



Relationships & Sex Education Policy (RSE)

Effective September 2022

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Summerlea C P School RSE Policy

1. Introduction

Summerlea C P School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Citizenship Education (PSHCE) curriculum, and is linked to that for Science. 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. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements of the DCSF Sex and Relationship Guidance.

2. Aims

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

- To deliver relationships and sex education within a moral framework that reinforces the values of: respect for the individual, loving relationships and family life.
- Provide a framework in which sensitive discussions can take place.
- To help pupils develop a confidence in and an understanding of how their body will change, including the importance of health and hygiene.
- To help pupils develop a clear and informed understanding of the changes which take place from childhood through puberty and into adulthood.
- Help pupils develop feelings of self-respect, confidence, responsibility and empathy.
- Create a positive culture around issues of sexuality and relationships, being encouraged to explore related values and attitudes such as 'moral responsibility'.
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To offer teachers guidance and support for dealing with individual pupil's requests for specific information relating to the content of their RSE lessons.
- To provide support to teachers delivering sex education in the school curriculum.
- To inform parents of the content of the sex education programme and how it will be delivered within the school.

These aims compliment those of the Science curriculum in Key Stage 1 and Key Stage 2.

3. Objectives

We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers.

4. 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 Summerlea, we teach RSE as set out in this policy.

5. Policy development

This policy has been developed in consultation with governors, 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 staff were given the opportunity to look at the policy and make recommendations.
3. Governor consultation – all governors were given the opportunity to look at the policy and make recommendations.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a Parent Focus Group meeting.
5. Pupil consultation – we investigated what exactly pupils want from their RSE.
6. Ratification – once amendments were made, the policy was reviewed by governors and ratified.

6. 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.

7. Curriculum

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

The teaching of sex education will be based on the age of the children, their maturity, the pupil's expressed needs and the teacher's and Headteacher's perception of those needs.

The programme will ensure a sensitive introduction to the subject throughout the school life of the child. Great care will be taken to match the maturity level of the children with the teaching given.

The teaching will aim to help children cope with the physical and emotional challenges of growing up. All teaching on the subject will include a moral and legal framework stressing the value of family life and education in child care.

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.

8. Delivery of RSE

RSE is taught within the personal, social, health, citizenship education (PSHCE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). 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

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).

For more information about our RSE curriculum, see Appendices 1 and 2.

9. The Organisation and Content of the Sex Education Programme, taught as part of RSE

The teaching of sex education will be based on the age of the children, their maturity, the pupil's expressed needs and the teacher's and Headteacher's perception of those needs.

The programme will ensure a sensitive introduction to the subject throughout the school life of the child. Great care will be taken to match the maturity level of the children with the teaching given.

The teaching will aim to help children cope with the physical and emotional challenges of growing up. All teaching on the subject will include a moral and legal framework stressing the value of family life and education in child care.

The sex education provided should match the maturity of the pupils which may not always correspond to their chronological age. It should be geared to the needs of the class or group as a whole and should not be determined by the pace of the most knowledgeable or questioning pupils. The aim should be to prepare pupils to cope with the physical and emotional challenges of growing up, equip them to make safe choices regarding sex and relationships and to give them an elementary understanding of human reproduction. Pupils' questions should be answered sensitively, and due consideration should be given to particular religious or cultural factors.

The content of Sex Education can be broadly classified as:

- knowledge and understanding of the biological, emotional, social and legal aspects of sexuality;
- the development of personal and social skills and
- appropriate attitudes and values

For more detailed information about the content of sex education delivered at Summerlea School, please refer to Appendices 1 and 2.

The Broader Context for Teaching Sex Education

Sex education must always be related to general themes of development and change in plants, animals and human beings and will therefore cover the wider issues of:

Across all Key Stages, pupils will be supported in developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximizing a healthy lifestyle
- Managing conflict
- Discussion and group work

Feelings – things that make me happy, sad, embarrassed, scared

Difficult situations – for example teasing and bullying

Growth and change in animals and plants

Human body study – naming of main systems and body parts, e.g. heart, lungs, hands, legs and naming of reproductive organs

Changes in their body and those of others

How babies begin and are born – how they grow in the mother's body

Keeping healthy – exercise, diet, play

Friendships – who our friends are, making and losing friends

Keeping safe – dealing with strangers and saying 'no'

Making decisions in life, e.g. what to buy with our money, influences on me

Diversity – differences in others and how we feel about differences

Decision making and risk taking and assertiveness

Feelings about the future, e.g. changing school

Families – how they behave – values – each family is different - what members expect of each other – how to complain/praise each other

Celebrations of birth, christening, puberty, marriage and death in different cultures

Expressing feelings and how we do this: not bullying but rather being assertive without being aggressive

Friendships and relationships

Body changes in me and others – why they are happening, what sex is, and words used to describe it

Keeping my body healthy – diet, exercise, things that don't help, i.e. cigarettes, poor diet, lack of exercise, drugs

The Media – messages about health, race, sexuality from T.V., films, newspapers – role of women at home/work, careers for men/women, 'macho men', advertising – cigarettes, environment

These skills and themes are taught within the context of family life

Teaching Methods Used

The teaching will normally be in the usual classroom groups, i.e. mixed sex classes. This will ensure that the subject is treated as normally as possible. Teachers must be able to use their discretion and professional expertise to subdivide the class into various groups to enhance learning. This will be done with help from any professional advisors and/or with suitable training, if so desired. Provision will be made by the school for this purpose.

However, any questions raised by pupils that require an answer which exceeds the agreed content of this policy (for example, homosexual sex) will NOT be answered in an 'open class discussion'. The matter will be referred to the individual's parents for further guidance on their child's educational needs. The teacher and parents will decide together the most appropriate information (or not) to give and the most appropriate teaching strategy.

Particular care must be exercised in relation to contraceptive advice to pupils under 16 for whom sexual intercourse is unlawful. The general rule must be that giving an individual pupil advice on such matters without parental knowledge or consent would be an inappropriate exercise of a teacher's professional responsibility.

To clarify the responses to four sensitive issues that may be queried by pupils, (namely contraception, birth, HIV/AIDS and sexuality) the following guidelines are offered:

Contraception	This may be mentioned in response to pupil questions, for example, 'that sperm can be prevented from reaching the egg'.
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Birth	Pupils may watch a video which includes the real-life birth of a baby.
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HIV/AIDS	The sexual nature of the spread of the disease/virus should NOT be taught directly. Questions about the sexual transmission of HIV/AIDS should be handled very sensitively with broader consultation being sought. The blood born nature of infections (i.e. blood transfusions) will be taught in general terms i.e. infections and disease can be carried in blood. Keeping cuts clean etc. should be included.
Sexuality	Whilst the specific nature of homosexual sex will not be discussed, the existence of different families/partners will be acknowledged and discussed.
Gender	This is discussed in the context of established stereotypes for both genders. Gender identity will NOT be discussed.

10. Roles and responsibilities

The Governing Body

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

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-science] components of RSE (see section 8).

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.

Class teachers are responsible for teaching RSE in our school.

Pupils

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

11. Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms such as 'poof', 'gay' and 'lesbian' as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

12. Visiting Speakers

Any visiting speakers to the school should be familiar with this policy. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

13. Advising Parents/Carers

Parents/Carers will be advised (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

14. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

15. Pupils with additional needs

Pupils with additional needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where appropriate, to ensure that all pupils gain a full understanding.

16. Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

17. Parents' right to withdraw

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/non-science components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

18. Training

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

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

19. Monitoring arrangements

The delivery of RSE is monitored by the RSHCE lead, through planning scrutinies, learning walks, pupil interviews etc.

Pupil's development in RSE is monitored by class teachers as part of our own assessment systems. This policy will be reviewed every two years. At every review, the policy will be approved by the governing body and the headteacher.

Appendix 1: Relationships and sex education curriculum map

RSHCE Curriculum Map (incorporating RSE) – adapted from Kapow Education curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	RSHCE taught within the Personal, Social and Emotional Development strand of the EYFS curriculum. Summer 2: NSPCC Pants lesson taught					
Year 1	Family and Relationships: family, friendships, recognising emotions, working with others, gender stereotypes	Citizenship: rules, caring for others, similar yet different, belonging, democratic decisions	Economic Wellbeing: looking after money, banks and building societies, saving and spending, jobs in schools	Health and Wellbeing: emotions, sleep, relaxation, personal hygiene, sun safety, allergies	Health and Wellbeing cont'd Safety and the Changing Body: adults in and outside of school, getting lost, getting help, staying safe	Safety and the Changing Body cont'd NSPCC Pants Transition: individual strengths and new skills
Year 2	Family and Relationships: different families, friendships, manners and courtesy, change and loss, gender stereotypes	Citizenship: rules, our environment, our local community, school council, giving opinions	Economic Wellbeing: where money comes from, needs and wants, looking after money, jobs	Health and Wellbeing: different emotions, being active, relaxation, growth mindset, healthy diet, dental hygiene	Health and Wellbeing cont'd Safety and the Changing Body: internet safety, secrets and surprises, appropriate contact , road safety, medicines	Safety and the Changing Body cont'd NSPCC Pants Transition: change
Year 3	Family and Relationships: healthy families, conflict in friendships, bullying, effective communication, trust, difference, stereotypes	Citizenship: rights of the child, rights and responsibilities, recycling, community groups, charity, local democracy	Economic Wellbeing: ways of paying, budgeting, effects of spending, jobs and careers, gender and careers	Health and Wellbeing: relaxation, my diary, wonderful me, my superpowers, resilience, diet and dental health	Health and Wellbeing cont'd Safety and the Changing Body: first aid, kindness online, cyberbullying, fake emails, choices, influences, staying safe out and about	Safety and the Changing Body cont'd NSPCC Pants Transition: coping strategies
Year 4	Family and Relationships: respect and manners, healthy friendships, behaviour, bullying, gender stereotypes, disability, global families, change and loss	Citizenship: human rights, caring for the environment, community, contributing, diverse communities, local councillors	Economic Wellbeing: spending choices, keeping track of money, looking after money, career choices and influence, changing job	Health and Wellbeing: looking after our teeth, visualisation, celebrating mistakes, meaning and purpose, happiness, emotions, mental health	Health and Wellbeing cont'd Safety and the Changing Body: internet age restrictions, share aware, first aid (asthma), privacy & secrecy, consuming information online, growing up, introducing puberty , tobacco	Safety and the Changing Body cont'd NSPCC Pants Transition: setting goals
Year 5	Family and Relationships: friendship skills, marriage, self-respect, family life, bullying, gender stereotypes, racial stereotypes, religious stereotypes	Citizenship: breaking the law, rights and responsibilities, protecting the planet, contributing to the community, pressure groups, parliament	Economic Wellbeing: borrowing, income and expenditure, financial risks, spending priorities, stereotypes in the workplace	Health and Wellbeing: yoga, importance of rest, embracing failure, going for goals, taking responsibility, healthy meals, sun safety	Health and Wellbeing cont'd Safety and the Changing Body: online friendships, online safety, puberty, menstruation , first aid, alcohol, drugs and tobacco	Safety and the Changing Body cont'd NSPCC: Keeping safe from sexual abuse Transition: roles and responsibilities
Year 6	Family and Relationships: respect, stereotypical attitudes, challenging stereotypes, resolving conflict, change and loss	Citizenship: human rights, food choices and the environment, caring for others, prejudice and discrimination, valuing diversity, national democracy	Economic Wellbeing: attitudes to money, keeping money safe, gambling, job availability, career routes	Health and Wellbeing: what can I be?, mindfulness, my health, impact of technology on health, resilience toolbox, immunisation, habits, health concerns	Health and Wellbeing cont'd Safety and the Changing Body: alcohol, digital consumers, social media, effects of puberty, conception, pregnancy & birth , first aid	Safety and the Changing Body cont'd NSPCC: Keeping safe from sexual abuse Identity & Transition: identity and body image, dealing with change



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

This policy to be approved by the governing body of Summerlea Community

Primary School on:12th October 2022.....



Signature of Chair of Governors:

Helen Morris

Signature of Headteacher:

Policy Review Form

Please complete this section when reviewing and updating this document.

Author

Name

Gemma Camble

Date

March 2021

Reviews

Name

Gemma Camble

Review Period: 2 years

October 2022

Information Source

Name

Date

Change Control

Sections Amended

Section 9 – ‘gender’ added to sensitive issues

Author & Date

Gemma Camble Oct 2022

Appendix 1 – revised overview

Gemma Camble Oct 2022