

# Rainow Primary School

*Caring, Learning, Achieving.*

## Relationships and Sex Education (RSE) Policy

Member of staff responsible:	Headteacher / Mr M Gratton
Governor Committee:	Teaching and Learning
Date approved by the governors:	Aut 2023
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### 1. Aims

The aims of relationships and sex education (RSE) 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

## 2. Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 and 35 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Rainow Primary School, 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 review and comment on this policy and proposed scheme of work.
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. Our RSE curriculum strives to prepare pupils for the opportunities, responsibilities and experiences of later life. RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

Sex education is not compulsory in primary schools but at Rainow Primary School sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How our body develops through puberty and why these changes are needed.
- The content of the national science curriculum.

For more information about our curriculum, see our curriculum map in [Appendix 1](#).

## 6. Delivery of RSE

The *Relationships* strand of the RSE curriculum is taught within our school's personal, social, health and economic (PSHE) curriculum. Related themes and issues are also explored throughout our *No Outsiders* scheme of learning. The core *Sex and Relationships* objectives are taught discreetly following *The Christopher Winter Project*; a graduated, age-appropriate RSE programme taught from Reception to Year 6. Additional biological aspects of RSE are taught within the science curriculum.

At our school, *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.

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, LGBTQ+ 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).

## 7. Roles and Responsibilities

### 7.1 The Governing Body

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

### 7.2 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 \(see section 8\)](#).

### 7.3 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.

All class teachers are involved in and responsible for teaching RSE.

### 7.4 Pupils

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

## 8. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from *Relationships* education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

## 9. Training

Staff are trained on the delivery of RSE as part of their induction and it will be included in our continuing professional development cycle where necessary.

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, as required.

## **10. Monitoring Arrangements**

The delivery of RSE is monitored by the Headteacher and RSE subject leader through school monitoring arrangements such as planning scrutiny and learning walks.

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



YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 1 SRE	<p><b>Different Friends:</b></p> <ul style="list-style-type: none"> <li>- To understand that we are all different but can still be friends</li> </ul> <p><b>Growing and Changing:</b></p> <ul style="list-style-type: none"> <li>- To discuss how children grow and change</li> <li>- To understand that babies need care and support</li> <li>- To know that older children can do more by themselves</li> </ul> <p><b>Families and Care:</b></p> <ul style="list-style-type: none"> <li>- To explore different types of families</li> <li>- To identify who can help when families make us feel unhappy and unsafe</li> </ul>	<p><i>The Family Book (Todd Parr)</i></p>
Year 1 <i>Relationships</i> Focus Questions	<p><b>What makes a cooperative team player?</b></p> <p><b>What makes us special?</b></p>	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
<p><b>Year 2 SRE</b></p>	<p><b>Differences:</b></p> <ul style="list-style-type: none"> <li>- To introduce the concept of gender stereotypes</li> <li>- To identify differences between males and females</li> <li>- To understand that some people have fixed ideas about what boys and girls can do</li> <li>- To describe the difference between male and female babies</li> </ul> <p><b>Male and Female Animals:</b></p> <ul style="list-style-type: none"> <li>- To explore some of the differences between male and female animals</li> <li>- To understand that making a new life needs a male and a female</li> </ul> <p><b>Naming Body Parts:</b></p> <ul style="list-style-type: none"> <li>- To focus on sexual difference and name body parts</li> <li>- To describe the physical differences between males and females</li> <li>- To name the different body parts</li> </ul>	<p><i>Are you a boy or are you a girl? (Sarah Savage and Fox Fisher)</i></p> <p><i>William's Doll (Charlotte Zolotow)</i></p> <p><i>Shapesville (Andy Mills)</i></p>
<p><b>Year 2 Relationships Focus Question</b></p>	<p><b>Who is special to us and how do we care for them?</b></p>	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
<p><b>Year 3 SRE</b></p>	<p><b>Body Differences:</b></p> <ul style="list-style-type: none"> <li>- To identify that people are unique and to respect those differences</li> <li>- To explore the differences between male and female body parts</li> <li>- To know and respect the body differences between ourselves and others</li> <li>- To name male and female body parts using agreed words</li> </ul> <p><b>Personal Space:</b></p> <ul style="list-style-type: none"> <li>- To consider appropriate and inappropriate physical contact and consent</li> <li>- To understand that each person's body belongs to them</li> <li>- To understand personal space and unwanted touch</li> </ul> <p><b>Help and Support:</b></p> <ul style="list-style-type: none"> <li>- To explore different types of families and who to go to for help and support</li> <li>- To understand that all families are different and have different family members</li> </ul>	<p><i>It's OK to be different (Todd Parr)</i></p> <p>Online version:  <a href="https://www.youtube.com/watch?v=z41mt3hNytM">https://www.youtube.com/watch?v=z41mt3hNytM</a></p> <p><i>It's my body – a book about body privacy (Louise Spilsbury and Mirella Mariani)</i></p> <p><a href="https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/">https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</a></p> <p><a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a></p> <p><i>The Family Book (Todd Parr)</i></p>
<p><b>Year 3 Relationships Focus Questions</b></p>	<p><b>How can we be a good friend?</b>  <b>How can I express myself?</b></p>	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 4 SRE	<p><b>Changes:</b></p> <ul style="list-style-type: none"> <li>- To explore the human lifecycle</li> <li>- To identify some basic facts about puberty</li> <li>- To understand that puberty is an important stage in the human lifecycle</li> </ul> <p><b>What is Puberty?</b></p> <ul style="list-style-type: none"> <li>- To explore how puberty is linked to reproduction</li> <li>- To know the physical and emotional changes that happen in puberty</li> <li>- To understand that children change into adults to be able to reproduce if they choose to</li> </ul> <p><b>Healthy Relationships:</b></p> <ul style="list-style-type: none"> <li>- To explore respect in a range of relationships</li> <li>- To discuss the characteristics of healthy relationships</li> <li>- To know that respect is important in relationships (including online)</li> <li>- To explain how friendships can make people feel unhappy or uncomfortable</li> </ul>	<p><i>Where Willy Went (Nicholas Allan)</i></p> <p><i>Hair in Funny Places (Babette Cole)</i></p> <p><i>Online Respect &amp; Self-Respect video:</i>  <a href="https://www.youtube.com/watch?reload=9&amp;v=mZtXwLzllpk">https://www.youtube.com/watch?reload=9&amp;v=mZtXwLzllpk</a></p>
Year 4 <i>Relationships</i> Focus Question	What makes a good relationship?	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
<p><b>Year 5 SRE</b></p>	<p><b>Talking about Puberty:*</b></p> <ul style="list-style-type: none"> <li>- To explore the emotional and physical changes in more detail</li> <li>- To explain the main physical and emotional changes that happened during puberty</li> <li>- To allow children to ask questions about puberty with confidence</li> </ul> <p><b>The Reproduction System:*</b></p> <ul style="list-style-type: none"> <li>- To understand male and female puberty changes in more detail</li> <li>- To understand how puberty affects the reproductive organs</li> <li>- To describe what happens during menstruation and sperm production</li> </ul> <p><b>Puberty Help and Support:*</b></p> <ul style="list-style-type: none"> <li>- To explore the impact of puberty on the body and the importance of physical hygiene</li> <li>- To explain how to keep clean during puberty</li> <li>- To explain how emotions/relationships change during puberty</li> <li>- To know how to get help and support during puberty</li> </ul>	<p>*CWP approved teaching resources including: PowerPoints, activity sheets, picture cards and information guides are used to support these sessions. Example lesson plans and resources are available for parents/carers to see upon request.</p> <p><a href="https://kidshealth.org/en/teens/menstruation.html">https://kidshealth.org/en/teens/menstruation.html</a></p>
<p>Year 5 <b>Relationships</b> Focus Questions</p>	<p><b>How do we treat each other with respect?</b> <b>How do I make positive choices?</b></p>	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 6 SRE	<p><b>Puberty and Reproduction:*</b></p> <ul style="list-style-type: none"> <li>- To consider puberty and reproduction</li> <li>- To describe how and why the body changes during puberty in preparation for reproduction</li> <li>- To talk about puberty and reproduction with confidence</li> </ul> <p><b>Communication in Relationships:*</b></p> <ul style="list-style-type: none"> <li>- To explore the importance of communication and respect in relationships</li> <li>- To explain the differences between healthy and unhealthy relationships</li> <li>- To know that communication and permission seeking are important</li> </ul> <p><b>Families, Conception and Pregnancy:*</b></p> <ul style="list-style-type: none"> <li>- To consider different ways people might start a family</li> <li>- To describe the decisions that have to be made before having children</li> <li>- To know some basic facts about conception and pregnancy</li> </ul> <p><b>Online Relationships:*</b></p> <ul style="list-style-type: none"> <li>- To explore positive and negative ways of communicating in a relationship</li> <li>- To have considered when it appropriate to share personal/private information in a relationship</li> <li>- To know how and where to get support if an online relationship goes wrong</li> </ul>	<p>*CWP approved teaching resources including: PowerPoints, activity sheets, picture cards and information guides are used to support these sessions. Example lesson plans and resources are available for parents/carers to see upon request.</p> <p><a href="https://kidshealth.org/en/teens/menstruation.html">https://kidshealth.org/en/teens/menstruation.html</a></p> <p><a href="https://amaze.org/video/healthy-relationships-makes-relationship-healthy/">https://amaze.org/video/healthy-relationships-makes-relationship-healthy/</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made/zrnf82">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-operation-ouch-how-are-babies-made/zrnf82</a></p> <p>Pregnancy &amp; Reproduction explained (Amaze Video):  <a href="https://www.youtube.com/watch?v=OejdOS4lqeE&amp;t=147s">https://www.youtube.com/watch?v=OejdOS4lqeE&amp;t=147s</a></p> <p><a href="https://teachcomputing.org/curriculum">https://teachcomputing.org/curriculum</a></p> <p>This link take you to our school Computing curriculum which has online relationships lessons in every year group.</p> <p><a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a></p> <p>More resources to teach children about keeping safe and responsible online</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
<b>Additional Year 6 Content (optional)</b>	<p><b>Respect and Equality:</b></p> <ul style="list-style-type: none"> <li>- To explain the importance of respecting others, even when they are very different to us</li> <li>- To know that we can all take positive steps to support equality</li> </ul> <p><b>FGM:</b></p> <ul style="list-style-type: none"> <li>- To know how someone can be safe and in control of their body</li> <li>- To understand what FGM stands for</li> <li>- To know where to go for help</li> </ul>	<p><a href="https://www.theproudtrust.org/schools-and-training/primary-resources/about/">https://www.theproudtrust.org/schools-and-training/primary-resources/about/</a></p>
<b>Year 6 Relationships Focus Question</b>	<b>How can I communicate effectively in a relationship?</b>	

## Appendix 2

## NC Statutory Relationships Education. By the end of primary school, pupils should know that:

### 1 Families and people who care for me

- a) • that families are important for children growing up because they can give love, security and stability.
- b) • 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.
- c) • 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.
- d) • 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.
- e) • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.)
- f) • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### 2 Caring friendships

- a) • how important friendships are in making us feel happy and secure, and how people choose and make friends.
- b) • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- c) • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- d) • 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.
- e) • 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.

### 3 Respectful relationships

- a) • 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.
- b) • practical steps they can take in a range of different contexts to improve or support respectful relationships.
- c) • the conventions of courtesy and manners.
- d) • the importance of self-respect and how this links to their own happiness.
- e) • 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.
- f) • 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.
- g) • what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- h) • the importance of permission-seeking and giving in relationships with friends, peers and adults.

### 4 Online relationships

- a) • that people sometimes behave differently online, including by pretending to be someone they are not.
- b) • 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.
- c) • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- d) • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- e) • how information and data is shared and used online.

### 5 Being safe

- a) • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- b) • 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.
- c) • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- d) • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- e) • how to recognise and report feelings of being unsafe or feeling bad about any adult.
- f) • how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- g) • how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- h) • where to get advice eg. family, school and/or other sources.

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	