

# **Ribchester St. Wilfrid's C of E Primary School**



***"Together, with  
Jesus, we can LOVE,  
LEARN and  
SUCCEED"***

## **Relationships and Sex Education Policy**

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| <b>Written By</b>     | Katie Isherwood |
| <b>Date</b>           | 04/11/2025      |
| <b>Date of Review</b> | 01/09/2027      |

## **Mission Statement**

Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values, Ribchester St Wilfrid's provides our children with a bespoke and innovative teaching of the curriculum, empowering them to flourish with the knowledge and skills for life.

Through our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.

## **Church Vision**

The greatest commandment Jesus taught was to love God and to love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Ribchester St Wilfrid's, our relationship education seeks to live out this command and explore how we can 'love our neighbour' through what we say and do. Our school focusses on the importance of relationships and the qualities and character needed to sustain the best relationships that honour each other whether within a friendship, family relationship or romantic relationship.

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop through an inclusive programme of teaching that is based on Christian principles, which both respects the human body and seeks to ensure health and well-being.

## **Aims**

The aims of Relationship and Sex Education at Ribchester St Wilfrid's C of E Primary School are:

- To ensure Relationships and Sex Education is part of a child's broad, balanced curriculum, integral to the basic curriculum of the school and part of the child's all-round development.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments as a basis for sexual relationships.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of relationships and sexuality.
- To ensure that all understand the importance of respecting others and accepting those who differ yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.
- To know how to 'love your neighbour' even when we might disagree.
- To value and respect all family units and dynamics as outlined in 'Valuing All God's Children' (Church of England, 2007).

## **Statutory requirements**

This school complies with the requirements of The Equality Act (2010), Keeping Children Safe in Education (2020) and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education.

## **Policy Development and Review**

This policy has been developed in consultation with staff, governors, clergy, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group gather all relevant information including relevant national, diocesan 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 and any interested parties were invited to attend a meeting (or respond to a questionnaire) 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

This policy will be reviewed every two years using the above process, drawing on the views of pupils, parents, staff and the community at the time of review.

## **Definitions**

Relationships Education is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe.

Sex Education is a programme of work that covers respecting and valuing our bodies that are special and given by God.

At St Wilfrid's, through PSHE we cover the following topics which are in relation to Relationships and Sex Education.

- Year One and Year Two- Growing and Changing, Discussing the correct terminology for body parts.
- Year Three and Year Four- Growing and Changing- Physical and emotional changes (the changes to our bodies, into adolescents, deepening of voices, basic body changes).
- Year Five and Year Six- Growing and Changing- Human reproduction (Statutory requirement following on from the Science National Curriculum) looking at the development from pregnancy, babies, adolescence to adulthood. The children will also be looking at puberty, physical and emotional changes.
- Year Five and Year Six- Healthy relationships- Exploring friendships, families and positive relationships.

Health Education is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco.

The Science curriculum covers human reproduction.

## **Right to be excused from Sex Education**

At St Wilfrid's, we believe that it is in the children's best interest to take part in Sex Education lessons. This is so they fully understand the correct information, terminology, are able to protect their own bodies and are ready for the changes that will come in the future.

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

Requests for withdrawal should be put in writing and addressed to the class teacher. A copy of the withdrawal request will be placed in the pupil's educational record. The class teacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

The class teacher will liaise with the Headteacher in all Sex Education withdrawal requests.

To support parents further, an information sharing evening will be held to discuss queries following on from the parental questionnaire, to clarify all misconceptions. Parents who are still concerned are welcome to have a one-to-one meeting to share further concerns, with the option for the child to attend).

Alternative work will be given to pupils who are withdrawn from Sex Education.

## **Difficult questions & sensitive issues in relation to Sex Education**

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics over which some staff, parents and governors may have reasonable concerns.

## **Parental engagement**

At Ribchester St Wilfrid's, we believe that parents should be given every opportunity to understand the purpose and content of Relationships Education (and Sex Education where it is taught). We believe that good communication and opportunities for parents to understand and ask questions about the school's approach helps increase confidence in the curriculum.

A consultation with parents was completed which involved meetings on the policy, with a question-and-answer session to gain a full understanding on both sides of the provision in school. This allowed parents to share their viewpoints and concerns which were then embedded into the final policy.

## **Roles and responsibilities**

### **The governing board**

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

### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from Sex Education.

## **Staff**

Staff are responsible for:

- Teaching in line with the Church of England foundation of the school.
- Delivering RSE with sensitivity.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from Sex Education.
- Follow the Equality Act (2010) and school's equality policy.

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 following:

- Elise Lester (PSHE lead)

## **Visitors**

Visitors are welcomed into school to help us with our teaching of PSHE and RSE. The visitors are to supply their own risk assessments before arrival. The PSHE lead will be in touch with the visitor/s both prior and on arrival ensure that they follow our schools mission statement, church vision, school vision and aims appropriately. Class teachers will be present when visitors are in ensuring that the above are followed accordingly. Any issues regarding visitors should be reported to the Head Teacher, Assistant

Head Teacher and PSHE lead promptly.

## **Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, with the value of 'respect for all'.

## **Training**

Staff are trained on the delivery of RSE through Coram Life Education and school specific CPD.

The headteacher may invite visitors, such as school nurses or sexual health professionals, to assist with the delivery of RSE or to train staff. Any visitors will follow the school policy and deliver in line with the Church of England ethos of the school.

## **Safeguarding**

Safeguarding is of utmost importance and will be followed appropriately. During the teachings of RSE, children may feel more comfortable in discussions. As in any situation where staff feel something is not right or a child may have disclosed, they must speak to the DSL and CPOMs. Please see the safeguarding policy for further information.

## **Monitoring arrangements and assessments**

The delivery of RSE is monitored through:

- *Planning*
- *Work scrutinies*
- *Learning walks*
- *Pupil conferencing*

## Curriculum Overview

| <b>Cycle A</b>          | <b>Autumn</b>                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                            | <b>Spring</b>                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                               | <b>Summer</b>                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Hodder Year 1/2</b>  | <b>Year 1 Me and My Relationships</b> <ul style="list-style-type: none"> <li>I know a variety of different feelings and can explain how these might make me behave.</li> <li>I know some different ways of dealing with 'not so good' feelings.</li> <li>I know when I need help and who to go to for help.</li> <li>I know some different classroom rules.</li> </ul> | <b>Year 1 Valuing Difference</b> <ul style="list-style-type: none"> <li>I know ways in which people are similar as well as different.</li> <li>I know why things sometimes seem unfair, even if they are not.</li> </ul>                                                                                   | <b>Year 1 Keeping Safe</b> <ul style="list-style-type: none"> <li>I know what I can do if I have strong, but not so good feelings, to help me stay safe.</li> <li>I know examples of how I keep myself healthy.</li> <li>I know when medicines might be harmful.</li> </ul>                                                                                | <b>Year 1 Rights and Respect</b> <ul style="list-style-type: none"> <li>I know some examples of how I look after myself and my environment - at school or at home.</li> <li>I know some ways that we look after money.</li> </ul>             | <b>Year 1 Being my Best</b> <ul style="list-style-type: none"> <li>I know a few different ideas of what I can do if I find something difficult.</li> <li>I know why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</li> </ul>                                         | <b>Year 1 Growing and Changing</b> <ul style="list-style-type: none"> <li>I know an adult that I can talk to at both home and school. If I need help.</li> <li>I know some things I can do now that I couldn't do when I was a toddler.</li> <li>I know what some of my body parts do.</li> </ul>                                                                                                                                                          |
| <b>Ribble Year Y3/4</b> | <b>Year 3 Me and My Relationships</b> <ul style="list-style-type: none"> <li>I know that we don't always agree with each other and can usually accept the views of others.</li> <li>I know lots of ideas about what I do to be a good friend. I know some different ideas for how I make up with a friend if we've fallen out.</li> </ul>                              | <b>Year 3 Valuing Difference</b> <ul style="list-style-type: none"> <li>I know examples of different community groups and know what is good about having different groups.</li> <li>I know examples in our classroom where respect and tolerance have helped to make it a happier, safer place.</li> </ul> | <b>Year 3 Keeping Safe</b> <ul style="list-style-type: none"> <li>I know what I could do to make a situation less risky or not risky at all.</li> <li>I know why medicines can be helpful or harmful.</li> <li>I know a few things about keeping my personal details safe online. I know why information I see online might not always be true.</li> </ul> | <b>Year 3 Rights and Respect</b> <ul style="list-style-type: none"> <li>I know some ways of checking whether something is a fact or just an opinion.</li> <li>I know how I can help the people who help me, and how I can do this.</li> </ul> | <b>Year 3 Being my Best</b> <ul style="list-style-type: none"> <li>I know a few examples of things that I can do to take ownership of my health.</li> <li>I know and can give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</li> </ul> | <b>Year 3 Growing and Changing</b> <ul style="list-style-type: none"> <li>I know a few things that make a positive relationship and some things that make a negative relationship.</li> <li>I know what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</li> <li>I know when someone hasn't been invited into my body space and show how I can be assertive in asking</li> </ul> |

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| Wyre<br>Year<br>5/6 | <b>Year 5<br/>Me and My Relationships</b> <ul style="list-style-type: none"> <li>I know a range of examples of our emotional needs and can explain why they are important.</li> <li>I know why these qualities are important.</li> <li>I know a few examples of how to stand up for myself (be assertive) and can say when I might need to use assertiveness skills.</li> </ul> | <b>Year 5<br/>Valuing Difference</b> <ul style="list-style-type: none"> <li>I know examples of different faiths and cultures.</li> <li>I know positive things about having these differences.</li> <li>I know how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.</li> </ul> | <b>Year 5<br/>Keeping Safe</b> <ul style="list-style-type: none"> <li>I know examples of things that might influence a person to take risks online.</li> <li>I know that I have a choice.</li> <li>I know the percentage of people aged 11-15 years old that smoke in the UK (3%)</li> <li>I know reasons why some people think it's a lot more than this.</li> </ul> | <b>Year 5<br/>Rights and Respect</b> <ul style="list-style-type: none"> <li>I know examples of some of the rights and respect of others' rights I have as I grow older, at home and school. I know real examples of each that relate to me.</li> <li>I know a few different examples of things that I can take ownership of to keep myself healthy.</li> <li>I know that local councils have to make decisions about how money is spent on things we need in the community. I know examples of some of the things they have to allocate money for.</li> </ul> | <b>Year 5<br/>Being my Best</b> <ul style="list-style-type: none"> <li>I know an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.</li> <li>I know several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</li> </ul> | <b>Year 5<br/>Growing and Changing</b> <ul style="list-style-type: none"> <li>I know what resilience is and how it can be developed.</li> <li>I know ways that I can prepare for changes</li> <li>I know when I need help and can identify trusted adults in my life who can help me.</li> </ul> |
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| Cycle B          | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                             | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Hodder Year 1/2  | <p><b>Year 2 Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>I know some ways that I can get help, if I am being bullied and what I can do if someone teases me.</li> <li>I know some rules that will help to keep us happy and friendly.</li> <li>I know about our classroom rules which we have made together.</li> <li>I know what makes a good friend and know how to be a good friend.</li> <li>I know some ways to express my feelings in a safe, controlled way.</li> </ul> | <p><b>Year 2 Valuing Difference</b></p> <ul style="list-style-type: none"> <li>I know how I could help myself if I was being left out.</li> <li>I know a few examples of good listening skills and I know why listening skills help you to understand a different point of view.</li> </ul> | <p><b>Year 2 Keeping Safe</b></p> <ul style="list-style-type: none"> <li>I know some examples of safe and unsafe secrets.</li> <li>I know safe people who can help if something feels wrong.</li> <li>I know examples of touches that are ok or not ok (even if they haven't happened to me)</li> <li>I know a safe person to tell if I felt 'not OK' about something.</li> <li>I know that there can be helpful or harmful medicines, and know some examples of how they can be used safely.</li> </ul> | <p><b>Year 2 Rights and Respects</b></p> <ul style="list-style-type: none"> <li>I know examples of things that help me to be settled and calm in the classroom.</li> <li>I know when I've used some of these to help me when I am not settled.</li> </ul>                                                                                                                                                                         | <p><b>Year 2 Being my Best</b></p> <ul style="list-style-type: none"> <li>I know different parts of my body that are <i>inside</i> me and help to turn food into energy.</li> <li>I know what I need to get energy.</li> <li>I know how to explain how setting a goal or goals will help me to achieve what I want to be able to do.</li> </ul> | <p><b>Year 2 Growing and Changing</b></p> <ul style="list-style-type: none"> <li>I know some things that help us grow.</li> <li>I know people who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</li> <li>I know examples of how it feels when you have to say goodbye to someone or something</li> <li>I know how to give feedback to someone.</li> </ul> |
| Ribble Year Y3/4 | <p><b>Year 4 Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>I know a lot of examples of how I can tell a person is feeling worried just by their body language.</li> <li>I know what I could do if someone was upsetting me or if I was being bullied.</li> <li>I know what being 'assertive' means and can give a few examples of ways of being assertive.</li> </ul>                                                                                                            | <p><b>Year 4 Valuing Difference</b></p> <ul style="list-style-type: none"> <li>I know a lot of ways that people are different, including religious or cultural differences.</li> <li>I know why it's important to challenge stereotypes that might be applied to me or others.</li> </ul>   | <p><b>Year 4 Keeping Safe</b></p> <ul style="list-style-type: none"> <li>I know examples of people or things that might influence someone to take risks. I know that people have choices about whether they take risks.</li> <li>I know a few of the risks of smoking or drinking alcohol on a person's body and can give reasons for why most people choose not to smoke, or drink too much alcohol.</li> </ul>                                                                                         | <p><b>Year 4 Rights and Respects</b></p> <ul style="list-style-type: none"> <li>I know how as a 'bystander' I can have a positive effect on negative behaviour they witness by working together to stop or change that behaviour.</li> <li>I know that things I see on TV, in newspapers or their websites might not give all the facts or might be biased.</li> <li>I know how these reports (TV, newspapers or their</li> </ul> | <p><b>Year 4 Being my Best</b></p> <ul style="list-style-type: none"> <li>I know a few examples of different things that I do that help to keep me healthy.</li> <li>I know different examples of some of the things that I do to help look after my environment.</li> </ul>                                                                    | <p><b>Year 4 Growing and Changing</b></p> <ul style="list-style-type: none"> <li>I know some parts of the body that only boys have and only girls have.</li> <li>I know some of the difficult feelings someone might have as they go through puberty.</li> <li>I know some of the reasons why a teenager might have difficult feelings</li> <li>I know why people get married.</li> </ul>                                    |

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|                              |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>I know examples of positive and negative influences, including things that could influence me when I am making decisions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                | <p>websites) can give messages that might influence how people think about things and why this might be a problem.</p> <ul style="list-style-type: none"> <li>I know examples these decisions and how they might relate to me.</li> </ul>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                      |
| <b>Wyre<br/>Year<br/>5/6</b> | <p><b>Year 6<br/>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>I know what bystander behaviour is by giving examples of what bystanders do when someone is being bullied.</li> <li>I know examples of negotiation and compromise.</li> <li>I know what inappropriate touch is and give examples.</li> </ul> | <p><b>Year 6<br/>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>I know and can give reasons why some people show prejudiced behaviour and sometimes bully for this reason.</li> <li>I know the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</li> </ul> | <p><b>Year 6<br/>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>I know why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</li> <li>I know some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</li> <li>I know why some people believe that more young people drink alcohol than actually do (misperceive the norm).</li> </ul> | <p><b>Year 6<br/>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>I know how people's social media profiles often give a biased view of them.</li> <li>I know why people might do this (why they are showing certain aspects of themselves) and how social media can affect how some people feel about themselves</li> <li>I know what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</li> <li>I know the advantages and disadvantages of different ways of saving money.</li> </ul> | <p><b>Year 6<br/>Being my Best</b></p> <ul style="list-style-type: none"> <li>I know how I can overcome problems and challenges on the way to achieving my goals.</li> <li>I know examples of an emotional risk and a physical risk.</li> <li>I know an example of a secret that should be shared with a trusted adult.</li> </ul> | <p><b>Year 6<br/>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>I know some emotional changes associated with 'puberty' and how people may feel when their bodies change.</li> <li>I know examples of other ways in which the way some people feel about themselves can be affected.</li> </ul> |