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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
- Provide pupils with the knowledge they need of the law

2. Statutory requirements

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

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](#).

We must also have regard to our 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 Oakmere Primary we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. 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.

There is often concern that RSE will encourage sexual experimentation however evidence shows that those who receive effective RSE at school are more likely to delay first sexual activity and to use contraception.

RSE is not about the promotion of sexual activity.

5. Curriculum

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

Our curriculum follows Jigsaw, a PSHE resource which brings together PSHE Education, emotional literacy, social skills and spiritual development. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

We have developed the curriculum in consultation with parents, pupils and staff, and 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Puberty is covered in Year 5 as part of health education. We recognise that children may well need support with puberty in Year 4 and possibly Year 3.

In Year 5 the Science topic 'Animals, including humans' will be taught in conjunction with PSHE to include lessons on changes that take place in girls and boys during puberty, how a baby changes physically as it grows and also what it is able to do, and what the human life cycle is.

RSE in Year 5 also explores the emotional and physical changes that occur during puberty (Relationships Education) and why hygiene is important at this time (health education).

In Year 6 Sex Education covers aspects of puberty and how it is linked to reproduction and the process of conception and pregnancy.

Relationships education covers aspects of what forms of touching are appropriate and positive and negative ways of communicating during a relationship.

At Key Stages 1 and 2, the National Curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The resources we use will be available for parents / carers to view and discuss with class teachers before the units are taught in the summer term. Therefore, enabling them to continue the conversations started in class at home.

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

6. Delivery of RSE

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy.

Delivery of formal RSE is the responsibility of all staff, led by the PSHE/RSE subject leader. However, we recognise that it is good practice to include outside agencies in the delivery where appropriate. Any supporting agencies deemed appropriate by the PSHE/RSE subject leader, work within the school's RSE policy always, including our values framework and confidentiality protocols.

- Work in partnership with school staff, using a partnership agreement.

- Enhance the learning experience for our students e.g., specialist health knowledge.

The RSE programme is based on the needs of the children in the school with learning outcomes appropriate to pupils' age, ability, and level of maturity. The curriculum will be firmly embedded within the broader PSHE, Citizenship, and Science curricula. Pupils will be helped to understand differences and to respect themselves and others.

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).

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 make sure 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 and 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).

There are many different faith and cultural perspectives on aspects of RSE. As a diverse school, we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualise the learning within their own faith and values framework in their discussions with children following teacher-led sessions. We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness.

A range of different families and relationships will be explored within RSE. All children whatever their developing sexuality or family background need to feel that RSE is relevant to them and sensitive to their needs.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

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 Supporting pupils with additional needs

The class teacher and special educational needs co-ordinator (SENCO) will liaise to ensure:

- the needs of all pupils are met
- the curriculum is fully accessible
- education, health and care (EHC) plans are followed

6.3 Dealing with questions

As with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in an appropriate way. Using ground rules at the start of sessions children will be reminded that personal questions are not appropriate. They will also be introduced to the 'question box'. Teachers will explain that if a pupil has a question, they are to write it down and put it into the question box. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents/carers.

All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.
- If the teacher does not know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.
- Teachers understand that children in their Year will group will possess a varying degree of knowledge and understanding, therefore will ensure the class is a safe space for questions even if a child thinks that everyone else will know the answer.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

6.4 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

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.

As well as fulfilling their legal obligations, the governing body will also ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

8.2 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 'Parents' right to withdraw').

It is the responsibility of the Headteacher to ensure that both staff and parents/carers are informed about our Sex Education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach RSE effectively, and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school Sex Education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The Headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

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 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.

The subject leader for PSHE and RSE is:

Tabatha Tyler

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 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. They will then be invited to discuss their concerns with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The Headteacher will outline the detrimental effects that withdrawal might have on the child, such as, any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. (These detrimental effects may be mitigated if the parents propose to deliver Sex Education at home.) The school always complies with the wishes of parents / carers in this regard.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by Tabatha Tyler through:

Planning scrutinies, learning walks and pupil discussions.

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

This policy will be reviewed by the full governing body every two years.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Being Me in My world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	Every member of the class has a right to learn.	Each member of the class is similar / different in some way.	Identify how they feel about their achievements and how they achieved them.	Identify things / habits that are healthy / unhealthy.	There are different types of families and that is OK.	Difference between girls and boys. The names of private parts.
Year 2	Identify behaviours that make it easy / difficult to learn.	That boys and girls do not have to like certain things / pass times. Know how it feels to be a friend and have a friend.	Identify the steps they need to take in order to achieve their goals.	Our bodies need to be looked after properly and that making healthy choices requires motivation.	Identify the different members of their family. Everyone's family is different and that most people value their family.	Making a new life needs a male and female. Name the male and female body parts.
Year 3	The rights children have in order to learn effectively at school.	Appreciation that families are different. Identify that the core element of a family is care and love.	A challenge is something difficult that can be overcome. Identify a dream / ambition.	Exercise is important. Not all drugs look the same. One way to stay healthy is to stay safe.	Equality of men and women. We are closely connected to people across the globe.	Understand what the word private means. It is the private parts of a baby which confirm whether it is a boy or a girl.
Year 4	Who is in our school community and the roles they play.	Accept people for who they are. What to do if bullying is happening.	How to make a new plan and set new goals as a result of disappointment.	Friendship groups. Effects of smoking and alcohol.	Identify the web of relationships they are part of. Ways to remember people we no longer see.	Changes happen during puberty. Males produce sperm. Females produce eggs.

Year 5	Understand their rights and responsibilities as a British citizen and as a member of our school.	That culture differences can cause conflict. Understand what racism is. Guidelines to manage cyber bullying.	Identify dreams they have for the future and what they might need to do in order to achieve their dreams.	The health risks of smoking and alcohol. Make informed decisions. Anti-social behaviour can destroy another person's life.	Identify their own personal qualities. Personal information you put on the Internet is available for everyone to see.	Puberty. Key stages of the menstruation cycle. Key changes to boys during puberty. How people can look after their bodies during puberty.
Year 6	There are universal rights for all children but for many children these rights are not met.	There are different perceptions about what normal is. Reasons why people bully.	Identify problems in the world, where they occur and why.	Importance of a balanced diet. Different types of drugs.	Everybody will respond differently to grief. Recognise when people are trying to gain power or control.	Puberty, relationships and reproduction. How sexual intercourse leads to pregnancy. The different stages in a relationship that could lead to a baby. What the term personal / private / consent means. How to stay safe online, rights regarding online.

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

TOPIC	PUPILS SHOULD KNOW
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
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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	