Camp School
Relationships and Sex Education Policy

Approved by Governing Body: December 2024 Next review: December 2026

Aims

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.... It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed." **Statutory Guidance Relationships and Sex Education, June 2019**

Alongside this, the aims of Relationships and Sex Education (RSE) at our school are:
- To provide a framework in which age appropriate, sensitive discussions can take place
- To prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help children develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships
- To teach children the correct vocabulary to describe themselves and their bodies
- To take into consideration the cultural and religious backgrounds of our pupils and families

Statutory Requirements

At Camp Primary and Nursery School we teach RSE as set out in this policy. This forms part of the Personal, Social and Health Education (PSHCE+) curriculum and is in line with the government recommendations in the Relationship and Sex Education Guidance (Sept 2021**).** This has been developed in consultation with staff, governors and the parents of our students. 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, make Relationships Education compulsory for all pupils

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education. RSE involves a combination of sharing information and exploring issues and values. RSE does not promote sexual activity either directly or indirectly. RSE in primary schools consists of the following topics:

Relationships Education	Health Education
Families and people who care for me Caring Friendships Respectful Relationships Online Relationships Being Safe (See Appendix A for further information)	Mental wellbeing Internet Safety and Harms Physical Health and Fitness Healthy Eating Drugs, Alcohol and Tobacco Health and Prevention Basic First Aid Changing Adolescent Body

Delivery of RSE at Camp

The curriculum content within Relationships Education and Health Education is delivered within PSHCE+ lessons across the school year and form part of our bespoke PSHCE+ scheme of work. Lessons focusing on puberty, changing adolescent bodies and related topics typically take place during the summer term. We follow the Christopher Winter Project scheme of work to assist with this, and a supporting document can be found in the appendix indicating the topics covered within each year group. All sessions will be age-appropriate and delivered with the individual needs of the pupils in mind, including those with Special Educational Needs. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. We will take care to ensure that all sessions will be delivered sensitively, taking into account the backgrounds and personal circumstances of our pupils.

Roles and Responsibilities

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation. The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSE. The PSHCE+ Subject Leader is responsible for supporting teaching staff in feeling confident to deliver this learning and for maintaining high standards of teaching in PSHCE+ and RSE. Teaching staff are responsible for: delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual children and responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE. The PSHCE+ Subject Leader, Head Teacher and appointed link governor will monitor and evaluate the delivery of RSE learning to ensure consistently high standards. This policy will be evaluated every two years.

Parents' right to withdraw

Parents have the right to withdraw their child from the non-statutory components of sex education within RSE. If a parent wishes their child to be withdrawn from this part of the programme, they should discuss this with a member of the Senior Leadership Team, and make it clear which aspects they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Alternative work will be given to children who are withdrawn from sex education. Parents do not have the right to withdraw their children from Relationships Education. Any teaching about puberty is considered to be a part of 'Health Education' and therefore is mandatory for all pupils.

Managing difficult questions

Primary age pupils can at times ask their teachers or other adults questions which go beyond what is set out in Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Therefore, it is important for teachers to acknowledge pupils' questions and provide a suitable response. On these occasions, teachers may seek further guidance from the PSHCE+ Subject Leader before returning to the question, to ensure that pupils are given an answer which is appropriate to their age and emotional understanding. Questions can be addressed to the whole class, a small group or on a one-to-one basis. Teachers must consider whether the child asking a given question raises any potential safeguarding concerns, and if so, these will be responded to accordingly in line with the schools Safeguarding Policy.

Appendix 1

PSHCE+ (Personal, Social, Health, Citizenship and Economic education) at Camp: A yearly overview of themes to be taught in all year groups (Nursery to Year 6)

Aut 1	Aut 2	Spr 1	Spr 2	Su 1	Su 2
SETTLE IN TO LEARN	**SHOWING KINDNESS**	**LEARNING TO LEARN FOR THE FUTURE**	**STAYING SAFE**	**BEING A CARING CITIZEN**	**HEALTH & RELATIONSHIPS**
Linked to our rule 'To try my best with my learning' and establishing the rules and routines needed for learning.	*Linked to our rule 'To show kindness' this theme explores relationships and the value of being kind.*	*Further develops work from theme 1 and linked to our rule 'To try my best with my learning', this theme looks at ways to be a brilliant learner, knowing our own strengths and interests.*	*Linked to our rule 'To keep ourselves and others safe' this theme includes explicit teaching of ways to keep ourselves safe using the PBs themes.*	*Linked to our rule 'show respect for ourselves, others and the environment' this theme builds on theme 2 and focuses on being part of a diverse community.*	*Linked to our rules 'To keep ourselves safe' and 'to show respect for ourselves and others' This theme provides opportunities to look at the importance of looking after ourselves, our feelings about change and SRE*
• Setting up a sunny climate in the classroom • The Golden Rules • Rights and responsibilities • Belonging • Recap PBs themes • Exploring feelings and problem solving skills SEAL links: New beginnings Empathy, self awareness, motivation, social skills Learning behaviours focus: Resilience and Reciprocity.	• Friendships • Anti-bullying • Conflict resolution SEAL links: Getting on and falling out. Say no to bullying Managing feelings & Empathy social skills Learning behaviours focus: Reciprocity	• Learning Behaviours • Work/careers/challenging stereotypes. • Money/financial education • Learning to learn skills • Setting and achieving goals SEAL links: Going for goals. Good to be me. Motivation, self-awareness & managing feelings Learning behaviours focus: Reflectivesness, resilience, reciprocity, resourcefulness	• Protective behaviours • Online safety (covered in computing) • Safety in the home and local environment • First aid skills SEAL links: Managing feelings, self awareness Learning behaviours focus: Resourcefulness	• Diversity • Racism • Inclusion • Looking after the environment • Being part of a community SEAL links: Relationships Self awareness, managing feelings, empathy Learning behaviours focus: Reflectiveness	• Physical health including drug education • Mental health • Healthy Eating • Changes • Relationships and Sex Education (RSE) SEAL links: Changes Motivation, social skills, managing feelings Learning behaviours focus: Resilience

Appendix 2

Health and Relationships Education (taken from [Relationships education (Primary) - GOV.UK](#))
by the end of primary school pupils should know:

Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or belief

	● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to consider critically their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
Being safe	● What sorts of boundaries are appropriate in friendships with peers (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources

CWP Curriculum Overview

Reception **Our Lives**	Lesson 1: Our Day Lesson 2: Keeping Ourselves Clean Lesson 3: Families
Year 1 **Growing and Caring For Ourselves**	Lesson 1: Keeping Clean Lesson 2: Growing and Changing Lesson 3: Families and Care
Year 2 **Differences**	Lesson 1: Differences: Boys and Girls Lesson 2: Differences: Male and Female Lesson 3: Naming the Body Parts
Year 3 **Valuing Difference and Keeping Safe**	Lesson 1: Differences: Male and Female Lesson 2: Personal Space Lesson 3: Family Differences
Year 4 **Growing Up**	Lesson 1: Growing and Changing Lesson 2: What is Puberty? Lesson 3: Puberty Changes and Reproduction
Year 5 **Puberty**	Lesson 1: Talking about Puberty Lesson 2: Male and Female Changes Lesson 3: Puberty and Hygiene
Year 6 **Puberty, Relationships and Reproduction**	Lesson 1: Puberty and Reproduction Lesson 2: Understanding Relationships Lesson 3: Conception and Pregnancy Lesson 4: Communication in Relationships