



CRANFORD PARK CE PRIMARY SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. 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.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance, 2021

UN Convention on the Rights of the Child	
Article 19	You have the right to be protected from harm in any way.
Article 36	You have the right to be protected from being taken advantage of or exploited in any way.

Responsibility for implementation:	Headteacher, PSHE leader, all staff
Responsibility for approval:	FGB
Review cycle:	Annual
Date last reviewed:	March 2025
Next Review Date:	Spring 2026

This policy should be read in conjunction with the following policies:

- Behaviour and Anti-bullying Policies
- PSHE Policy and Curriculum
- Science Curriculum
- SEND Policy
- Acceptable Use Policies and Agreements
- Online safety Policy
- Safeguarding and Child Protection Policy

At Cranford Park CE School, we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. We recognise our responsibility under the Education Act 1996 and statutory guidance, 2019 and from September 2020 statutory. Statutory Relationships Education and Health Education is taught through the PSHE curriculum, alongside the essential understanding of how to be healthy. This is an essential part of a child’s education and puts in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Ethos and Values

As a Church of England School, we embrace the uniqueness of everybody and are inclusive of all. Our Christian vision and values guide all that we do and we seek to champion the adults of tomorrow, developing Christian values in all our pupils and preparing them to be reflective and responsible members of society. Our Relationships Education reflects our Christian ethos, demonstrating and encouraging:

- acceptance and tolerance of individual differences.
- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their own family

Our PSHE curriculum is designed to develop life skills which will enable pupils to manage change, make healthy, safe choices, build character, be resilient, and become reflective and responsible members of society. Our Relationships Education will provide pupils with knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. Our curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- provides a framework in which sensitive discussions can take place
- enables children to come to an understanding of their own bodies, instincts and feelings in order to be prepared for puberty and the importance of health and hygiene.
- teaches pupils the correct vocabulary to describe themselves and their bodies
- promotes the development of positive self-esteem and self-confidence.
- creates a positive culture around the issues of sexuality and relationships

Aims

The aim of this policy is to

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Support parents and carers to understand Relationships Education and to work with their child to secure the very best outcomes for all pupils.
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education
- Comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, which make Relationships and Health Education compulsory for our pupils and the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019).
- Have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.
- To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships teaching are identified and followed in accordance with the school policy

Sex Education

Relationships Education at Cranford Park CE School is taught through our PSHE curriculum using the JIGSAW PSHE Scheme of Work and Resources. Any elements of Sex Education are taught as part of our PSHE Curriculum, in the context of Relationships Education, or through our Science curriculum (See details below). At Cranford Park CE Primary School, we have made the decision **not** to teach any additional sex education to our children.

Our PSHE curriculum (Jigsaw Scheme) includes the following elements:

- Reception - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 - How boys' and girls' bodies change as they grow older and the impact on emotions
- Year 4 – Why people choose to have children; body changes in girls and menstruation
- Year 5 – Age appropriate puberty for boys and girls.
- Year 6 - Age appropriate puberty for boys and girls.

We also cover elements in our science curriculum. The statutory content of the National Curriculum requires maintained schools to teach children about human development, including puberty, and reproduction.

In Year 1, children learn the scientific names of main body parts.

In Year 2, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

In Year 5, children are taught about the life cycles of humans and animals. They learn that animals, including humans, have offspring which grow into adults, that most animals reproduce sexually and that this involves two parents where the sperm from the male fertilises the female egg. We do not explain how this happens. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods.

Curriculum Intent

Relationships Education at Cranford Park CE School is taught through our PSHE curriculum using the JIGSAW PSHE Scheme of Work which can be found on our website. Jigsaw has been chosen as a suitable programme because it covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way. It maps all statutory regulations and ensures we keep up to date. It teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance and covers:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe

Jigsaw offers detailed weekly lesson plans with all resources and supports staff with free ongoing mentoring and a training library.

The school has also paid heed to Hampshire Guidelines for Sex Education when creating its policy and will:

- Provide information which is easy to understand and relevant
- Ensure content is appropriate to the age and maturity of the pupils
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and attitudes.

Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It enables them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in the wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their online and offline lives, how to report any concerns or abuse and where to access help when needed.

Our Relationships Education gives pupils the knowledge and understanding to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Learn strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness, consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand that the principles of positive relationships also apply online; know how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go online with regards to any concerns about relationship issues and avoid viewing any inappropriate material, or entering into social media conversations that can could cause them harm
- Recognise intimate physical relationships are for adults

Curriculum Implementation

All aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level and are delivered through the PSHE curriculum.

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which allow children to explore what is being taught without sharing their own personal experiences in the lesson. We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and we teach pupils to respect difference, promote equality and challenge prejudice.

The curriculum is delivered by class teachers as part of their weekly PSHE lessons. As in all subject areas, delivery of PSHE is made to all pupils through Quality First Teaching, which takes into account the learning needs of all the children in the classroom. This includes providing differentiated support and creating an inclusive learning environment which is sensitive to the individual learning, emotional, social or economic needs of pupils. Pupils who receive 1:1 support will have access to support during PSHE lessons where appropriate to their needs.

All aspects of PSHE are underpinned by shared and understood ground rules with lessons being delivered in a safe and well managed environment. We recognise, given ease of access to the internet, that children whose questions go unanswered may turn to inappropriate sources of information. Pupils are therefore encouraged to ask questions and raise issues in a respectful and appropriate manner. A ‘communication box’ is available in each classroom for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise. Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

Curriculum Impact

High quality Relationships Education will enable our pupils to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and visa versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help.

Roles and Responsibilities

The Governing Body

It is the statutory responsibility of the Governing Body to ensure the school has a compliant and up to date Relationships policy. The Governing Body will review this policy annually and will hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education. The Headteacher will review this policy annually.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes and values
- Monitoring progress of pupils
- Responding to the needs of individual pupils, while identifying and sharing concerns

Pupils

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

Working with Parents and Carers

We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school. The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

At Cranford Park CE Primary School, any sex education is taught as part of our Relationships and PSHE curriculum, or as part of the Science Curriculum. As Sex Education is not statutory at primary, parents and carers have the right to withdraw their child from any designated Sex Education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum. We encourage parents/ carers to make an appointment to come in and speak to the class teacher about any concerns they may have. Requests for withdrawal should be put in writing to the Headteacher.

To comply with the requirements to have an up to date Relationships policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019), our school community were consulted on changes to this policy in February 2023.

Equality Statement

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.