

Relationships and Sex Education Policy (RSE)

For Schools within our Collaboration:



At the schools within our collaboration, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our collaboration are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

P= personal

R= responsibility

I = in

D= delivering

E= excellence

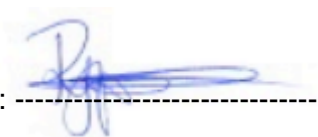
Frequency of Review: Yearly

Reviewed and Approved by: The Combined Committee of the Governing Body

Date: Spring 2023

Date of Next Review: Autumn 2024

Reviewer: David Gleave, Amy Woodhead, Helen O'Kane

Signed:  (Chair of Governing Body) Date: 28/06/2023

Relationships and Sex Education Policy (RSE)

Introduction and statutory requirements

As a primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

As we are a Maintained school we must follow the National Curriculum and are expected to offer all pupils the statutory curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Aims and objectives

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

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Respectful relationships - To develop an awareness of the importance of relationships and enable children to practice skills that will help them to build and maintain them.
- To work in partnership with and support the role of parents.
- To model positive relationships throughout the school.
- To give opportunities for pupils to develop and practice decision-making skills regarding the range of possible consequences.
- To promote, and encourage children to make, healthy lifestyle choices.

Through the RSE curriculum, both formal and informal, and the modelling of positive relationships throughout the school, our school aims to promote and foster the school's agreed set of morals and values. These are as follows:

- Everyone has a right to express their views and be listened to
- Everyone in the school should behave in a way that shows care, consideration and respect for themselves, other people and things, and the environment.

- Everyone has responsibility for their own actions.
- All members of the school community are equally valued.
- Disputes and disagreements will be resolved peacefully.
- The diversity of individuals, families and relationships will be accepted and celebrated.
- Love, commitment, trust, loyalty and respect are important for close relationships.

Policy Development

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

- 1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance**
- 2. Staff consultation – all school teaching 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 about the policy**
- 4. Pupil consultation – we spoke to a small forum group and discussed with the children what they want from their RSE**
- 5. Ratification – once amendments were made, the policy was shared with governors and ratified**

Equal Opportunities

- The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. Moreover, the school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
 - *Age*
 - *Sex or sexual orientation*
 - *Race*
 - *Disability*
 - *Religion or belief*
 - *Gender reassignment*
 - *Pregnancy or maternity*
 - *Marriage or civil partnership*

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the program will be designed to be inclusive of all

pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the program to pupils with SEND or other needs. A range of different families and relationships will be explored within RSE. All children, whatever their developing sexuality or family background, needs to feel that RSE is relevant to them and sensitive to their needs.

Working with parents

Our school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective, we:

- inform parents about the school's sex education policy and practice,
- answer any questions that parents may have about the sex education of their child,
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school,
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary,
- inform parents about the best practice known regarding sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents' right to withdraw their child

- Parents **do not** have the right to withdraw their children from relationships education.
- Parents **do** have the right to withdraw their children from the non-statutory components of sex education within RSE which are not part of the science curriculum (*this is only one lesson in year 6 on how a baby is made*)
- **Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.**
- Alternative work will be given to pupils who are withdrawn from sex education.

RSE curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and the science curriculum. The majority of our PSHE is planned for as part of a whole school, progressive curriculum. These planned elements of PSHE are delivered using Talking Points materials.

Key areas of the statutory Relationships Education curriculum are outlined below:

Relationships education focuses on teaching the fundamental building blocks and

characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Physical health and mental wellbeing

Pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about:

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For a more in-depth version of what children need to learn by the end of Primary School, see appendix 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In addition to our Talking Points books, we also have subscribed to a series of lessons through the PSHE Association as recommended by the Department for Education. They help prepare children for the physical and emotional changes that take place as they grow, including those that happen during puberty.

- **For an in-depth overview of what children will learn in each year group, see appendix 3.**

All RSE education is planned and delivered in a way that is suitable for the age and stage of the children in each class.

Science

- **Early Years Foundation Stage** children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional

development, they develop the skills to form relationships and think about relationships with others.

- **In Key Stage 1** (years 1 – 2) children learn:
- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

- **In Key Stage 2** (years 3 – 6) children learn:
- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Safeguarding, Confidentiality and Child Protection

All staff members have a duty to safeguard the well-being of children.

We recognise that the open discussion associated with PSHE/RSE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the member of staff will consult the school's Child Protection Designated person. The Child Protection Designated person will then work in line with the relevant school policies in terms of any further action that may be taken.

We ensure that children are aware that staff members cannot offer complete confidentiality in all instances. Where a staff member has to disclose information to another party, this will be done following discussion with the pupil. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult our Child Protection and Safeguarding policy.

Answering difficult questions

- It is inevitable that controversial issues may occur as part of RSE, such as divorce, rape abortion, pornography etc. The issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

Monitoring and review

The governing body monitors our sex and relationships education policy on an annual basis. Serious consideration is given to comments from parents regarding the sex and relationship curriculum and its delivery and amendments to the policy are made when necessary.

Appendix 1 – Parent form: Withdrawal of child from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			

Appendix 2 – By the end of Primary School, children should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 beliefs • 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 cyberbullying), 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • 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 critically consider 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	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (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

Appendix 3 – Lesson plans and content for RSE scheme via PSHE Association

	Lesson title and summary	PSHE education Programme of Study	DfE statutory RSHE guidance, key stages 1 and 2
Year 1 and 2	<p>1. <i>My special people</i> We are learning about the special people in our lives and how we care for one another</p> <p>2. <i>We are growing: human life cycle</i> We are learning about how we change as we grow</p> <p>3. <i>Everybody's body</i> We are learning to name different parts of the body, including genitalia</p>	<p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>Caring friendships</p> <ul style="list-style-type: none"> • 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 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.

<p style="text-align: center;">Year 3</p>	<p>1. <i>What makes a good friend?</i> We are learning about friendship, including why it is important and what makes a good friend</p> <p>2. <i>Falling out with friends</i> We are learning how to maintain good friendships and about solving disagreements and conflicts with peers</p>	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships <p>Online relationships</p> <ul style="list-style-type: none"> 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. <p>Being safe</p> <ul style="list-style-type: none"> 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.
<p style="text-align: center;">Year 4 and 5</p>	<p>1. <i>Puberty: time to change</i> We are learning about the physical changes that happen during puberty</p> <p>2. <i>Puberty: menstruation and wet dreams</i> We are learning about the biological changes that happen during puberty</p> <p>3. <i>Puberty: personal hygiene</i> We are learning about the importance of personal hygiene during puberty</p> <p>4. <i>Puberty: emotions and feelings</i> We are learning about emotional changes during puberty</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p>	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 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. <p>Mental wellbeing</p> <ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Year 6	<p><i>1. Puberty: recap and review</i> We are learning about the changes that happen during puberty (recap from year 4-5)</p>	<p>In addition to recapping on the Year 4 and 5 content:</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p>	<p>Changing adolescent body</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
	<p><i>2. Puberty: change and becoming independent</i> We are learning about managing change and becoming more independent</p>	<p>H36. strategies to manage transitions between classes and key stages</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p>	
	<p><i>3. Positive and healthy relationships</i> We are learning about positive, healthy relationships</p>	<p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>	
	<p><i>4. How babies are made</i> We are learning about how a baby is made</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	