



Aston Rowant C+E Primary School

Relationship and Sex Education Policy

Mission Statement

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

Strapline: Growing together, rooted in God, having fullness of life (Col 2:1-7)

Date of Policy: October 2025

Date of Policy review: September 2027

Head Teacher: Mrs H France

Date: 6th October 2025

Chair of Governors: Mr T Sowerby

Date: 6th October 2025

INTRODUCTION

Our Vision is that by growing together we inspire each other to achieve our full potential as courageous lifelong learners. This is under pinned by our core Christian values: Gratitude, Resilience, Outreach, Wonder, Trust, Harmony.

The school's Relationships and Sex Education (RSE) policy is consistent with DfE Policy statement: Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education: September 2020, current national legislation (Education Act 1996 and Learning, Skills Act 2000). It is consistent with The Church of England Education Office publication: Valuing All God's Children – Autumn 2017. It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfE 2000). Our Policy reflects the view of RSE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010) that children need high quality RSE, so they can make wise and informed choices. This policy is in line with our Equality Policy and the Equality Act 2010.

Relationships and Sex Education (RSE) is taught as part of the Personal, Social, Health Education (PSHE) curriculum and, as such, the guidance given in the main section of this policy applies here. RSE is considered to be 'about physical, moral and emotional development and about understanding the importance of a stable family life with loving relationships, respect and care' and 'aim to prepare pupils to cope with the physical and emotional challenges of growing up, and give them an elementary understanding of human reproduction.'

The term '**relationships**' we will likely focus on:

- **Different types of relationships**, including friendships, family relationships and dealing with strangers;
- How to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- How relationships may affect **health and wellbeing**, including **mental health**;
- Healthy relationships and **safety online**;
- Factual knowledge (in Year 6), around **sex, sexual health and sexuality**, set firmly within the context of relationships.

AIMS

The school's approach to RSE has three main elements:

Attitudes and Values

- To help children recognise that they are unique and valuable individuals
- To learn about the value of family life and loving relationships and nurturing children.
- To learn about the value of respect and love – linked to our core Christian values
- To help children maintain their own and each other's self-esteem.

Personal and Social Skills

- To develop confidence in talking, listening and thinking about feelings and relationships
- To learn how to manage emotions and relationships confidently and sensitively
- To develop self-respect and empathy for others
- To develop their skills to protect themselves and ask for help and support.
- To develop pupils' skills to develop resilience, healthy minds, emotional well-being and good mental health

Knowledge and understanding

- To help children develop their knowledge about the names of parts of the body and an understanding of how their bodies work
- To learn and understand physical development at appropriate stages
- To be prepared for puberty and the emotional and physical effects of body changes

CONTEXT

We teach RSE in the context of the school's vision and core Christian values. While RSE in our school means that we give children information about positive relationships, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach RSE in the belief that:

- Sex education should be taught in the context of a stable and caring life
- Sex education 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
- Children need to learn the importance of self-control.

DELIVERY

RSE is delivered by teachers. Where appropriate, outside agencies such as school nurses may come into school to deliver topics and offer advice. Teachers delivering RSE are supported through discussions with the PSHE leader, Senior Leadership team and external agencies such as school nurses and advisory support. Staff training is available whenever required. Sex Education is taught in Year 6.

ORGANISATION

We teach RSE through different aspects of the curriculum. While we carry out the main RSE teaching in our PSHE curriculum, we also teach it through other subject areas (e.g. Science and Religious Education) where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, how it is changing and developing.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. Videos may also be used to help address issues in an appropriate manner.

GROUND RULES

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions

ANSWERING QUESTIONS

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the Head Teacher. When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged.

CONFIDENTIALITY

Teachers conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, he or she will bring them to the attention of the designated teacher with responsibility of Safeguarding and Child Protection, who will deal with the matter appropriately.

PUBERTY

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

GRATITUDE RESILIENCE OUTREACH WONDER TRUST HARMONY

Growing together, rooted in God, enjoying fullness of life. (Colossians 2:1-7)

CONTRACEPTION

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

ABORTION

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion. Parents and carers will be informed of this discussion, should it take place.

SEXUAL IDENTITY AND SEXUAL ORIENTATION

We understand our responsibility to ensure that RSE meets the needs of all our pupils. Whatever their developing sexuality, children must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation, but acknowledge that many children will be aware of both heterosexual, lesbian, gay, bisexual, transgender or non-binary relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice.

Any homophobic, biphobic or transphobic (HBT) bullying or name calling will not be tolerated in school. There is no justification for this negative behaviour based on the Christian faith or the Bible. We will educate pupils to understand the rights of all people to live freely within their sexual orientation of gender identify without discrimination and to prepare children to live in modern Britain. Specific work to counter HBT bullying, name-calling, harassment and use of language such as 'you're so gay', 'you queer' or 'your pencil case/trainers are gay' may be necessary and age appropriate intervention will be used.

PARENTAL INVOLVEMENT

The school is aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

Inform parents about the school's sex and relationship education policy and practice;

Invite Year 6 parents to watch any videos to be shown to the pupils and to discuss the sex education teaching that will take place;

- Answer any questions that parent's may have about the sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangement for sex education in the school;
- Inform parents about the best practice known with regard to sex and relationship education.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

GRATITUDE RESILIENCE OUTREACH WONDER TRUST HARMONY

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RIGHT TO WITHDRAW

Parents/carers have the right to withdraw their child from sex education within RSE, but not from relationships education. This is because parents should have the right to teach this themselves in a way which is consistent with their values. RSE will be appropriate to the age of pupils and their religious background. Parents wishing to withdraw their child from the sex education part of RSE must put this writing to the Head Teacher.

Other policies and documents to read in connection with this RSE Policy:

- Valuing All God's Children – The Church of England Education Office – Autumn 2017
- Anti-bullying Policy
- Behaviour Policy
- Equality Policy
- DfE Policy statement: Relationships Education, Relationships and Sex Education, and Personal, Social, Health and Economic Education: March 2017