

Relationship and Sex Education (RSE) policy



Approved by: Governors

Date: Sept 24

Last reviewed on:

Next review due by: Oct 25

1. Aims

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
- › Help children to understand the consequences of their actions and behave responsibly within relations
- › To be able to recognise unsafe situations, protect themselves and ask for help and support.

Stapeley Broad Lane considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. 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. These aims complement those of the Science curriculum in KS1 and KS2.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Stapeley Broad Lane, we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, governors, pupils, and parents.

The consultation and policy development process involved the following steps:

1. Review – the PSHE lead and HT pulled together all relevant information including national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation – parents were given the opportunity to read the policy and then feedback about the RSE curriculum.
4. 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 RSE curriculum is embedded in our PSHE curriculum and is set out as per Appendix 1, however this may be adapted when necessary.

We have developed the curriculum taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Know about and understand the physical, mental and emotional changes that take place during puberty
- Learn about sex
- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships
- Answering each other's questions about sex and relationships with confidence and knowing where to find support and advice

Relationship education will focus on:

- Understand why friendship is important in the establishment of close relationships
- Understand the difference between being transgender and cross-dresser
- Know how and understand why close relationships are formed, especially during adolescence
- Know the features of a healthy relationship
- Understand what an unhealthy relationship is and know how to deal with relationship issues
- Know about gender identities and have an awareness of transgender issues, including gender reassignment

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

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

As part of RSE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on children based on their home circumstances. 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 and carers. We carry out the main RSE curriculum in PSHE lessons (see appendix A for further details), however, we also teach RSE through other subject areas e.g. Science, PE and RE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Linked with RE, 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. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (yrs 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (yrs 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple
- To describe the life process of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent functions

Teaching and Learning including delivery of the RSE curriculum

In Key Stage 2 (years 3 - 6) we acknowledge that many children will begin to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

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

We also ensure that:

- there is awareness of issues such as sexism, misogyny, homophobia, gender stereotypes, sexual violence and harassment, with positive action taken to build a school culture within which these are not tolerated.
- there is awareness of the issues of sexting and youth-produced sexual imagery. These are not taught in isolation and instead are taught as part of a developmental PSHE programme.

6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- › Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- › Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- › Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy

- The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 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 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.

Teaching Staff are responsible for teaching PSHE/RSE in school where applicable in their year group. Mrs Stonier, Miss Livesey, Mr Beeston, Mrs Alisby, Mrs Payne and Mrs Keenan teach RSE.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from **relationships** education.

Parents/carers have the right to withdraw their child from the non-statutory 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 school work will be given to pupils who are withdrawn from sex education and the pupil will go to another class for the duration of the lesson.

10. Monitoring arrangements

The delivery of RSE is monitored by Natalie Newson and SLT through book looks, lesson drop ins, pupil voice and learning walks,

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

This policy will be reviewed by Natalie Newson, yearly. At every review, the policy will be approved by Stapeley Broad Lane governing board and the headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map – 3D Dimensions

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Autumn 1	Friendship - Hola! Bonjour! <ul style="list-style-type: none">• Know 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• Learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships Friendship - Share Alike <ul style="list-style-type: none">• Learn about the importance of sharing as part of friendship and kindness
	Spring 2	Changing & Growing: Similarities & Differences <ul style="list-style-type: none">• Identify and respect similarities and differences between boys and girls• Learn about the process of growing from young to Old Changing & Growing: The Human Body <ul style="list-style-type: none">• Learn the names for different parts of the body• Recognise similarities and differences based on gender Changing & Growing: Growing Up <ul style="list-style-type: none">• Learn about the physical changes in our bodies as we grow• Understand emotional changes as we grow up• Know that they have rights over their own bodies

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Autumn 2	<p>Friendship – Best Features</p> <ul style="list-style-type: none"> • Know and understand the features of a good friend • Understand why it is important to be positive in relationships with others <p>Friendship</p> <ul style="list-style-type: none"> • Know how important friendships are in making us feel happy and secure, and how people choose and make friends • Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • Know and understand the features of a good friend • Understand why it is important to be positive in relationships with others <p>Friendship - Falling Out</p> <ul style="list-style-type: none"> • Know 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 • Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) <p>Friendship – The BAFAs</p> <ul style="list-style-type: none"> • Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • Understand why it is important to be positive in relationships with others
	Summer 1	<p>Before Puberty – You’ve Grown!</p> <ul style="list-style-type: none"> • Understand that the rate at which we grow differs from person to person
Year 4	Autumn 1	<p>Gender Stereotypes – His and Hers</p> <ul style="list-style-type: none"> • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive • Know and understand the terms ‘discrimination’ and ‘stereotype’
	Spring 2	<p>Responding to Others – Agony Aunts</p> <ul style="list-style-type: none"> • Understand why it is important to listen to others

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Autumn 1	<p>Healthy Relationships - Online Relationships</p> <ul style="list-style-type: none"> • Know 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 • Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
	Spring 1	<p>Physical, Emotional and Mental – What’s Puberty?</p> <ul style="list-style-type: none"> • Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
	Summer 1	<p>Forming Relationships –</p> <ul style="list-style-type: none"> • Know how and understand why close relationships are formed, especially during adolescence • Understand why friendship is important in the establishment of close relationships <p>Sexual Relationships –</p> <ul style="list-style-type: none"> • Know about and understand the physical, mental and emotional changes that take place during puberty • Learn about sex (and bust some myths!)
Year 6	Autumn 2	<p>Gender Stereotypes – Jobs 4 All</p> <ul style="list-style-type: none"> • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive • Learn about gender discrimination and its impact
	Spring 1	<p>Marriage – I Promise...</p> <ul style="list-style-type: none"> • Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
	Summer 2	<p>Healthy Relationships</p> <ul style="list-style-type: none"> • Understand why friendship is important in the establishment of close relationships • Know the features of a healthy relationship <p>Unhealthy Relationships</p> <ul style="list-style-type: none"> • Understand what an unhealthy relationship is and know how to deal with relationship issues <p>Gender Issues – relationships</p> <ul style="list-style-type: none"> • Know about gender identities and have an awareness of transgender issues • Understand the difference between being transgender and cross-dresser

3D Dimensions Private Body Parts Vocab for KS1 and KS2 – click [here](#) for a link to see the vocabulary that will be used in our SRE lessons.

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
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

TOPIC	PUPILS SHOULD KNOW
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/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	