



Our historic schools are nestled in the Cheshire countryside, founded upon the principles of the Church of England, to serve the community, with Christian values at the heart of all we do. We offer pupils a caring, nurturing environment, where we endeavour to inspire and develop each unique child to reach their full potential, encouraging faith, hope and love of God. Our diverse and creative curriculum ensures a love of the world around us, a love of learning and a love of one another

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***'Love one another, as I have loved you' John 13:34***

## Relationship & Sex Education Policy (RSE)

Signed by

Miss R Perry, Executive Head

Lisa Rigby, Chair of Governors

Reviewed Spring 2025 - 3 yearly review.

Parties involved in the policy development and consultation;

- Senior Leadership Team
- Head Teacher
- Governing Body
- Parents contributing feedback

This policy reflects the Department for Education guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education September 2019". All school personnel, parents and carers have been made aware of this policy.

Secretary of State: *"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and off line ... in this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all Primary Schools in England. Sex Education is not compulsory in Primary Schools. Schools will inform parents during Year 6 about the detailed content of what will be taught about puberty and adolescence ready for the transition to High School."*

## **Relationships Education in Primary Schools**

The focus should be on teaching fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults.

A growing ability to form strong and positive relationships with others depends upon the deliberate cultivation of character traits and positive personal attributes. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotions and mental wellbeing, including how friendships can support mental wellbeing.

At all stages it is important to balance teaching children about making sensible decisions to stay safe (including on-line) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

## **Aims and Outcomes**

Relationship and Sex Education complement several national curriculum subjects. The Federation of Antrobus St Marks CE(A) Primary School and Great Budworth CE (A) Primary School will use all opportunities to draw links between the subjects and integrate teaching where appropriate. (There continues to be no right of withdrawal from any part of the national curriculum).

Science – At Key Stage 1 and Key Stage 2 the curriculum includes teaching about the external parts of the body and changes as it grows from birth to old age (including puberty).

Computing - At Key Stage 1 and Key Stage 2 the curriculum includes e-safety with progression in content to reflect the escalating risks that young people face as they get older, including how to keep personal information private and where to go for help.

P.E - At key Stage 1 and Key Stage 2 the curriculum includes being physically active for sustained periods of time, engaging in competitive sport and leading healthy and active lives.

## **Faith Schools**

All schools may teach about faith perspectives. We will teach the Anglican perspective on relationships as well as how the Anglican Church supports people in matters of relationships and sex. The Federation of Antrobus St Marks CE(A) Primary School and Great Budworth CE (A) Primary School will reflect the law including *The Equality Act (2010)* as it applies to relationships so that young people understand what the law allows and does not allow.

See Appendix 1 for content.

## **Parental Involvement**

Parents are invited to view teaching materials before any teaching takes place in order to view books and other resources, including lesson planning, that will form the basis of the Relationships and sex education taught across the Federation. Please email the admin at the appropriate school should you wish to do so.

## **How the School Responds to Difficult Questions**

School recognise that views around Relationship & Sex Education are varied. All Relationship & Sex Education issues will be taught without bias and will be presented so that children can form their own informed opinions but also respect others who may have a different opinion.

Questions will be answered according to the age and maturity of the pupils and the limits of the year group topics. Staff will use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they believe any pupil to be at risk.

### **Confidentiality and Child Protection**

At the heart of our Relationship & Sex Education is a focus on keeping children safe. We aim to allow open forum which may lead to discussing potentially sensitive issues which in turn could lead to increased safeguarding reports. Keeping Children Safe in Education (2024) is clear that all staff should know what to do if a child makes a disclosure. Staff know how to manage the appropriate confidentiality.

All pupils have equal access to the Relationship & Sex Education programme through a process of monitoring, evaluation and assessment which will take pupils' needs, maturity, age, ability and personal circumstances into account.

### **Equality Act (2010)**

Schools are required to comply with the relevant requirements of the Equality Act (2010). Under the provisions of the Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion, belief, gender reassignment, pregnancy or sexual orientation (collectively known as protected characteristics).

### **Pupils with SEND**

Relationship & Sex Education will be accessible to all. High quality teaching will be differentiated and personalised to ensure accessibility. If necessary, school will tailor content and teaching to meet the specific needs of pupils at different developmental stages.

### **LGBT**

At the Federation of Antrobus St Marks CE(A) Primary School and Great Budworth CE (A) Primary School we will ensure that the needs of all pupils are appropriately met within an environment of equality and respect. Teaching will be sensitive and age appropriate in approach and content. Whilst guidance states that all pupils will be taught LGBT content at a timely point, at these schools LGBT content will not be delivered as stand-alone lessons but rather integrated into our programme of study (See Appendix 1) relating to families and respectful relationships.

Links to Other Policies:

- Positive Handling & Behaviour
- Safeguarding/Child Protection
- Equality
- Anti-Bullying
- Curriculum

## Appendix 1

### Curriculum Content

By the end of primary school:

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| Families and people who care for me | <p>Pupils should know</p> <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                  | <p>Pupils should know</p> <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></ul>   |

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|                          | <ul style="list-style-type: none"> <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>   |
| Respectful relationships | <p>Pupils should know</p> <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     | <p>Pupils should know</p> <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> </ul>  |

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|            | <ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> </ul>  |
| Being Safe | <p>Pupils should know</p> <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> |

\* Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. The Marriage and Civil Partnership (Minimum Age) Act 2023 has increased the legal age of marriage to 18 years of age.

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| Mental Wellbeing | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> </ul> |
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|                                  | <ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> |
| <p>Internet safety and harms</p> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> </ul>   |

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|                             | <ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online</li> </ul>  |
| Physical health and fitness | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>      |
| Healthy Eating              | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>   |
| Drugs, alcohol And tobacco  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>  |
| Health and prevention       | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul> |



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|                          | <ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>   |
| Basic first aid          | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>  |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> |