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Relationships and Sex Education (RSE) Policy

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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a primary academy school we must provide relationships education to all students as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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.

At this school we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, students and parents and approved by the Trust Education Committee. The consultation and policy development process involved the following steps:

1. Review – The Trust Head of Legal reviewed all relevant information including relevant national and local guidance to produce a draft template. This was reviewed by the Trust Education Executive Team and then approved by the Trust Education Committee.
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 sent information about the policy and were invited to ask questions and make comments.
4. Student consultation – we investigated what exactly students want from their RSE.
5. Ratification – once amendments were made in light of the consultations, the policy was shared with senior Trust staff and the Local Governing Body and ratified.

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about caring and respectful relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity, respect and equality.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

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, students and staff, taking into account the age, needs and feelings of students. If students 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 taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Circle times that deal with RSE topics will also be held at the teacher's discretion as and when they are needed. Children with SEN will receive extra support as per their individual needs in understanding the core concepts within RSE to ensure any misconceptions and worries are addressed. If required, children may be prepped for RSE teaching in the week or weeks prior to these lessons.

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 and specific coverage, 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).

Roles and responsibilities

The Trust Education Committee

The Trust Education Committee 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 students from non-statutory/non-science components of RSE (see **Parents' right to withdraw**).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 all teach RSE to their classes. Additional teaching or gender specific teaching may be undertaken by SLT as needed.

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

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. These are highlighted in yellow below. Requests for withdrawal should be put in writing and addressed to the Headteacher. The request will be discussed with parents and appropriate action will be taken. As a school we acknowledge and celebrate cultural and religious diversity and are sensitive to any issues such diversity may bring in relation to RSE. Alternative work will be given to pupils who are withdrawn from RSE.

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 in our school is monitored by PSHE Lead and SLT through:

Planning scrutinies, learning walks and PSHE floor books.

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

This policy will be reviewed by the Trust every two years. At every review, the policy will be approved by the Trust Education Committee.

Appendix 1: Relationships and sex education curriculum map

Year group	Term	Topic/theme details	Resources
All	Summer Term	<div data-bbox="432 472 756 875"> <p>Reception Family and Friendship</p> <p>Lesson 1: Caring Friendships Lesson 2: Being Kind Lesson 3: Families</p> </div> <div data-bbox="432 891 756 1294"> <p>Year 3 Valuing Difference and Keeping Safe</p> <p>Lesson 1: Body Differences Lesson 2: Personal Space Lesson 3: Help and Support</p> </div> <div data-bbox="432 1310 866 1646"> <p>Year 6 Puberty, Relationships & Reproduction</p> <p>Lesson 1: Puberty & Reproduction Lesson 2: Communication in Relationships Lesson 3: Families, Conception & Pregnancy Lesson 4: Online Relationships</p> </div>	<div data-bbox="767 472 1091 875"> <p>Year 1 Growing and Caring For Ourselves</p> <p>Lesson 1: Different Friends Lesson 2: Growing & Changing Lesson 3: Families & Care</p> </div> <div data-bbox="767 891 1091 1294"> <p>Year 4 Growing Up</p> <p>Lesson 1: Changes Lesson 2: What is Puberty? Lesson 3: Healthy Relationships</p> </div> <div data-bbox="879 1310 1315 1646"> <p>Additional Folder Year 5/6</p> <p>Unit 1: FGM Unit 2: Respect and Equality</p> </div>



*Please keep in mind that as part of statutory science curriculum **In Year 2**, children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods.

Appendix 2: By the end of primary school students should know

Topic	Students 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

Topic	Students should know
	<ul style="list-style-type: none"> • 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: RSE schemes of work

Year 1

Year 1

Growing & Caring For Ourselves Key Stage 1

Scheme of Work

Word Box: Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina

PSHE Programme of Study Core Theme 1: Health and Wellbeing

- the importance of and how to maintain personal hygiene
- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them

Learning Intentions and Learning Outcomes

Learning Intention
To understand some basic hygiene principles
Learning Outcomes
Know how to keep clean and look after oneself

Lesson Title

Lesson 1
[Keeping Clean](#)

Resources

Talking object
Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available)
[Keeping Clean pictures](#)

Learning Intention
To introduce the concept of growing and changing
Learning Outcomes
Understand that babies become children and then adults
Know the differences between boy and girl babies

Lesson 2
[Growing and Changing](#)

Talking object
Story bag containing [Pictures of newborn babies](#)
[Lifecycle picture cards](#)
[Lifecycle word cards](#)
[Lifecycle whiteboard summary](#)

Learning Intention
To explore different types of families and who to ask for help
Learning Outcomes
Know there are different types of families
Know which people we can ask for help

Lesson 3
[Families and Care](#)

Talking object
Story bag - containing plaster and skipping rope
[Families pictures](#)
The Family Book, Todd Parr

Additional Activities
Suggested reading:
Happy Families, Allan Ahlberg
Who's in a Family? Robert Skutch

Year 2

Year 2

Differences Key Stage 1

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina

PSHE Programme of Study Core Theme 1: Health and Wellbeing

- about the process of growing from young to old and how people's needs change
- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

Science Attainment Targets

- notice that animals

Learning Intentions and Learning Outcomes

Learning Intention
To introduce the concept of male and female and gender stereotypes
To identify differences between males and females
Learning Outcomes
Understand that some people have fixed ideas about what boys and girls can do
Describe the difference between male and female babies

Lesson Title

Lesson 1
[Differences: Boys & Girls](#)

Resources

2 large PE hoops
[Boy/Girl/Both labels](#)
Bag of objects and clothing to explore male and female or [Pictures of objects and clothing](#)
[Clothed Babies picture cards](#)
[Clothed Babies whiteboard summary](#)
[Pictures of newborn babies](#)

Additional Activities
Recommended reading:
Happy Families, Allan Ahlberg,
Princess Smartypants, Babette Cole
William's Doll, Charlotte Zolotow
Amazing Grace, Mary Hoffman and Caroline Binch

Learning Intention
To explore some of the differences between males and females and to understand how this is part of the lifecycle

Lesson 2
[Differences: Male and](#)

Talking object
[Pictures of male and female animals](#)
[Cats and Kittens worksheet](#)

Year 3

Year 3

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship

PSHE Programme of Study
Core Theme 1: Health and Wellbeing

- the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls

- to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong

Core Theme 2: Relationships

- to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage
- to judge what kind of physical contact is acceptable or unacceptable and how to respond

Learning Intentions and Learning Outcomes

Learning Intention
To explore the differences between males and females and to name the body parts

Learning Outcomes
Know some differences and similarities between males and females
Name male and female body parts using agreed words

Lesson Title

Lesson 1
[Differences: Male and Female](#)

Resources

[Clothed Babies picture cards](#)
[Pictures of male and female bodies](#)
[Male and female matching cards](#)

Additional Activities
Cinderella's Bum, Nicholas Allan
Shapesville, Andy Mills
Let's Grow with Nisha and Joe, fpa
www.fpa.org.uk/Shop

Learning Intention
To consider touch and to know that a person has the right to say what they like and dislike

Learning Outcomes
Identify different types of touch that people like and do not like
Understand personal space
Talk about ways of dealing with unwanted touch

Lesson 2
[Personal Space](#)

A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc.
[Year 3 Problem Pages](#)

Learning Intention
To explore different types of families and who to go to for help and support

Learning Outcomes
Understand that all families are different and have different family members
Identify who to go to for help and support

Lesson 3
[Family Differences](#)

[Families pictures](#)
[Who can I talk to? worksheet](#)
The Family Book, Todd Parr
Additional Activities
Tell Me Again About The Night I Was Born, Jamie Lee Curtis
Who's in a Family? Robert Skutch

Scheme of Work

Year 4

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

PSHE Programme of Study
Core Theme 1: Health and Wellbeing

- how their body will, and emotions may, change as they approach and move through puberty

- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them

- about human reproduction

Science Attainment Targets

- describe the changes as humans develop to old age

Learning Intentions and Learning Outcomes

Learning Intention
To explore the human lifecycle

Learning Outcomes
Describe the main stages of the human lifecycle
Describe the body changes that happen when a child grows up

Lesson Title

Lesson 1
[Growing and Changing](#)

Resources

[Lifecycle pictures](#)
[Lifecycle word cards](#)
[What has changed? worksheet](#)
[Lifecycle Quiz slides](#)
[Lifecycle Quiz answers](#)

Additional Activities
[Babies and Children worksheet](#)

Learning Intention
To identify some basic facts about puberty

Learning Outcomes
Discuss male and female body parts using agreed words
Know some of the changes which happen to the body during puberty

Lesson 2
[What is Puberty?](#)

[Body Part Bingo cards](#)
[Bingo Flash cards](#)
[Body Changes pictures](#)
[Our Bodies worksheet](#)

Learning Intention
To explore how puberty is linked to reproduction

Learning Outcomes
Know about the physical and emotional changes that happen in puberty
Understand that children change into adults so that they are able to reproduce

Lesson 3
[Puberty Changes and Reproduction](#)

Story bag items (see lesson plan)
Book: *Hair in Funny Places*, Babette Cole
[Body Changes worksheet](#)

Additional Activities
Suggested reading:
Where Willy Went, Nicholas Allan
Amazing You! Gail Saltz
<http://www.bbc.co.uk/science/humanbody/body>

Year 4

Growing Up Key Stage 2

Year 5

Year 5

Puberty

Key Stage 2

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towel, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feeling

PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<ul style="list-style-type: none"> how their body will, and emotions may, change as they approach and move through puberty to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them 	Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	Lesson 1 Talking About Puberty	Puberty Changes Teacher Guide Pictures of male and female reproductive organs Anonymous questions template Additional Activities Changes DVD: All About Us: Living and Growing, Alternative, Unit 2 Programme 4, http://www.channel4learning.com/ Sheets of flipchart paper for body outlines
Core Theme 2: Relationships <ul style="list-style-type: none"> to feel confident to raise their own concerns, to recognise and care about other people's feelings 	Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe how to manage physical and emotional changes	Lesson 2 Male and Female Changes	Pictures of male and female reproductive organs Puberty Changes Teacher Guide Menstrual cycle animation Male pictures Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of sanitary wear (tampons, sanitary towels, panty liners) Anonymous questions from Lesson 1 Additional Activities www.bbc.co.uk/science/humanbody What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary The Menstruation Card Game for Girls and Answers Menstruation Card Game whiteboard summary
Science Attainment Targets <ul style="list-style-type: none"> describe the changes as humans develop to old age 	Learning Intention To explore the impact of puberty on the body & the importance of hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions change during puberty Know how to get support and help during puberty	Lesson 3 Puberty and Hygiene	Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Problem Page Teacher Guide Anonymous questions from Lesson 1 Additional Activities Puberty Bingo

Year 6

Year 6

Puberty, Relationships and Reproduction

Key Stage 2

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety.

PSHE Programme of Study Core Theme 1: Health and Wellbeing	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<ul style="list-style-type: none"> how their body will, and emotions may, change as they approach and move through puberty about human reproduction the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others 	Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Lesson 1 Puberty and Reproduction	Puberty Changes Teacher Guide Puberty Body Part cards Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide
Core theme 2: Relationships <ul style="list-style-type: none"> to be aware of different types 	Learning Intention Consider physical & emotional behaviour in relationships Learning Outcomes Discuss different types of adult relationships with confidence Know what form of touching is appropriate	Lesson 2 Understanding Relationships	Relationship pictures Squares of paper/sticky notes Anonymous Questions template Additional Activities How Babies are Made DVD programme: All About Us: Living and Growing Alternative, Unit 3 Programme 7. http://www.channel4learning.com/ How Does A Baby Start? cards How Does A Baby Start? whiteboard summary Anonymous Questions from previous lesson
	Learning Intention To explore the process of conception and pregnancy Learning Outcomes	Lesson 3 Conception and Pregnancy	