

## Primary School Relationship and Sex Education Policy (RSE Policy)

### Our Shared Beliefs about RSE

We believe RSE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line. It should equip young people with information about the body, reproduction, sex, sexuality and sexual health. It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSE will enable young people to explore their own attitudes and those of others respectfully.

### Entitlements

We are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support, and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery, and timing of their RSE programme.

*Teachers working with children are entitled to:*

- Access to high quality, up-to-date, accurate information, resources, and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

*Parents, carers and other adults in the community are entitled to:*

- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

### Introduction

Our work in RSE is set in the wider context of our school values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs



- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community
- We prepare our pupils to confidently engage with the challenges of their future adult life
- We provide sufficient information and support to enable our pupils to make safe choices
- Through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively
- We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.

This policy is consistent with current national legislation (Education Act 2002, Academies Act 2010, Equalities Act). It takes account of the proposed changes to RSE and Health Education which became statutory in Sept 2020 as described in the Children and Social Work Bill 2017. It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000) and 'Sex and Relationships Education for the 21st Century'.

## Our Aims for RSE

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- understand the process of human reproduction
- understand the reasons for and benefits of delaying sexual activity
- be prepared for puberty and the emotional and physical effects of body changes
- understand the attitudes and skills needed to maintain their sexual health
- recognise and avoid exploitative relationships
- have opportunities throughout their schooling to address RSE in an age-appropriate way
- value, care for and respect their bodies
- access additional advice and support.

## Responsibilities for Curriculum Delivery and Policy Implementation

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary. The RSE curriculum will primarily be delivered by class teachers. Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Coordinator. The PSHE Co-ordinator is responsible for reviewing and evaluating RSE at our school. The PSHE Co-ordinator will report to the Head Teacher in this task.

Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Co-ordinator who will liaise with PSHE advisors and Student Counsellors, plan training to meet staff needs and liaise with visitors who support the RSE curriculum.



## The Curriculum

Through PSHE lessons children are taught about RSE at an age-appropriate level.

### KS1

- Children learn to understand and respect the differences and similarities between boys and girls
- Understand that boys and girls can both do the same tasks and enjoy the same things
- Understand that the creation of new life requires a male and a female
- Can identify and name the main male and female sex parts

### KS2

- Children learn about the way they grow and change throughout the human life cycle
- Children learn about the physical changes associated with puberty
- Children learn about the impact of puberty on physical hygiene and develop strategies for managing this
- Children learn strategies to deal with feelings in the context of relationships

## Teaching Methodologies

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

## Answering Questions

We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader, School Counsellor, Designated Safeguarding Lead or Head of Primary as appropriate.

## Resources

We will primarily use the RSE resources on the twinkl website when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product

- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE

## Guest Speakers

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

## Safeguarding and Confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure should be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must only be shared via CPOMS (a safeguarding software for schools) with the school's DSL as is outlined in the school child safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

## Monitoring and Evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

## Relationship Education in Primary Schools

The guidance states that, by the end of primary school:

### Pupils should know...

- 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



<p>help or advice from others if needed.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online</li> </ul>
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## Relationships Education in Primary School

<b>Year 1</b>	Families Making friends Greetings Celebrating my special relationships.	<ul style="list-style-type: none"> <li>• I know how it feels to belong to a family and care about the people who are important to me</li> </ul>
<b>Year 2</b>	Families Keeping safe Friends and conflict Secrets Trust and appreciation Celebrating my special relationships.	<ul style="list-style-type: none"> <li>• I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</li> <li>• I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>• I know which types of physical contact I like and don't like and can talk about this</li> <li>• I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>• I recognise and appreciate people who can help me in my family, my school and my community.</li> <li>• I am comfortable accepting appreciation from others</li> </ul>
<b>Year 3</b>	Family roles and responsibilities Friendship Keeping myself safe Celebrating my web of relationship	<ul style="list-style-type: none"> <li>• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</li> <li>• I know how to negotiate in conflict situations to try to find a win-win solution.</li> <li>• I know and can use some strategies for keeping myself safe.</li> <li>• I enjoy being part of a family and friendship groups</li> </ul>
<b>Year 4</b>	Relationship web Love and loss Celebrating my relationships with people and animals	<ul style="list-style-type: none"> <li>• I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant.</li> <li>• I know how most people feel when they lose someone or something they love.</li> </ul>
<b>Year 5</b>	Getting on and falling out Girlfriends and boyfriends Relationships and technology	<ul style="list-style-type: none"> <li>• I know how to stand up for myself and how to negotiate and compromise.</li> <li>• I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/ girlfriend.</li> <li>• I understand how to stay safe when using technology to communicate with my friends</li> </ul>



<b>Year 6</b>	My relationship web Power and control Being safe with technology	<ul style="list-style-type: none"> <li>• I can identify the most significant people to be in my life so far</li> <li>• I can recognise when people are trying to gain power or control</li> <li>• I can take responsibility for my own safety and well-being</li> </ul>
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## Sex Education in Primary School

Year	Lessons	Learning intentions
<b>1</b>	Boys and girls bodies	<ul style="list-style-type: none"> <li>• identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina.</li> <li>• respect my body and understand which parts are private.</li> </ul>
<b>2</b>	Boys and girls bodies	<ul style="list-style-type: none"> <li>• recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl.</li> </ul>
<b>3</b>	Outside Body Changes	<ul style="list-style-type: none"> <li>• understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>• identify how boys' and girls' bodies change on the outside during this growing up process</li> </ul>
<b>3</b>	Inside Body Changes	<ul style="list-style-type: none"> <li>• identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>• recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>
<b>4</b>	Having a baby Girls and puberty	<ul style="list-style-type: none"> <li>• correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>• understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> <li>• describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>• know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>
<b>5</b>	Puberty for Boys and Girls Conception	<ul style="list-style-type: none"> <li>• explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> <li>• describe how boys' and girls' bodies change during puberty</li> <li>• express how I feel about the changes that will happen to me during puberty</li> <li>• understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• understand that sometimes people need IVF to help them have a baby.</li> <li>• appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>



6	Puberty Girl Talk/Boy Talk Babies – Conception to Birth Attraction	<ul style="list-style-type: none"><li>• explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</li><li>• ask the questions I need answered about changes during puberty</li><li>• reflect on how I feel about asking the questions and about the answers I receive</li><li>• describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li><li>• recognise how I feel when I reflect on the development and birth of a baby</li><li>• understand how being physically attracted to someone changes the nature of the relationship</li><li>• express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li></ul>
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## Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage abuse and exploitation
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

## Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter and/or leaflet of forthcoming RSE topics
- Inviting parents to a workshop to learn more about the approach used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school through the school website
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis.



## Withdrawal from RSE

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy, which is freely available on the school's website. The school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a right of parents or carers to withdraw the children in their care from RSE. This excludes withdrawal from the elements on human growth and reproduction which is within the science curriculum.

Any parent wishing to withdraw their child from RSE should contact the Head of Primary who will arrange a meeting to discuss their concerns. RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take. The school will respect parent wishes and make alternative provision for children in this situation.

## Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's Complaint Policy.

## Related Policies

- Primary School Behaviour for Learning Policy
- Primary School Curriculum Policy
- Primary School Computing Policy
- Primary School Feedback Policy
- Primary School Homework Policy
- Primary School PSHE Policy
- Whole School Child Safeguarding Policy
- Whole School Diversity, Equality, Equity, and Inclusion Policy
- Whole School English Support Policy
- Whole School More Able and Talented Policy
- Whole School SEND and Inclusion Policy
- Whole School Student Counselling Policy

Document Control	
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