



# Relationship and Sex Education Policy

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## 1. Policy Statement

We follow the statutory Guidance from the DfE (Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021)).

Relationship (including online relationships) and Health education (including puberty and emotional well-being) is statutory in all primary schools. Sex education is statutory in all secondary schools. Through a consultation of stakeholders, primary schools may choose to teach elements of this, at an age appropriate level. Parents do not have the right to withdraw their child from Relationship and Health Education in primary schools but still may do so if Sex Education is chosen to be taught.

## 2. Aims:

At Rattlesden Primary Academy, RSE (including puberty) is embedded into our PSHE curriculum and aims to help children develop:

- The skills and virtues needed to form healthy, successful and positive relationships;
- A beneficial attitude towards difference and diversity;
- An understanding of their own and other's rights;
- Emotional literacy and ability to communicate their thoughts and feelings;
- The ability and confidence to make informed choices;
- The ability to keep themselves and other people safe by minimising risk from harm and making sensible decisions including online;
- An understanding that abuse is never the fault of a child and victim blaming is always wrong;
- An understanding of their own and others' attitudes, values and beliefs and an individual moral framework that will help them to make positive decisions;
- An awareness of the validity for the messages they receive from the media.;
- A sense of self-respect and self-worth and a positive attitude towards their body and gender;
- The confidence and knowledge of how and where to seek help and support;
- Knowledge of good physical health and positive emotional well-being and ways to support this;
- Understanding of their bodies and how these change;
- The conventions of courtesy and manners;
- the understanding that they should treat others and expect to be treated with respect.
- Understanding of what giving and gaining consent

We aim to provide the pupils with the information they need to support them through the process of puberty in a positive, open and supportive environment. Although our PSHE curriculum builds on from the children's understanding of how our bodies change as we grow, year on year, we teach the main changes of puberty in Year 5, when many of our children are starting to experience puberty and are showing an increased awareness of matters relating to their body, including body image. We have chosen, with consultation with staff, governors, parents and pupils, to teach elements of sex education, at an age appropriate level, in Year 6. Our RSE programme gives pupils accurate information about

sex and relationships so pupils can make informed decisions at a time when they are showing an increased awareness of their bodies and sex.

### 3. Teaching and Learning/Content

We teach our main RSE (including puberty) curriculum through a well-planned, age-appropriate and progressive PSHE curriculum, following the PSHE Association programme of study. Our RSE curriculum may also be taught (not duplicated) through the teaching of other subject areas such as computing (online safety), Science, Philosophy and circle time.

The Science National Curriculum covers some aspects of RSE, which are statutory, therefore we are legally required to teach it. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and notice that animals, including humans, have offspring, which grow into adults. We also teach them about the main parts of the body, related to their senses. At Upper Key stage 2 (Year 5 and 6), we teach the children to describe the life process of reproduction in some plants and animals and describe the changes that humans make as they develop to old age. The children are also taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

All Staff will use the correct terms for all body parts as this is deemed good practice and will avoid the use of any slang.

By the end of primary school, the children will have been taught in an age-appropriate and graduated programme, about: relationships, including family, friends and those with other children and adults, online relationships, physical health and well-being, being safe including online and changing adolescent body, including human reproduction (Year 5 and 6).

The content of RSE will include the following topics:

Foundation	<ul style="list-style-type: none"> <li>● Explore and identify friendly behaviour in self and others.</li> <li>● Understand others view points and developing empathy.</li> <li>● Understand the importance of listening to others ideas and sharing resources fairly.</li> <li>● Develop acceptable strategies for when things are not going well.</li> <li>● Looking at similarities and differences between others and not excluding anybody because they are different.</li> <li>● Learn what a family is and about and accept different families</li> <li>● sleep/ food</li> </ul>
Key Stage 1	<ul style="list-style-type: none"> <li>● Why families are important;</li> <li>● identify and respect differences and similarities between people and the importance of respecting others</li> <li>● identify their special people and how special people should care for each people.</li> <li>● what makes them special</li> <li>● Identify what a friendship is</li> <li>● that they belong to different groups and communities.</li> <li>● About people who look after them and who to go to for help.</li> </ul>

	<ul style="list-style-type: none"> <li>• recognise behaviours can affect other people, including online</li> <li>• recognise what is fair and unfair, kind and unkind, right and wrong that people's bodies and feelings can hurt</li> <li>• listen to other people and play and work cooperatively with others</li> <li>• recognise different types of bullying and teasing and understand these are unacceptable, including online.</li> <li>• recognise when people are being unkind and how to respond, including online</li> <li>• That we have rights and responsibilities.</li> <li>• The difference between appropriate and inappropriate physical contact and the concept of personal privacy and space</li> <li>• What consent is and the importance of giving and gaining consent and giving permission</li> <li>• strategies to resist bullying and teasing.</li> <li>• How to respond safely and appropriately to adults they do not know, including online</li> <li>• How to recognise and report feelings of being unsafe or bad about any adult</li> <li>• About the importance of exercise, sufficient sleep and good nutrition</li> <li>• About the normal range of emotions and ability to talk about their bodies, health and emotions.</li> </ul>
Key Stage 2	<ul style="list-style-type: none"> <li>• recognise what a relationship is and different types of relationships including online relationships, realising people sometimes behave differently online</li> <li>• know that marriage and civil partnerships are examples of public demonstrations of the commitment between two people (of the legal age), who love each other and want to spend the rest of their lives together.</li> <li>• recognise ways in which relationships can be less positive and who to talk to if they need support.</li> <li>• recognise what makes a healthy, positive relationship and develop skills to maintain these, including online</li> <li>• Develop strategies to resolve conflicts and disputes.</li> <li>• Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns and care about others' feelings.</li> <li>• How to ask for advice or help for themselves and others</li> <li>• understand personal boundaries, privacy, giving and seeking consent and rights over their bodies, including online.</li> <li>• Understand how information and data is shared online</li> <li>• recognise and challenge stereotypes and prejudice behaviour;</li> <li>• realise the nature and consequences of discrimination, prejudice behaviour, teasing, bullying and aggressive behaviours (including online) and the importance of respecting others;</li> <li>• recognise bullying and abuse in all its forms and its impact and the knowledge they need to report abuse, including online</li> <li>• realise the consequences of anti-social, aggressive and harmful behaviour and develop strategies to get support, including inappropriate sexualised behaviour.</li> <li>• recognise how images in the media, including on social media may not reflect reality, be exaggerated or sometimes be extreme views.</li> </ul>

	<ul style="list-style-type: none"> <li>• how pressure to behave in unacceptable, risky and unhealthy ways can come from a variety of sources, including online behaviour.</li> <li>• critically examine what they see on social media and how it can mislead them.</li> <li>• develop body confidence and a positive self-esteem.</li> <li>• how their bodies and emotions may change as they approach and move through puberty, including facts about the menstrual cycle and wellbeing (focus in Year 5)</li> <li>• About human reproduction (how babies are made and born) and the laws around sexual consent (focus in Year 6)</li> <li>• How to recognise and talk about their emotions and judge how they are feeling and behaving</li> <li>• Learn how to protect and support their own and other's health (sleep, nutrition, physical activity, drugs and alcohol, personal hygiene and physical illness) and well-being, including online and how and where to seek support.</li> </ul>
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#### 4. Resources

RSE resources are chosen and checked for being inclusive, promoting positive, healthy and unbiased messages, age appropriateness, promoting positive values, being accurate and being up to date.

Materials that cover sensitive areas such as puberty and sex education are made available to parents/carers to view before being used with the children.

Annex B of the Guidance from the DfE (Relationships Education, Relationships and Sex Education (RSE) and Health Education (2021)), has a list of useful website resources.

#### Use of Visitors

SRE is delivered predominantly by the pupils' class teacher. Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside agencies may be invited to contribute to the delivery of SRE in school in order to enhance the delivery of the curriculum. If this is the case, parents will be informed if they will be covering sensitive areas such as puberty and sex education.

We have a code of practice for using visitors to support the delivery of PSHE:

- All visitors will follow our safe guarding procedures;
- Visitors are invited into school because of the particular expertise or contribution they are able to make;
- All input to lessons is part of a planned programme and negotiated and agreed with staff in advance;
- 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 evaluation informs future planning.

#### Managing difficult questions

We will endeavour to:

- Provide a safe space in which pupils feel confident to ask questions without fear and embarrassment;
- make it clear, through ground rules, that nobody should ask personal questions;
- make it clear that adults or children will not answer personal questions;
- answer all relevant questions asked;
- allow individual staff to use their professional judgement as to answering questions in front of the whole class, in groups or individually;
- be prepared to modify the programme if a certain question occurs (perhaps because of media coverage);
- use a question box (a box in the classroom that pupils can 'post' written questions). Children may or may not use this question box anonymously. (This box may also be used as a 'buffer' for teachers, if they feel they would like time to consider their answer to a specific question);
- encourage pupils to ask their parents/carers any question outside the planned programme;
- with the pupil's permission inform parents/carers about questions their child has asked.

## 5. Learning Environment

Ground rules will be established at the beginning of any RSE lesson in order to allow pupils to feel comfortable with asking and answering questions in a positive and supportive environment. Respect will be shown at all times. No personal questions are acceptable in RSE lessons. Strategies will be developed to ease embarrassment if it occurs.

If, for any reason a teacher feels uncomfortable with delivering aspects of this curriculum, they are encouraged to discuss this with the head teacher and come to a suitable arrangement.

All pupils will learn about both sexes. For sensitive areas, such as puberty and sex education, staff will make an informed decision whether to teach in same or mixed sex groups, depending on the cohort of children and individuals, gaining their preference if deemed appropriate. If they are taught in mixed sex groups, where possible, opportunities will be made for pupils to discuss matters further in single sex groups or individually.

The RSE programme will be monitored and evaluated through:

- Questionnaires and pupil perception interviews
- Discussions
- Teacher assessments
- Pupils' self- assessment and evaluations
- Teacher evaluations at the end of a block of lessons that are then forwarded to the PSHE coordinator to inform future developments.

## **6. Involving parents**

We work closely with parents with the planning and delivery of our RSE curriculum. Before children in year 5 or 6 embark on lessons involving puberty or sex education, parents/carers will be informed and invited to a meeting to inform them of the content and view resources. In the case of sex education, they will also be made aware of their right to withdraw their child from those lessons. Parents do not have the right to withdraw their child from Science lessons where reproduction is covered or from relationship and health education. Those parents/carers wishing to exercise this right are asked to put this in writing and invited to discuss their decision and concerns and reflect on the impact withdrawal may have on the child with the head teacher and to discuss the benefits of receiving this education and to understand their wishes.

## **8. SEND**

We are committed to the provision of RSE to **all** of our pupils, including those with SEND and understand that the provision may need to be adapted, differentiated or personalised to meet the needs of our SEND pupils, in line with the SEND code of practice.

## **9. Equality and Disability**

In accordance with our equality and disability policy and in line with the equality act (2010) at Rattlesden Primary Academy, we teach our pupils to value and respect diversity and aim to advance equality of opportunity between those who share a protected characteristic and those who do not and take into account religious background when planning our curriculum. We are committed to eliminate discrimination, harassment and victimisation and tackle issues which arise in order to build a culture where these are not tolerated. Our RSE programme is inclusive and acknowledges and accommodates the diversity within any group of people.

Although it is not appropriate to teach primary aged children about the physical aspect of same sex relationships, through exploration and explanation, we will teach the children about acceptance of differences, including LGBTQ+ and different family units, such as single parent, same sex parent families and families headed by grandparents, adoptive parents and fosters parents or carers, in accordance with our equality and disability policy.

We make it clear that sexual harassment and sexual violence is not tolerated.

Any comments or behaviour that infringe this, will be dealt with firmly and in accordance with our anti-bullying policy.

## **10. Safeguarding and Confidentiality**

RSE may bring about disclosures of safeguarding children issues and all staff are conversant with the procedures for reporting their concerns. In these cases the school's safeguarding children policy and practices must be followed.

As a general rule a child's confidentiality is maintained by the teacher or member of staff unless it is believed that the child is being harmed or at risk from being. In this case, they must talk to the named Senior Designated Lead for Safeguarding who will act according to the Safeguarding Policy and Keeping Children Safe in Education statutory guidance 2022.

We are aware that some children are more vulnerable and therefore RSE can be particularly important for them. This may be so for some SEND children or those with social, emotional and mental health issues. These factors will be taken into consideration when teaching.

We ensure, through our PSHE and online safety curriculum, we teach children about how to keep themselves safe and what to do if they are worried or concerned.

## **11. Assessment**

At Rattlesden, we build on the knowledge pupils have previously acquired and ensure lessons are planned to ensure that pupils of different abilities, including the most able, are suitably challenged. Learning is assessed to identify where pupils need extra support.

## **12. Monitoring and review**

All teachers and governors will receive a copy of the policy and made available on the school website and a copy provided for parents/carers on request.

The views of pupils and parents will be taken into consideration when reviewing this policy.

The Governing Committee will monitor the RSE policy on a 3 year cycle, unless changes come into effect. The committee reports its findings and recommendations to the Thedwastre Education Trust, as necessary, if the policy needs modification. The Governing Committee gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments.

Governors must also ensure clear guidance is given to parents on subject content and the right to withdraw their child and to monitor the quality and accessibility of the curriculum.

Links to the RSE policy can also be found in other policies including PSHE Policy, safeguarding children policy, equality policy, drug education policy and curriculum/Science Policy.