

Statutory



# **Relationships and Sex Education (RSE) Policy**

Last updated: July 2023

Review Date: July 2024

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## 1. Aims

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

- › Teach pupils the characteristics of positive relationships, with particular reference to friendships, family relations, and relationships with other children and with adults
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Teach the characteristics of good physical health and mental wellbeing
- › Support pupils in understanding the features of a relationships that are likely to lead to happiness and security
- › Teach pupils about online safety and how information and data is shared online
- › 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
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Teach pupils about discrimination and equality

Ralph Butterfield Primary School considers that Sex and Relationships Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. It is also inextricably linked to the teaching of the nine protected characteristics (as outlined by the DfE) and also in consideration of social mobility and socio-economic status. In teaching PSHE, we aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

All children will be supported as required to access Sex and Relationships Education with personalised programmes as required. It is also recognised that some children may require some aspects of the education e.g. around menstruation, at an earlier point.

## 2. 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.

However, 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 and the statutory guidance from the Department for Education under section 80A of the Education Act 2002.

At Ralph Butterfield Primary School we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy and/or to give feedback via email/in person
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. 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.

The Sex Education Forum define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their sexual health and well-being.

### 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/carers, 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.

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The new guidance for PSHE states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'. Furthermore, the guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT+ and gender equality, in line with the Equalities Act 2010.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings; lessons about menstruation will be held in Year 5 and Year 6. Some lessons will be taught with girls and boys separately. These lessons will be taught by a health professional wherever possible.
- How a baby is conceived and born; Year 6 only. These lessons will be taught by a health professional wherever possible.

The national curriculum for science also includes subject content related to these areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals.

We recognise that these objectives will require a graduated, age-appropriate programme of sex education and its teaching will always take account of the physical and emotional maturity of the children in Years 5 and 6 and any individual additional needs they may have.

Parents/carers will continue to have the right to withdraw their child (see section 8 below).

## 6. Delivery of RSE

RSE is mainly 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.

During R.E lessons, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

As part of PE, pupils will develop their skills in a broad range of physical activities, will be physically active for sustained periods of time, engage in competitive sport and be encouraged to lead active healthy lives.

In computing lessons, children are taught how to be safe online. This includes using technology safely, respectfully and responsibly; recognising acceptable/ unacceptable behaviour online and identifying a range of ways to report concerns about content.

Interwoven into all of these areas of the curriculum, as well as being part of our school ethos, is the explicit teaching of the nine protected characteristics. Teaching the nine characteristics aims to support children in gaining understanding of the diverse and multicultural society we live in. It strives to develop their appreciation of differences between individuals and groups, and to teach acceptance and tolerance of other people's cultures, traditions, and ways of life. The protected characteristics (as outlined in the Equality Act 2010) are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex/ gender
- Sexual orientation

The teaching of the nine protected characteristics will be done so in an age-appropriate way and take into consideration the children's prior knowledge. For instance, teaching around marriage and civil partnership will be embedded in conversations about family diversity. Ralph Butterfield Primary School also recognises that social mobility and socio-economic status can be a factor in discrimination and prejudice.

As outlined above, Year 5 and Year 6 pupils also receive stand-alone sex education sessions delivered by a trained health professional. If a trained health professional is not available, experienced teachers who have been part of previous sessions would deliver the sessions, after communicating with parents/carers and sharing the content of any materials to be used, such as DVDs and presentations.

Relationship 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

It also teaches the following characteristics of good physical health and mental wellbeing:

- › Mental wellbeing
- › Internet safety and harms
- › Physical health and fitness
- › Healthy eating
- › Drugs, alcohol and tobacco
- › Health

- Basic first aid
- Changing adolescent body

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/carers, families headed by grandparents, adoptive parents/carers and foster parents/carers amongst other structures. Learning will also sensitively reflect that some children may have a different structure of support around them e.g. looked after children or young carers.

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated and personalised programme will be provided as required to ensure that learning is accessible to all pupils. Staff will proactively discuss individual requirements as appropriate with parents/carers.

## **7. Roles and Responsibilities**

### **7.1 The Governing Board**

The governing board will approve the RSE policy and will hold the Headteacher to account for the implementation of this policy.

### **7.2 The Headteacher**

It is the responsibility of the Headteacher to:

- Ensure that parents/carers and staff are informed about our RSE policy.
- The policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy.
- Manage the 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/carers 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 Headteacher.

### **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. Parents/carers' right to withdraw**

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

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

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

## 9. 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 Headteacher 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.

## 10. Monitoring arrangements

The delivery of RSE is monitored by the RSE/PSHE lead teacher and SLT through a combination of:

- › Planning scrutinies
- › Book Looks
- › Learning walks
- › Pupil voice
- › Staff questionnaires
- › Parent questionnaires

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

**Policy Update Approved:** July 2023

**Review Date (Annual Review Required):** July 2024

## Appendix 1: Curriculum Map

Relationships			Living in the wider world			Health and Wellbeing				
Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe		
EYFS	<b>ELG: Building Relationships</b> <b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>✚ Work and play cooperatively and take turns with others;</li> <li>✚ Form positive attachments to adults and friendships with peers;</li> <li>✚ Show sensitivity to their own and to others' needs.</li> </ul>		<b>ELG: Self-Regulation</b> <b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>✚ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>✚ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>✚ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>			<b>ELG: Managing Self</b> <b>Children at the expected level of development will:</b> <ul style="list-style-type: none"> <li>✚ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>✚ Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>✚ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>				
	Year 1	Roles of Different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
	Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others;	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
<b>Year 4</b>	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal identity; recognising individuality and different qualities; mental wellbeing	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping safe in different situations, including responding in emergencies, first aid and FGM
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <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> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <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>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

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

Please ensure that you have discussed your concerns with your child/ren’s class teacher before completing this form.

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	