Relationship and Sex Education (RSE) Policy

Aims

At Calverley Parkside we strive for our children to be confident, resilient, strong, well rounded individuals who are able to make informed and ethical decisions about their wellbeing, health and relationships. Our RSE curriculum is a vital component in this mission and supports our whole child approach and aligns with the Owlcotes element of a healthy mind and body. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Calverley Parkside Primary School takes its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health education (PSHE) curriculum very seriously. We do this through our 'Relationships and growing up' units. The school wants to assure parents, carers, and pupils that RSE will be age-appropriate and developmentally suitable. We also encourage a safe environment where everyone feels comfortable voicing opinions or concerns regarding the RSE provision.

The aims of relationships and sex education (RSE) at our school are to:

- Understand healthy and respectful relationships
- Know about consent, boundaries and online safety
- Know how to report concerns and seek advice
- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships and sexuality
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils about the law so that they are clear about their rights and responsibilities as citizens.
- Prepare pupils for puberty, and give them an understanding of sexual development, emotional changes and the importance of health and hygiene

Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to the most up to date guidance issued by the Department of Education as outlined in section 403 of the Education Act 1996.

At Calverley Parkside Primary School we teach RSE as set out in this policy.

Policy development

This policy has been developed by PSHE Leaders from Owlcotes Multi Academy Trust. Consultation with staff, governors, pupils and parents/carers has then taken place at the schools within the Trust. The consultation and policy development process involved the following steps:

- Draft and Review – the PSHE Leaders, and after attending training sessions, gathered relevant information including relevant national and local guidance.

- Staff consultation – teaching and non-teaching staff were consulted through whole school staff meeting and given the opportunity to look at the policy and make recommendations

- Parent/carer/stakeholder consultation – parents, carers and any interested parties were invited to provide their views.

- Pupil consultation – we investigated what exactly pupils want from their RSE during pupil voice sessions.

- Ratification – once amendments were made, this policy was approved and adopted by the Headteacher and Governing Body.

The member of staff responsible for overseeing and reviewing this policy is: the Headteacher. It will be reviewed briefly annually and in full every *2* years, or in line with new legislation, or in the event of any issues arising between these times.

We are committed to the ongoing development of PSHE in our school. We will use the following indicators to monitor and evaluate progress:

- a coordinated and consistent approach to curriculum delivery has been adopted, with support from the Health & Wellbeing Service and Owlcotes Multi Academy Trust.
- the content of the RSE curriculum is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of pupil perception data.
- children are receiving an entitlement curriculum for RSE in line with national and local guidance.
- the impact of training for staff and governors on practice is evaluated.
- policy and practice is revised regularly and involves staff, governors, parents/carers and, where appropriate, pupils.
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions.
- we make the school community aware of the scheme of work and aim to work collaboratively with families to ensure the RSE curriculum is delivered in a manner appropriate for all.
- this policy has direct links to many other policies in school, for example, all safeguarding policies, relationships and behaviour policy and many more.

<u>To whom the policy applies</u>

The policy applies to:

- The Headteacher
- All school staff
- The Governing Body
- Pupils
- Parents/carers
- Health professionals
- Partner agencies working in or with the school

Definition

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships,healthy lifestyles, positive relationships, diversity, personal identity, healthy lifestyles, sexuality and sexual health. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

The principles of high quality RSE in our school

Relationships and Sex Education:

- is a partnership between home and school.
- is a whole school approach
- ensures pupils' views are actively sought to influence lesson planning and teaching.
- is appropriate for pupils at each stage in their development and maturity.
- is taught by staff who are confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity, sex and consent.
- includes how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- includes careful sequencing, the acquisition of knowledge, the development of life skills and respectful attitudes and values.
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services.
- helps pupils understand how to stay safe both online and in everyday life
- addresses in an age appropriate way consent, violence, harassment and exploitation.
- is both medically and factually correct and treats sex as a normal fact of life.
- is inclusive of difference and supports protected characteristics: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- uses active learning methods, and is rigorously planned, assessed and evaluated.
- focuses on building positive attitudes by promoting healthy norms about relationships, including sexual relationships where relevant and about health including mental health.
- helps pupils understand a range of views and beliefs about relationships including some of the mixed messages about gender, sex and sexuality from different sources including the media.
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.
- is relevant and responsive to the needs of the pupils in the school community

Overall school aims for RSE

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live positive, confident, healthy, independent lives now and in the future.

Through the provision outlined in this policy, the school's overall aims of RSE are to teach and develop the following three main elements:

Attitudes and values:

- learn the importance of values and individual conscience and moral considerations.
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children.
- learn the value of kindness, respect, love and care.
- explore, consider and understand moral dilemmas.
- develop critical thinking as part of decision-making.

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively.
- develop self-respect and empathy for others.
- learn to make choices based on an understanding of difference and with an absence of prejudice.
- develop an appreciation of the consequences of choices made.
- manage conflict.
- learn how to recognise and avoid exploitation and abuse.

Knowledge and understanding:

- learn and understand physical development at appropriate stages.
- understand human sexuality, reproduction, sexual health, emotions and relationships.
- learn about contraception and the range of local and national sexual health advice, contraception and support services.
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy.
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The aim of RSE is NOT to:

- **encourage pupils to become sexually active at a young age**
- **promote a particular sexual orientation**
- **sexualise children**

The wider context of RSE

The school's RSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- be an entitlement for all pupils, including those with additional learning and language needs.
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- recognise that family is a broad concept; not just one model, e.g. nuclear family.
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity.
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure.
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up.
- work in partnership with parents/carers and pupils, consulting them about the content of programme.
- work in partnership with other health professionals and the wider community.

RSE contributes to:

- a positive ethos and environment for learning.
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic, transphobic prejudice, bullying, violence and harassment and an understanding of the difference between consenting and exploitative relationships.
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice.
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic abuse and bullying.

Curriculum

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born. (This part is non statutory and children can be withdrawn after careful consideration and a meeting with the Headteacher)

Health and Wellbeing Curriculum focuses on:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Heath prevention and protection
- Personal safety
- Basic first aid
- Developing bodies

i) Curriculum organisation

How is the RSE curriculum organised and delivered in school?

Pupils receive their entitlement for RSE through a spiral curriculum which demonstrates progression. The RSE programme is delivered through a variety of opportunities including:

- designated RSE time- see PSHE Long Term Plan (You, Me, PSHE, one decision. Pol Ed).
- use of external agencies/services where appropriate.
- school ethos.
- small group work.
- cross curricular links e.g. science.
- assemblies.
- after the appropriate science unit has been taught, so that children have the necessary skills and understanding to be able to access the RSE lessons.

ii) Working external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. All teaching and materials will fit with the planned curriculum and this policy.
The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

iii) Inclusion, equality and diversity

All pupils, whatever their experience, background and identity, are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom. The teacher and the children will also remind themselves of the Ground Rules for PSHE and discuss using the 'Worry Box' for questions they may not wish to share in class.

We promote the needs and interests of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full RSE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. RSE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

See Appendix for a list of the main terms used in each year group.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biophobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English
- pupils who are under the care of the Designated Safeguarding Leads.

Ethnicity, religion and cultural diversity:

Our RSE curriculum is designed to reflect the law (including the Equality Act 2010) as it applies to relationships, so that our young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Female Genital Mutilation (FGM)

CPS recognises that Female Genital Mutilation is a form of child abuse and a violation of the human rights of girls and women. In line with our statutory safeguarding duties, the school maintains a zero-tolerance approach to this practice. While FGM is not taught as a detailed subject in the early primary years, we ensure that our RSE curriculum builds the foundational knowledge of bodily autonomy and the right to say "no" to unwanted touch. FGM is covered at a very basic level in Year 6 – we use a story to cover the subject and ensure the children understand that it is against the law in this country and what they need to do if they suspect it is happening to them or someone around them. We also link the work back to the NSPCC PANTS rule and our work on consent.

All staff receive mandatory training to identify "at-risk" indicators, and we strictly adhere to the external mandatory reporting duty for known or suspected cases. Our primary objective is to create a sensitive, safe environment where pupils feel empowered to speak to a trusted adult about any concerns regarding their bodies or physical safety.

Special educational needs, children with disabilities and learning difficulties:

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate and accessible to the particular needs of our pupils, taking specialist advice where necessary. Staff will adapt lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

At CPS we recognise that children who have SEND are more vulnerable than their peers to abuse or exploitation. The signs and indicators can also be more difficult to identify. This is something that staff are acutely aware of and will build this into their teaching for this group of children.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. All sexual health information will be inclusive and will include LGBT people in case studies, scenarios and role-plays. We will ensure boys and girls can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions.

We will consult with parents/carers when developing the RSE policy and programme in order to reassure them of the content and the context in which it will be presented.

Pupils who are new to English

CPS will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision.

Weaved through our curriculum and teaching approach are the British Values, SMSC and Protected Characteristics.

Answering questions

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age. An agreement is essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way.
- pupils will be encouraged to write down questions, anonymously if desired.
- staff will have time to prepare answers to all questions before the next session, passing to our pastoral team any questions that are inappropriate or need one-to-one follow up.
- we answer questions relating to taught, planned curriculum for that age group to the whole class.
- personal information is discouraged.
- Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection immediately - in line with school policy and procedures.
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

Roles and responsibilities

The Governing Body

The Governing body will hold the Headteacher to account for the implementation of this policy.

The Governing Body has delegated the approval of this policy to the Pupil and Staff Support Committee.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see appendix 1).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE
- Adapt their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture, gender identity and sexual orientations, including SEND
- Ask for support in this from the school SEND coordinator or the RSE Coordinator, should they need it

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 Headteacher.

Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the RSE curriculum.
- should support one another with issues that arise through RSE.
- will listen in class, be considerate of other people's feelings and beliefs and comply with the working agreement that is set in class.
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to RSE or otherwise.
- will be asked for feedback on the school's RSE provision *[annually]* and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff for RSE and taken into consideration when the curriculum is prepared for the following year's pupils.

Parents/carers

The school will:

- keep parents/carers informed about all aspects of the RSE curriculum, including when it is going to be delivered. See Appendix 2 for sample letter.
- gather parent /carers' views on the policy and take these into account when it is being reviewed.
- provide access to useful resources and information if requested (web links and book lists) being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through information letters, parent meetings and the school website.
- share the key learning objectives for each RSE unit, the terminology being used and key questions that are anticipated to arise.
- expect parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development.
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE.
- provide support and encourage parents/carers to seek additional support in this from the school where they feel it is needed.

Parents' right to withdraw

Parents/carers cannot withdraw their child from the statutory content included in National Science Curriculum or the relationships and health education parts of the RSE curriculum. Parents/carers have a legal right to withdraw their children from the non-statutory elements of RSE (this can be some or all of the content). Any parent/carer wishing to withdraw their child from RSE should firstly contact the class teacher to discuss the reasons why.

RSE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

Parents/carers who do withdraw their children will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include:

- If a pupil is withdrawn from the RSE sessions, they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment, like the classroom would be.
- They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation.
- Pupils may also be stigmatised for not being included in these sessions.

Parents/carers must stipulate how their child will receive this content. The school's arrangements for pupils withdrawn from RSE are made by individual class teachers and involves the children being taught in an alternative class (a non-RSE lesson).

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher.

Alternative purposeful and appropriate work will be given to pupils who are withdrawn from sex education.

Monitoring and Evaluation

Monitoring arrangements:

The delivery of RSE is monitored by the PSHE Leader with a system of lesson observations and peer support.

- a system for regular review of the RSE policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent / carer surveys
- scrutinising staff planning
- samples of pupils' work

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall RSE programme
- teacher and pupil evaluation of resources
- evidence from lesson
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Safeguarding and Child Protection

RSE plays a very important part in fulfilling the statutory duties all schools have to meet and the RSE policy is closely aligned to the school's Safeguarding and Child Protection Policy. RSE helps pupils understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. The use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

When teaching any sensitive issues, young people may give cause for concern, and a direct link needs to be made with the SEND/pastoral team or Designated Safeguarding Staff depending upon the nature of the concern. All adults involved in RSE delivery are aware of the pastoral system and the safeguarding arrangements that are in place. This system is supported by the use of floor book self-assessment and the 'Worry Box'.

Confidentiality in the context of RSE lessons

The nature of RSE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of a working agreement. Any visitor to the classroom will be bound by the school's confidentiality agreement, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it. This is supported by the sharing of Ground Rules, 'Worry Box' and access to our SEND/pastoral team.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be written on a Cause for Concern form and communicated to a Designated Safeguarding Lead as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection Policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, the Headteacher will help to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in an RSE lesson include:

- de-personalising the discussion
- ground rules
- Worry Box
- using role play to 'act out' scenarios
- appropriate DVDs, clips and TV extracts
- case studies or dilemmas with invented characters
- visits to/from outside agencies

Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom. Children are reminded in all PSHE lessons, including RSE, on the school's child protection policy regarding 'Secrets'.

Parents/carers can contact the PSHE Leader, the Headteacher or the manager of the local Children's Centre or Cluster for information around one-on-one support on providing effective RSE at home.

Support for LGBT pupils

We are a fully inclusive school and support LGBT pupils in a bespoke way, working with parents and carers.

Complaints

Parents/carers who have complaints or concerns regarding the RSE provision should contact the school and follow the school's Concerns and Complaints Policy.

Appendix - The Vocabulary used in each year group

The scientific words for each body part will always be used by staff across school from Nursery to Year 6.

Year Group	Words
Year 1	human lifecycle baby, child, teenager, adult growing change, changing needs relationship love security, stability agree/disagree care, caring family, families boys, girls
Year 2	difference similarity boys and girls mammal biological differences privates/private parts penis nipples breasts vulva, vagina anus
Year 3	human lifecycle change individual baby, child, teenager, adult, elder male, female physical change puberty emotional change consent maturity
Year 4	puberty menstruation testicles wet dreams sex cells- sperm and ovum body hygiene hygiene and grooming gender stereotypes feelings consent

Year 5	relationships (such as marriage, partner, boyfriend/girlfriend) puberty – physical change Hormones ovary fallopian tubes emotional change bladder behavioural and social change male and female gender stereotype sexuality transgender transsexual transvestite lesbian gay bisexual homosexual heterosexual homophobia
Year 6	human reproduction human lifecycle sexuality sexual intercourse conception/conceived male and female sex cells reproductive organs pubic hair, anus, breasts, nipples, penis, testicles, scrotum, vulva, vagina, clitoris, cervix, ovaries, foreskin, urethra, fallopian tube, bladder, womb (uterus) fertilised pregnancy IVF implantation parents, carers consent contraception - pill and condom

CALVERLEY PARKSIDE

Our PSHE rules:



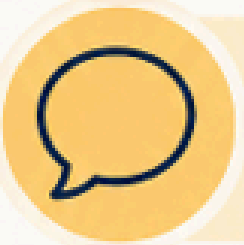
Listening to others



Sharing opinions, right to "pass" and asking questions



No assumptions, non-judgemental



Using correct or appropriate language



Confidentiality



Seeking help and advice

This RSE Policy was adopted by Calverley Parkside Primary School on 24/6/26

Chair of Governors – Mr. J Woods		
Signature:	**J.Woods**	
Frequency of review:	2 years	
To be reviewed and approved by:	CPPS Full Board	
Date of next review:		

REVIEW RECORD

Date of review	Reason for review	Date of next review

Name:		Signature:	

on behalf of CPPS Full Board

Date of review	Reason for review	Date of next review

Name:			

on behalf of CPPS Full Board

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