


# Relationships and Sex Education (RSE) Policy

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## 1. Aims

The aims of Relationships, Sex and Health 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

## 2. Statutory requirements

As a maintained/academy 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 guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

## 3. Policy development

This policy has been developed in consultation with all stakeholders. 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 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 give feedback on the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Much of the content of RSE lessons is also covered in the statutory Science, Relationships Education and Health Education curriculum. This is outlined in Appendix 1.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Teachers will not answer questions pertaining to content outside that which is detailed in Appendix 1.

Primary Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. 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), Physical Education (PE) and Computing.

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

For more information about our RSE curriculum, see Appendices 1 and 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).

Sex Education sessions are taught discretely in those year groups wihch they occur on our curriculum map and it is only these lessons which children can be withdrawn from.

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. We believe that individual teachers will use their skill and discretion in these situations, seeking advice from another colleague if necessary. During the weeks when RSE is being taught, every class will have a box to put in written questions/concerns.

<u>Use of visitors</u>

There are various people who can resource and support school based sex and relationships education. These people may include the school nurse/health professionals.

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator and teacher's responsibility to plan the curriculum and lessons." (Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11)

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2. External speakers with specialist knowledge can be brought in to deliver aspects of the curriculum, or to deliver remote sessions for parents where appropriate.

# 7. Roles and responsibilities

## 7.1 The governing board

The governing board will approve the RSE policy, and hold the Head of School to account for its implementation.

## 7.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

## 7.3 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/non-science components of RSE

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 Head of School.

All SRE lessons will be taught by the class' teacher.

## 7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

# 8. Safeguarding, Child Protection and Confidentiality

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. All staff who teach SRE have access to high quality training, and the necessary time and confidence to deal with these difficult topics.

A member of staff cannot promise confidentiality if concerns exist. The staff member will inform the Head Teacher /Designated Safeguarding Lead in line with the Trust's procedures for child protection.

It is important that the school adheres to the DFE's statutory guidance for SRE and also include the most up to date changes to Keeping Children Safe in Education (KCSIE) within the curriculum.

This could include:

- the teaching of the awareness of all forms of harassment, online abuse and what constitutes a healthy relationship (both online and offline)
- open discussion of topics children say they find particularly difficult, such as the sending of inappropriate messages and possibly images
- Tackling a culture where reporting online abuse is perceived as 'snitching'?
- All children are taught about online safety, as per the updated KCSIE and be signposted to access additional resources

We recognise that a one size fits all approach will not be appropriate for all children, and a more personalised or contextualised approach will be needed depending on the age of the child and for more vulnerable children, victims of abuse and some SEND children.

KCSIE has a list of resources to assist schools in teaching about safeguarding (Annex D). The Information Commissioner's Office (ICO) has also published a suite of school resources for teachers to use aimed at teaching primary and secondary school pupils how to protect their privacy online and how they can control what online companies and platforms know about them.

## 9. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSE. In Appendix 1, the lessons are identified as part of the Relationship Education, Health Education, Science or Sex Education. Children can only be considered for withdrawal from Sex Education lessons.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School.

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

## 10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

The delivery of RSE is monitored by the Subject Leader and/or the Senior Leadership Team. This involves: planning scrutinies, learning walks, lesson observations, pupil voice and parent voice, among other strategies.

This policy will be reviewed by the Head of School regularly. At every review, the policy will be approved by the governing board.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 1 | Summer 2 | 1. Keeping Clean – Know how to keep clean and look after oneself (Health Education)<br>2. Growing and Changing – Know how people grow and change. Understand that babies become children and then adults. Know the difference between boy and girl babies (Science)<br>3. Families and Care – Know that there are different types of families. Know which people we can ask for help (Relationships Education) |
| Year 2 | Summer 2 | 1. Differences: Boys and Girls – Talk about how boys and girls can be the same and different. Understand that some people have fixed ideas about what boys and girls can do. Describe the difference between male and female babies (Relationships Education, Science)<br>2. Differences: Male and Female – Describe some differences between male and female animals. Describe some differences between boys and girls. Understand that making a new life needs a male and female (Science)<br>3. Naming the Body Parts – Describe the physical differences between males and females. Name the male and female body parts (Relationships Education) |
| Year 3 | Summer 2 | 1. Differences: Male and Female – Know some differences and similarities between males and females. Name male and female body parts using agreed words (Relationships Education, Science)<br>2. Personal Space – Identify different types of touch that people like and do not like. Understand personal space. Talk about ways of dealing with unwanted touch (Relationships Education)<br>3. Family Differences – Understand that all families are different and have different family members. Identify who to go to for help and support (Relationships Education) |
| Year 4 | Summer 2 | 1. Growing and Changing – Describe the main stages of the human lifecycle. Describe the body changes that happen when a child grows up. (Year 4 Sex Education, Year 5 Science)<br>2. Body Changes and Reproduction - Know that during puberty the body changes from a child to young adult. Understand why the body changes at puberty. Identify some basic facts about pregnancy (Year 4 Sex Education, Year 5 Science)<br>3. What is Puberty? – Know about the physical and emotional changes that happen in puberty. Know that each person experiences puberty differently (Year 4 Sex Education, Year 5 Science) |
| Year 5 | Summer 2 | 1. Talking about Puberty – Explain the main physical and emotional changes that happen during puberty. Ask questions about puberty with confidence (Science) |

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| | | 2. Male and Female Changes – Understand how puberty affects the body and emotions. Describe how to manage physical and emotional changes (Science)<br>3. Puberty and hygiene – Explain how to stay clean during puberty. Describe how emotions change during puberty, To know how to get help and support during puberty (Science, Health Education) |
| Year 6 | Summer 2 | 1. Puberty and Reproduction – Describe how and why the body changes during puberty in preparation for reproduction. Talk about puberty and reproduction with confidence (Science)<br>2. Relationships and Reproduction<br>(i) Discuss different types of adult relationships with confidence (Relationships Education)<br>(ii) Explain how babies are made (Sex Education)<br>3. Conception and pregnancy<br>(i) Describe the decisions that have to be made before having a baby (Relationships Education)<br>(ii) Know some basic facts about pregnancy and conception (Sex Education) |

## Appendix 2: Relationships Education – By the end of primary school pupils should know:

| TOPIC | PUPILS SHOULD KNOW |
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| Families and people who care about me | ● That families are important for children growing up because they can give love, security and stability<br>● 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<br>● 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<br>● 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<br>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br>● 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<br>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br>● 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<br>● 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 beliefs<br>● Practical steps they can take in a range of different contexts to improve or support respectful relationships<br>● The conventions of courtesy and manners<br>● The importance of self-respect and how this links to their own happiness<br>● 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<br>● 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<br>● What a stereotype is, and how stereotypes can be unfair, negative or destructive<br>● 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 |

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| | ● 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<br>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br>● How information and data is shared and used online |
| Being safe | ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>● 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<br>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br>● How to recognise and report feelings of being unsafe or feeling bad about any adult<br>● How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>● How to report concerns or abuse, and the vocabulary and confidence needed to do so<br>● Where to get advice e.g. family, school and/or other sources |

## Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENT/CARER(S) | | | |
|---|---|---|---|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from Sex Education lessons (RESPONSE OPTIONAL) | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents | |
| Date and signature | |