</u>	<u>COMPUTER SAFETY UNIT</u>	<u>FIRST AID UNIT</u>
<u>Anger</u> <ul style="list-style-type: none"> • recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant • explain how feelings can be communicated with or without words • recognise that we can 	<u>Image Sharing</u> <ul style="list-style-type: none"> • list reasons for sharing images online • identify rules to follow when sharing images online • describe the positive and negative consequences of sharing images online • recognise possible influences and 	<u>First Aid Year 5</u> <ul style="list-style-type: none"> • complete a primary survey for first aid • demonstrate the recovery position for an unresponsive breathing casualty • know when to deliver CPR • demonstrate how to do CPR • know when to call for emergency help <u>First Aid Year 6 (Part 1)</u>

	<p>choose how we act on our emotions and that our choices and actions can affect ourselves and other people • demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger</p>	<p>pressures to share images online</p>	<ul style="list-style-type: none"> • identify a range of situations that may require first aid • understand how to support someone with a minor or serious head injury • understand how to support someone who is having a seizure • understand how to support someone with a severe bleed • know when to call for medical help
CYCLE B (8-11) 2024-25	<u>COMPUTER SAFETY UNIT</u>	<u>KEEPING/STAYING HEALTHY UNIT</u>	<u>GROWING AND CHANGING UNIT</u>
	<p><u>Making Friends Online</u></p> <ul style="list-style-type: none"> • list the key applications that we may use now and in the future • know and understand why some applications have age restrictions • identify ways to keep yourself and others safe in a range of situations online and offline • recognise that people may not always be who they say they are online 	<p><u>Alcohol</u></p> <ul style="list-style-type: none"> • identify what is a risky choice • identify the risks associated with alcohol • describe how alcohol can affect your immediate and future health • develop and recognise skills and strategies to keep safe 	<p><u>Conception (Summer 2)</u></p> <ul style="list-style-type: none"> • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent
	<u>BEING RESPONSIBLE UNIT</u>	<u>A WORLD WITHOUT JUDGEMENT UNIT</u>	<u>KEEPING/STAYING SAFE UNIT</u>

Stealing

- explain what consent means • recognise the importance of being honest and not stealing
- explain why it is important to have a trusting relationship between friends and family • identify how making some choices can impact others' lives in a negative way

British Values

- understand that there are a wide range of religions and beliefs in the UK • explain each of the British values • create a range of values for your educational setting • explain how all religions can live in cohesion

Water Safety (Summer 1)

- identify a range of danger signs • develop and name strategies that can help keep ourselves and others safe • recognise the impact and possible consequences of an accident or incident

FEELINGS AND EMOTIONS UNIT

Worry

- recognise our thoughts, feelings, and emotions • identify how we can reduce our feeling of worry • explain how we can support others who feel worried • recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people

THE WORKING WORLD UNIT

In-App Purchases

- know and understand various money-related terms • recognise some of the ways in which we can spend money via technology • describe the potential impact of spending money without permission • identify strategies to save money

FIRST AID UNIT

First Aid Year 6 (Part 2)

- identify a range of situations that may require first aid • understand how to support someone with a minor burn or scald • understand how to support someone who is having a heart attack • understand how to support someone with a fractured bone • know when to call for medical help