



Policy on Relationship and Sex Education (RSE)

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1. Aims

The aim of RSE is to provide children with age appropriate information explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behavior and enable them to show and understating of and acceptance of all areas within the equalities act.

In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

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

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](#).

At Barncroft Primary we teach RSE as set out in this policy.

3. 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 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 attend a meeting about the policy
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.

RSE is not about the promotion of sexual activity.

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.

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 delivered 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).

A range of teaching methods which involve children's full participation are used to deliver RSE. These include use of video, discussion, circle time, looking at case studies, drama and role play.

RSE will usually be delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

Where relevant pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/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 headteacher. It is the PSHE Co-ordinator and teacher's responsibility to plan the curriculum and lessons. Teaching and resources will be differentiated as appropriate to address the needs of children, including SEND or Social and Emotional needs, in order for them to have full access to the RSE curriculum.

All Staff involved in the delivery of RSE are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship may lead to disclosure of a child protection issue. One of the schools Designated Safeguarding Leads must be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection. No member of staff can promise confidentiality if there any concerns in these circumstances.

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' 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.

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.

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. When appropriate however, visitors such as the school nurse or other health professionals may be involved in the support and delivery of RSE.

10. Monitoring arrangements

Monitoring is the responsibility of the Head Teacher and the PSHE coordinator and Curriculum Governor.

The school will assess the effectiveness of the aims, content and method of delivery used in promoting children's learning by lesson observation, sampling planning, questionnaires to children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing changes to planning and delivery if required.

This policy should be read in conjunction with the following policies:

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2019)

Appendix 1: Curriculum map

Relationships and sex education curriculum map

PHASE	TOPIC/THEME DETAILS
Early Years	Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop the skills required to form friendships and think about the nature of relationships with others.
Key Stage 1 (Years 1 & 2)	<p>Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PDL work, 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.</p> <p>They should know and understand the names of the main external parts of the body, including agreed names for sexual parts.</p> <p>They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They consider the ways in which they are like and different to others and recognise that these similarities and differences must be addressed with sensitivity.</p> <p>They also learn about personal safety and how to use simple rules for recognising safe and unsafe situations and resisting pressure when they feel uncomfortable or at risk.</p>
Key Stage 2 (Years 3-6)	<p>In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in Years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, including the need to take care of personal hygiene.</p> <p>In PSHE work, they continue to develop an understanding of relationships within a family, friends and the community and that there are different patterns of friendship. They develop the skills needed to form relationships, to respect other people's relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting peer pressure.</p> <p>RSE should focus on the development of skills and attitudes, not just the acquisition of knowledge.</p>

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"> • 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

Topic	PUPILS SHOULD KNOW
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
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 2: Book List to support teaching of Equality through No-Outsider programme

EYFS	You Choose <i>(by Nick Sharratt and Pippa Goodheart)</i>	Red Rockets and Rainbow Jelly <i>(by Sue Heap and Nick Sharratt)</i>	Blue Chameleon <i>(by Emily Gravett)</i>	The Family Book <i>(by Todd Parr)</i>	Mommy Mama and Me <i>(by Leslea Newman and Carol Thompson)</i>
Year 1	Elmer <i>(by David McKee)</i>	Ten Little Pirates <i>(by Mike Brownlow and Simon Rickerty)</i>	My Grandpa is Amazing <i>(by Nick Butterworth)</i>	Max the Champion <i>(by Sean Stockdale, Alexandra Strick and Ros Asquith)</i>	My World, Your World <i>(by Melanie Walsh)</i>
Year 2	The Great Big Book of Families <i>(by Mary Hoffman and Ros Asquith)</i>	The First Slodge <i>(by Jeanne Willis)</i>	The Odd Egg <i>(by Emily Gravett)</i>	Just Because <i>(by Rebecca Elliot)</i>	Blown Away <i>(by Melanie Walsh)</i>
Year 3	Oliver <i>(by Birgitta Sif)</i>	This is Our House <i>(by Michael Rosen)</i>	Two Monsters <i>(by David McKee)</i>	The Hueys in the New Jumper <i>(by Oliver Jeffers)</i>	Beegu <i>(by Alexis Deacon)</i>
Year 4	Dogs Don't Do Ballet <i>(by Anna Kemp and Sarah Ogilvie)</i>	King and King <i>(by Linda de Haan and Stern Niland)</i>	The Way Back Home <i>(by Oliver Jeffers)</i>	The Flower <i>(by John Light)</i>	Red: A Crayon's Story <i>(by Michael Hall)</i>
Year 5	Where the Poppies now Grow <i>(by Hilary Robinson and Martin Impey)</i>	Rose Blanche <i>(by Ian McEwan and Roberto Innocenti)</i>	How to Heal a Broken Wing <i>(by Bob Graham)</i>	The Artist Who Painted a Blue Horse <i>(by Eric Carle)</i>	And Tango Makes Three <i>(by Justin Richardson and Peter Parnell)</i>
Year 6	My Princess Boy <i>(by Cheryl Kilodavis and Suzanne DeSimone)</i>	The Whisperer <i>(by Nick Butterworth)</i>	The Island <i>(by Armin Greder)</i>	Love You Forever <i>(by Robert Munsch)</i>	Dreams of Freedom <i>(by Amnesty International)</i>

Appendix 3: Parent form: withdrawal 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	