



## Relationships and Sex Education (RSE)

### Subject Intent

Relationships, health and sex education links to the following subjects in particular: -

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.
- **RE** – pupils learn about Christian values and different beliefs.

### Implementation

RSE is taught through the PSHE curriculum, SCARF. All of the RSE curriculum is embedded into our PSHE curriculum and taught and revisited in every year group. Pupils will gather knowledge around the key areas in PSHE: relationships, looking after ourselves, keeping safe, different families and sexual health.

We believe that RSE has a key part to play in the personal and social development of our pupils so they can grow into the best versions of themselves. We seek opportunities to draw links on relationships, health and sex education through other curriculum subjects wherever possible to enhance children's learning.

### Impact

At Trinity All Saints, we aim for children to learn and acquire skills and knowledge around the subjects within RSE. With the new knowledge and skills learnt in RSE at Trinity All Saints, we aspire for children to flourish in the next stage of their life so they are Active Learners, Contented Souls and Thoughtful Citizens.

RSE reflects our school's Christian values of 'fellowship,' 'thankfulness,' 'respect,' 'reverence,' 'peace,' 'hope,' 'trust,' 'service,' 'justice,' 'forgiveness,' 'endurance,' 'friendship,' 'wisdom,' and 'compassion.' These values are the heart of all our PSHE and RSE lessons, giving the children the time and opportunity to reflect on feelings, relationships and our changing body.

### Overview of learning

#### **Early Years**

Children learn about how to keep themselves safe, including E-safety. They learn about caring and trusting relationships with adults and peers. In the topic 'Growing and Changing', children learn the scientific names for the body, including the genital areas.

## Key Stage 1

Children build on their knowledge from Early Years on how to keep themselves safe, how to recognise safe and trusting relationships as well as learning the scientific names when looking at the body. In Year 2, children are also introduced to the concept of which parts of our body are private.

## Key Stage 2

Children continue to build on the knowledge and skills based around keeping themselves safe both online and in the community. Children are also introduced to different families and relationships which are representative of modern-day society. We celebrate these differences.

- Teaching about puberty is part of the Science National Curriculum which is statutory for all pupils in England. The curriculum states the statutory (legal) requirement that: “Pupils should be taught to describe the changes as humans develop to old age.”
- In addition, teaching about puberty is an integral part of the Programmes for Study for Science in Key Stage 2 which states that: “Pupils should draw a timeline to indicate the changes in the growth and development of humans. They should learn about the changes experienced in puberty.”
- It should also be noted that from September 2020 the subject of puberty became part of a new statutory subject: Health Education. The DfE’s statutory guidance states that pupils should know “Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes plus learning about menstrual wellbeing including key facts about the menstrual cycle.”
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)

Throughout school, correct vocabulary will be taught and shared with children. This includes the scientific vocabulary of penis, vulva and vagina. These scientific names are used across all years, so that children are able to express themselves clearly when talking about these body parts. Masturbation is not explicitly taught as part of the RSE programme, however, should the concept of masturbation need to be discussed it will be referred to as ‘self-touch’. By the end of Year 6 children will be made aware that ‘self-touch’ is a normal aspect of puberty but that this should be carried out in a private space. Learning the content described above supports our duty to safeguard children and helps children to be aware of situations which are appropriate and those which are inappropriate.

In Year 3, the CORAM team deliver a workshop called ‘meet the brain,’ (wellbeing). During this workshop, the children consider the importance of each body organ before meeting the classroom brain. We learn how a brain sends and receives signals through the nerves and how it controls movements. Helping with Harold’s homework, the children explore whether choices about taking a medicine, exercise, sleep, drinking alcohol and smoking cigarettes help or harm the body.

**In Years 4, 5 and 6**, children are introduced to the topic of puberty within ‘Growing and Changing.’ These topics are delivered annually by the professional CORAM team who work closely alongside our staff to deliver high quality sessions. Information will be sent to parents of each year group prior to the programme being delivered outlining the exact content of each year group’s curriculum. This programme has been designed to help children prepare for the changes that take place, both physically and emotionally during puberty, including human reproduction as they enter their adolescent years. It will also help us to ensure that we cover Relationships Education and Health Education which became a legal requirement from September 2020. The design of the

programme has considered the requirements of the statutory guidance, up-to-date best practice guidance, and the needs of our children.

Children access the RSE curriculum through quality first teaching and have the opportunity to share own personal experiences and ideas through class-based discussion. Appropriate questions that arise from the children during the lessons will be answered honestly and factually. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. An 'Ask-It-Basket' will be available in each class for children to add questions to before, during and after the delivery of the RSE programme, allowing the children to ask questions to be answered – these can be anonymised if the child wishes.

A unique and individualised programme of study has been formed for children with EHCPs which focuses on the key themes deemed to be of most importance, in order for the children to flourish and be ready for their next stage of life. The curriculum is selected, sequenced and prioritised effectively so that pupils with SEND can master what they most need to know.

### **Parents' right to withdraw**

**Parents do not have the right to withdraw their children from relationships education.** Parents have the right to withdraw their children from the non – statutory components of sex education within RSE which will take place in Year 6 (Making babies lesson).

Requests for withdrawal should be put in writing using the form attached to this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

### **Policy review**

This policy will be reviewed every year as is the statutory requirement. The PSHE leader and headteacher will consult with other stakeholders and take account of any national changes that need to be addressed. The policy will then go to the Governing body for review.

### **Useful website links:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

**Update: March 2025**

**Review date: March 2026**

**Signed: ..... (Headteacher)**

**Signed: ..... (Chair of Governors)**

**Form for parents/carers to opt out of Year 6 Sex Education (Making Babies lesson only)**

<b>To be completed by parents / carers</b>
Name of child: -
Reason for withdrawing from sex education within relationships and sex education:
Any other information you would like the school to consider:
Signed (Parent / Carer):
Date: