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CRADLEY CE PRIMARY SCHOOL

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# Cradley Primary School Relationships and Sex Education (RSE) Policy

Vision Statement: Enriching Lives

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| <u>Dates</u> |           |  |  |
|--------------|-----------|--|--|
| Written      | Autumn 25 |  |  |
| Reviewed     |           |  |  |
| Amended      |           |  |  |
| Next Review  | Autumn 26 |  |  |



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## 1. Definition

Relationships and Sex Education (RSE) at Cradley Church of England Primary School supports the emotional, social, and cultural development of pupils. It involves learning about positive relationships, healthy lifestyles, diversity, and personal identity through sharing information and exploring values. Statutory aspects of sex education are covered within the science curriculum.

## 2. Aims

Our RSE aims to:

- Provide a safe framework for sensitive discussions in line with our Christian values.
- Prepare pupils for puberty, understanding sexual development, health, and hygiene through the science curriculum.
- Foster self-respect, confidence, empathy, and kindness.
- Promote a positive culture around sexuality and relationships.
- Teach correct vocabulary to describe themselves and their bodies.
- Ensure children are at the heart of all we do, reflecting our Christian ethos.

## 3. Statutory Requirements

As a primary school, Cradley Church of England Primary School provides relationships education to all pupils under the Children and Social Work Act 2017. We follow statutory guidance and have regard to the Equality Act 2010 and the SEND Code of Practice to ensure inclusivity and respect for all pupils. Sex education aspects within the science curriculum are taught as required.

## 4. Policy Development

This policy has been developed in consultation with staff, pupils, parents, and governors through:

1. Review of national and local guidance.
2. Staff consultation for feedback and recommendations.
3. Parent and stakeholder meetings for input.
4. Pupil consultations to understand their needs.
5. Ratification by the Governing Body.

## 5. Curriculum

Our curriculum (see Appendix 1) is age-appropriate and responsive to cohort needs and wider societal changes. Biological aspects of sex education are taught in science lessons, covering human development and reproduction. The curriculum is reviewed and adapted as necessary, with updates published on the school website.



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## 6. Delivery of Relationships Education

Our curriculum covers:

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

Teaching reflects diverse family structures and pupils' varied experiences, including looked-after children and young carers. It is delivered through PSHE lessons, science, and RE, ensuring sensitivity and inclusivity. Pupils learn in whole-class, small groups, or individual settings as appropriate.

## 7. Roles and Responsibilities

### 7.1 Governing Body

The Governing Body approves the RSE policy and holds the Headteacher accountable for its implementation.

### 7.2 Headteacher

The Headteacher ensures consistent teaching of RSE and manages parental requests for withdrawal from non-statutory sex education components.

### 7.3 Staff

Staff deliver RSE sensitively, model positive attitudes, monitor pupil progress, and respond to individual needs. They do not have the right to opt out of teaching RSE and are encouraged to discuss concerns with the Headteacher.

### 7.4 Pupils

Pupils are expected to engage fully and treat others with respect during RSE lessons. Teaching is differentiated to ensure accessibility for pupils with SEND, considering their vulnerability and specific needs.

## 8. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education or statutory science sex education. They may request withdrawal from non-statutory/non-science sex education components, which Cradley Church of England Primary School currently does not provide.

## 9. Training

Staff receive training on delivering Relationships Education and the biological aspects of science during induction and ongoing professional development. External experts may be invited to support staff training.



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## **10. Monitoring Arrangements**

The Headteacher monitors RSE delivery through planning scrutiny, learning walks, and lesson observations. Pupil development is tracked by class teachers as part of internal assessments. The policy is reviewed annually by the Governing Body.



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### Appendix 1: PSHE curriculum map (including RSE)

|        | Autumn 1                                         | Autumn 2                                 | Spring 1                        | Spring 2                                     | Summer 1                                                             | Summer 2                                        |
|--------|--------------------------------------------------|------------------------------------------|---------------------------------|----------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------|
| Year 1 | What is the same and different about us?         | Who is special to us?                    | What helps us stay healthy?     | What can we do with money?                   | Who helps to keep us safe?                                           | How can we look after each other and the world? |
| Year 2 | What makes a good friend?                        | What is bullying?                        | What jobs do people do?         | What helps us to stay safe?                  | What helps us grow and stay healthy?                                 | How do we recognise our feelings?               |
| Year 3 | How can we be a good friend?                     | What keeps us safe?                      | What are families like?         | What makes a community?                      | Why should we eat well and look after our teeth?                     | Why should we keep active and sleep well?       |
| Year 4 | What strengths, skills and interests do we have? | How do we treat each other with respect? | How can we manage our feelings? | How can we help in an accident or emergency? | How can our choices make a difference to others and the environment? | How can we manage risk in different places?     |



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|        |                                     |                                            |                                     |                                     |                                                                                       |                          |
|--------|-------------------------------------|--------------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------|--------------------------|
| Year 5 | What makes up a person's identity?  | What decisions can people make with money? | How will we grow and change?        | How can friends communicate safely? | How can drugs common to everyday life affect health?                                  | What jobs would we like? |
| Year 6 | How can we keep healthy as we grow? |                                            | How can the media influence people? |                                     | What will change as we become more independent? How do friendships change as we grow? |                          |