

Relationships and Sex Education (RSE) Policy

Buckland Primary School



Approved by: Full Governing Body

Date: February 2021

Last reviewed on: March 2022

Next review due by: March 2023

Definition of RSE:

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. RSE also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. RSE involves a combination of sharing information and exploring issues and values. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

Aims

The school aims to foster a positive notion of lifelong learning about physical moral and emotional development, including how to look after physical and mental health. It aims to support the development of self-respect and empathy for others and promotes the development of skills and understanding necessary to manage conflict peaceably and learn how to recognize and avoid exploitation and abuse.

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 in line with our school's ethos and values: *respect, friendship, resilience, honesty, citizenship and being healthy*
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Further to this RSE will support the school's duty to promote the development of pupils' spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the school's safeguarding and child protection protocols.

RSE provides opportunities for pupils to:

- better understand the nature of human relationships
- learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- reflect upon different types of relationships
- consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.

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 Buckland Primary we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. Buckland Primary is committed to working with parents. We believe it is important to have the support of parents and the wider community. The consultation and policy development process involved the following steps:

- Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation** – parents, governors and any interested parties are invited to attend meetings about the policy i.e. through curriculum information evenings, 1:1 session, the school website and our open-door policy
- Pupil consultation** – we investigated what exactly pupils want from their RSE
- Ratification** – once amendments were made, the policy was shared with governors and ratified

To promote effective communication with families, parents are notified also through information evenings, termly curriculum maps, and the school's website. We also encourage an open-door policy to help ensure parents can discuss issues with the school in a positive, sensitive and proactive manner.

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, considering 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.

Delivery of RSE

RSE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Citizenship and Science and other aspects are included in religious education (RE). RSE is taught throughout the school at the age appropriate level, including quality teaching that is differentiated and personalised where appropriate for pupils with special educational needs through:

Year 6 pupils also receive stand-alone sex education sessions delivered by Senior teachers and trained health professionals.

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).

RSE is normally delivered by teaching staff and occasionally external parties, where appropriate, in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups.

- PSHE Ground Rules are used in all PSHE and RSE lessons.
 - Resources used are flexible in order to meet the needs of the pupils and curriculum. Parents have the opportunity to discuss issues with class teachers and view the Y6 puberty video content prior to pupils learning taking place.
 - Correct medical vocabulary will be used throughout the RSE and PSHE curriculum.
 - RSE is delivered through: (Circle time activities with an emphasis on being safe; raising self – esteem, active teaching and learning, role play/scenarios, card sorting, discussion etc.)
 - External agencies helping us to deliver RSE in our school include: the school nurse (add any further external contributors).
 - Visitors are invited in to school because of the particular expertise or contribution they are able to make – this is to enhance the provision already in place through the taught PSHE (RSE) curriculum.
 - Visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents.
 - All visitors are supervised/supported by a member of staff at all times.
 - The input of visitors is monitored and evaluated by staff and pupils. This informs future planning.
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Roles and responsibilities

The governing board

The governing board 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. RSE will be taught by all class teachers across the school (see website of staff list).

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. We involve pupils in the development of our RSE curriculum through:

- Pupil voice – Pupil Parliament and Friendship Ambassador groups
- Pupil led learning – Enquiry based learning
- Buddy mentors

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.

Parents are informed that the RSE curriculum is an essential vehicle in supporting a school's statutory duty to:

- Safeguard and promote the welfare of their children
- Advance the 2010 Equality Act
- Encourage the spiritual, moral, social and cultural development of pupils
- Foster British values
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science

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.

Monitoring arrangements

The delivery of RSE is monitored by Ms Lucy Wales (PSHE Lead) through:

- planning scrutiny / book looks
- learning walks
- Continuous Professional Development – sharing of resources, leading INSET sessions, professional discussions
- Pupils, staff and parent voice

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

This policy will be reviewed by Ms Lucy Wales, PSHE Lead, on an annual basis.

At every review, the policy will be approved by staff and the Full Governing Body.

Links to other policies and guidance

This RSE policy is supported by, but not limited to the: PSHE Policy, Behaviour Policy, Science Policy, Health & Safety Policy, Safeguarding and Child Protection Policy, Education visits, Equality Policy, Anti-Bullying Policy, relationship and Sex Education guidance.

Appendix 1: Curriculum map

Relationships and Sex Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn Spring	<p>Relationships:</p> <ul style="list-style-type: none"> • Features of different families <p>My changing body:</p> <ul style="list-style-type: none"> • Hygiene • Naming of body parts, understanding some parts of our body are private (NSPCC) and boundaries 	<p>For all year groups:</p> <ul style="list-style-type: none"> • NCPCC – pants campaign https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ • PSHE Association schemes of work and curriculum support https://www.pshe-association.org.uk/ • Spelthorne Youth Police Team – workshops for pupils and parents • School nurse • DfE guidance https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education • National Curriculum: PSHE https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education
Year 2	Spring Summer	<p>Relationships:</p> <ul style="list-style-type: none"> • Things that cause conflict between me and my friends • What I do when my friend makes me upset <p>Growing up / Our Bodies:</p> <ul style="list-style-type: none"> • Similarities and differences between males and females and understanding boundaries <p>Being safe:</p> <ul style="list-style-type: none"> • Drugs and alcohol 	
Year 3	Summer	<p>My changing body:</p> <ul style="list-style-type: none"> • How boys’ and girls’ bodies change as we grow up, and how these changes affect us <p>Families and people who care for me / Being Safe:</p> <ul style="list-style-type: none"> • Understanding how important families are • Understanding who I can talk to so I feel safe 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer	<p>Growing up / changing bodies:</p> <ul style="list-style-type: none"> • Physical and emotional changes that happen to our bodies • Personal hygiene: why routines are important <p>Respectful relationships:</p> <ul style="list-style-type: none"> • Maintaining a balanced lifestyle: friendship, trust, being respectful 	
Year 5	Summer	<p>Growing up / Changing bodies:</p> <ul style="list-style-type: none"> • Emotional and physical changes during puberty (linked to science) • Impact of puberty on the body • Physical hygiene • Getting support during puberty 	
Year 6	Summer	<p>Being safe:</p> <ul style="list-style-type: none"> • Legal and illegal drugs, their risks and effects (linked to science) • Attitudes and beliefs about drugs - impact on lifestyles • Strategies to resist drugs <p>Sex Education:</p> <ul style="list-style-type: none"> • Puberty, changes to the body • Boundaries and respecting others 	



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 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	
Signed and date	
