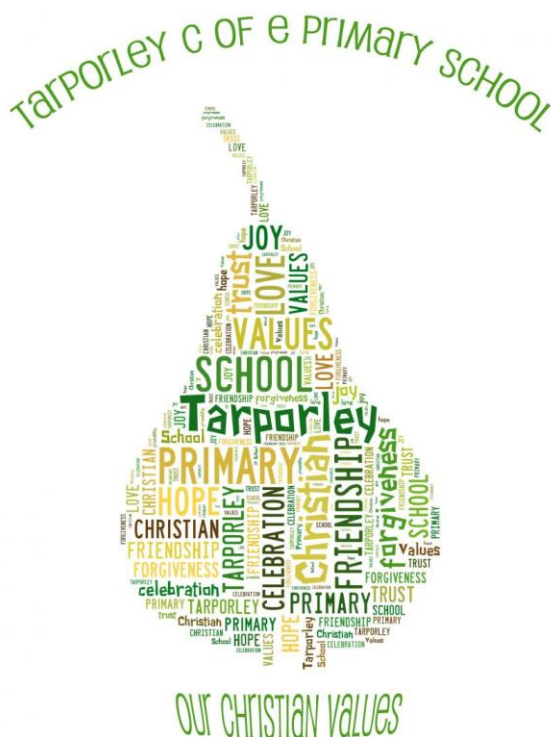


TARPORLEY CE PRIMARY SCHOOL

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.

Relationship and Sex Education Policy

Approved by:

Date:

Last reviewed on:

Next review due by: March 2027

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We teach children about:

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

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 also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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.

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 or working group 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/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting 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

4. Definition

At Tarporley CE primary school we provide relationships education and choose to teach sex education through the science curriculum.

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 through the science curriculum, we do this with an awareness of the moral code and values which underpin all our work in school. We teach RSE through different aspects of the curriculum. Under the [National Curriculum](#), the basics of RSE fall within the science curriculum. 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.

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

We teach RSE through different aspects of the curriculum. Under the [National Curriculum](#), the basics of RSE fall within the science curriculum and is also taught through our 'No Outsiders' scheme.

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 (Please refer to Appendix 1 of this document).

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Puberty talks held annually (Summer term) for Y5/6.

In Year 5 and 6 we go into further detail about topics already covered and teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, we explain to them what will happen to their bodies during puberty. For example, we inform all pupils that their voices will change during puberty and we explain about menstruation. We encourage the children to ask for help if they need it. We have a 2-year rolling programme to ensure that all content is covered.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources are checked by members of staff before any content is used.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Pupils are assessed through summative assessment and discussion led topics that have been covered throughout the sessions and as part of the wider curriculum. These assessments are not recorded formally, however, any gaps in learning will be addressed by staff.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

At Tarporley CE Primary School we use a range of external providers and schemes to support the teaching of RSE. These include: KAPOW, No Outsiders and Heart Smart.

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage

- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school and for sharing all resources and materials with parents and carers.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Kerry Forrester or deputy designated safeguarding leads (DDSLs) Helen Maddocks and Emma Massey.

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.

Emma Neill (TLR) has responsibility for leading RSE in conjunction with the science coordinator Scott Lawrence here at Tarporley CE Primary School.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE, however we do not teach this at Tarporley CE Primary School.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSE is monitored by Emma Neill and Scott Lawrence through:

- planning scrutinies, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Emma Neill (TLR) and Scott Lawrence (Science Lead) annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Science Curriculum

This is covered on a 2-year rolling programme due to the mixed year classes.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	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.)	KAPOW
Year 2	Autumn	Animals including Humans (Sc2/2.3a: notice that animals, including humans, have offspring which grow into adults)	KAPOW
Year 3	Summer	Plants (Sc3/2.1d: explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.)	KAPOW
Year 4	Autumn	Living things and their Habitat (Reproduction is named as one of the 7 aspects that makes something a Living thing)	KAPOW
Year 5	Summer	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)	KAPOW
Year 6	Summer	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)	KAPOW

No Outsiders

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	The Family Book by Todd Parr To understand that all families are different.	You Choose by Nick Sharrat To say what I think.	Red Rockets and Rainbow Jelly by Sue Heap To understand it is okay to like different things.	Mommy, Mamma and Me by Leslea Newman To celebrate my family.		Blue Chameleon by Emily Gravett To make friends with someone different.
KS1 Cycle A	Elmer by David McKee To like the way I am.	Ten Little Pirates Mike Brownlo To play with boys and girls.	That's not how you do it By Arianne Hoffman-Mainyar To understand their way is not the only way.	Max the Champion by Sean Stockdale, Alexandra Strick and Ros Asquith To understand our bodies work in different ways.	My World Your World By Melanie Walsh To understand we share the world with lots of people.	Everybody's Welcome By Patricia Heggarty To welcome everyone.
KS1 Cycle B	The Odd Egg by Emily Gravett To understand what makes someone feel proud.	The First Slodge By Jeanne Willis To understand how we share the world.	The Great Big Book of Families by Mary Hoffman To understand what diversity is.	What the Jackdaw saw by Julia Donaldson To communicate in different ways.	Blown Away by Rob Biddulph Y2 To be able to work with everyone in my class.	My Grandpa is Amazing Nick Butterworth To recognise people are different ages.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LKS2 Cycle A	This is Our House by Michael Rosen To understand what discrimination means.	Two Monsters by David Mckee To find a solution to a problem.		Dogs Don't Do Ballet by Anna Kemp To know when to be assertive.	The Flower by John Light To ask questions. To know that we all have choices.	
LKS2 Cycle B	Oliver By Birgitta Sif To understand how difference can affect someone.	King and King By Linda de Hann and Stern Nijland To understand why people choose to get married.		Beegu by Alexis Deacon To be welcoming.	The Hueys in the New Jumper by Oliver Jeffers To use strategies to help someone who feels different.	The Way Back Home by Oliver Jeffers To overcome language as a barrier.
UKS2 Cycle A	Dreams of Freedom by Amensty International To recognise my freedom.	Where the poppies now grow? By Hilary Robinson To learn from our past.	My Princess Boy by Cheryl Kiodavis To promote diversity.	The cow who climbed a tree To exchange dialogue by Gemma Merino To understand we all have different dreams.	The Thing by Simon Puttock To welcome difference and stand up to discrimination.	Love you forever by Robert Munsch To consider how my life may change as I grow up.
UKS2 Cycle B	Rose Blanche by Ian McEwan To justify my actions.	The artist who painted a blue horse by Eric Carle To appreciate artistic freedom.	How to heal a broken wing by Bob Graham To recognise when someone needs help.	Leaf by Sandra Dieckman To challenge exclusion of others.	And Tango makes three by Justin Richardson To accept people who are different from me.	The Island by Armin Greder To challenges the causes of racism.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

