



# Relationships and Sex Education (RSE) Policy

**June 2023**

**Coleshill Heath School**  
Lime Grove  
Chelmsley Wood  
Birmingham  
B37 7PY

**Headteacher:** Miss N Fowles  
**Deputy Headteacher:** Miss C Budd  
Tel: 0121 779 8070  
[office@chs.solihull.sch.uk](mailto:office@chs.solihull.sch.uk)

# COLESHILL HEATH SCHOOL

## Relationships and Sex Education (RSE) Policy.

### 1 Rationale

This policy outlines the purpose, nature and management of the Relationships and Sex Education (RSE) taught and learned in school. The implementation of this policy is the responsibility of all the teaching staff. Children will be taught RSE within the umbrella of Personal, Social Health Education (PSHE) and science.

#### **Definition of Sex and Relationships Education**

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

*'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.*

*This will sit alongside the essential understanding of how to be healthy.'* DoE Statutory Guidance. September 2020.

### 2 Aims and Objectives

Relationships and Sex Education, teaching and learning programme will contribute to the school's overall aims to help children:

- develop to their full potential
- make decisions and understand their consequences
- have self-confidence and high self esteem
- respect themselves and respect other members of society.

More specific aims for relationship/sex education are as follows:

- To offer pupils a planned programme of education about human development, relationships, sexuality and family life that is developmental and appropriate to the age and maturity of the child.
- To encourage pupils to develop a positive attitude towards all bodily functions.
- To encourage pupils to develop an understanding of risk and safety and the motivation and skills to keep themselves safe.
- To encourage pupils to recognise, prepare for and manage growth, development and change.
- To encourage an appreciation of varieties of family which exist in our multi-racial and multi-faith society and of the value of family life.
- To reinforce the role of parents/carers as a major influence on the growth and development of their children.
- To encourage better communication about relationships and sexual matters between young people and their parents/carers, family and friends.

- Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.
- To encourage pupils to respect and value themselves and others and to behave responsibly.
- To challenge discrimination and prejudice in society and to promote equal opportunities.
- To encourage an awareness of the law as it relates to sexual behaviour.
- To increase pupils’ awareness of cultural and religious influences on relationships and sexuality.
- To help pupils to make healthy and informed choices.
- To help pupils to develop the ability to recognise peer and social pressures and to resist such pressures where appropriate.
- To increase awareness of sources of help and to help pupils develop the confidence and skills needed to use them.

**See Appendix I and II**

### 3 **Morals and Values Framework**

Pupils will be taught relationships and sex education within the moral and value framework, which already exists within the school ethos and includes:

- respect for oneself and others
- respect for the rules and codes of conduct

In addition, pupils will be encouraged to:

- Appreciate the value of family life and the responsibilities of parenthood.
- Appreciate that families have various forms (single parent, LGBTQ+ parents, foster and adoptive etc.)
- Consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others.
- Recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes have equal responsibility in relationship matters.

### 4 **Content**

Children will develop an understanding of the following elements:

- Self – what they are like, strengths, weaknesses, responsibilities etc
- Changes – which happen to themselves and changes which happen to other people but still have an impact on them
- Relationships – with friends, relatives, teachers, people of the same and opposite gender
- Families – what makes a family, the roles of people in a family.

**See Appendix II for specific RSE content**

## 5 **Equal Opportunities**

All pupils at the school will be offered the same RSE curriculum entitlement; unless a parent wishes to withdraw their child from part of the programme (see “parental right to withdraw children”).

## 6 **Organisation of the CHS SRE**

Planning – the programme is embedded in the PSHE ‘Connecting Curriculum’ scheme of work and guided by the Subject Leader and Curriculum Leader.

Generally, relationship education will be delivered through a range of experiences and contexts including:

- class time
- assembly
- every day classroom activities
- specific topics.

Throughout the programme, pupils will be encouraged to ask questions and these will be answered in an appropriate and relevant way.

## 7 **Specific Issue Statements**

7.1 **Confidentiality** – Teachers should not promise confidentiality because, if a child tells them something and the teacher believes they are either behaving illegally or they may be putting themselves in danger, then the Designated Member of Staff **MUST** be informed and action taken in the best interest of the child. See ‘Confidentiality Policy’.

7.2 **Bullying Procedures** – teachers and/or parents who are aware of any bullying which is taking place of a sexual nature should follow the procedures laid down in the ‘Positive Behaviour and Anti-Bullying Policy’ and ‘Child Protection Policy’.

7.3 **Supporting Gender Variant and Trans Young People** - Gender Variant and Trans\* children will need support and/or specific provision. The following steps must be considered:

1) An individualised approach to support will be core: Listen to the child or young person and be led by them.

2) Name and Pronoun: Respecting a child or young person’s request to change name and pronoun is a pivotal part of supporting and validating that young person’s identity.

3) Uniform and dress: Trans\* and gender questioning pupils have the right to dress in a manner consistent with their gender identity or gender expression.

4) Confidentiality and information sharing: All people, including pupils and students, have a right to privacy. This includes the right to keep private one’s trans\* status or gender nonconforming presentation at school. It is not the job of schools to ‘out’ its pupils.

5) Working with parents and carers: Although many parents/carers are supportive of their child identifying as Trans\*, this is not always the case. Schools should bear in mind that they are representing the interests of the child or young person and respect their request for confidentiality unless there are safeguarding reasons not to.

6) Toilets: CHS toilets are uni-sex. Any pupils or student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall toilet, but no pupil should be required to use such toilets.

7) Changing Rooms: The use of changing rooms by trans\* pupils should be assessed on a case by-case basis in discussion with the trans\* pupils or student. In most cases, trans\* pupils or students should have access to the changing room that corresponds to their gender identity. This approach is underpinned by the Equality Act 2010 whereby refusing a child or young person access to the changing room of their true gender identity would constitute an act of discrimination.

8) PE and fitness: All lessons are taught to mixed classes of boys and girls. Trans\* pupils will be supported to enable equal access to PE.

9) Residential trips: A degree of discussion, care and preparation is required to enable trans\* pupils to participate in residential trips. To exclude trans\* pupils from residential trips would be contravening the Equality Act.

10) Transition and medical intervention: Most support for young trans\* people in schools will be around the social aspects of transition. For those choosing to undergo medical transition, schools should take into account the need for authorised absences. School staff will be able to be more supportive if they have an understanding of some of the key stages of medical transition.

**7.4 Withdrawal from RSE Lessons** - There is no right to withdraw children from Relationships Education. Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Head, Deputy Head and/or PSHE Lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SE programme until the request for withdrawal has been removed.

**7.5 Working with Parents/Carers** -

From September 2020, all primary age children have been taught Relationships and Health Education. Children at CHS have been taught this for many years. There is no right to withdraw children from this. Consultation on the delivery of this and on-going review and reflection by parents and carers is essential to ensure effective delivery.

A carefully constructed Sex Education program of study is taught at CHS. Parents and legal guardians do have a right to withdraw primary children from Sex Education. However, this has to be sanctioned by the Head teacher and time should be spent before, discussing any concerns and issues with the child's teacher and the subject lead.

Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Relationships and Sex issues can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. The Science curriculum in all maintained schools also includes content on human development, including reproduction, from which there is no right to withdraw children.

7.6 **Complaints Procedure** – any parent who has a complaint to make about the relationship/sex education programme should contact the Head teacher in writing.

## 8 **Procedures for Involving Outside Agencies**

Outside agencies may be used in the delivery of RSE and they must always follow the following guidance:

- Clarify with the Head the purpose of the involvement of the outside agency.
- Outside agency and staff discuss and clarify their role in school and the policy of the school.

## 9 **Dissemination of Policy**

This policy will be available on the school website and on the work drive so that it is available to all members of staff at the school, the school nurse, the chair of Governors and other interested parties. This policy will be made available for the following people who must request a copy if they wish to see it:

- LEA Inspector/Advisory Teacher.
- Parents/carers of children attending school.
- Outside agencies involved in the delivery of relationship/sex education.

## 10 **Procedures for Monitoring and Evaluating the Policy and Practice**

10.1 The PSHE Subject Leader will monitor the policy and practice in the following ways:

- discussions with staff/SLT
- reading through medium-term plans for health-related topics
- updating in line with government guidance

10.2 As a result of this process, the policy and practice will be evaluated and modifications made if required.

## 11 **Roles and Responsibilities**

11.1 The Subject Leader is responsible for ensuring that young people are receiving a relationship/sex education, suitable for their age and maturity. This will be achieved through the suggested scheme of work. The Subject Leader will be informed by members of staff as to the necessary changes or alterations that need to be made to the Scheme of Work. The Subject Leader will also be involved in the arranging of any professional development needed by staff.

11.2 Individual staff will be responsible for the delivery of the Relationships and Sex Education scheme of work. Staff will also be responsible for ensuring the subject matter is appropriate for the young people involved.

**Related CHS Policies**

- Personal, Social and Health Education Policy (PSHE)
- Drugs and Alcohol Education Policy
- Confidentiality Policy
- Positive Behaviour, Anti-Bullying and Reasonable Use of Force Policy

**Relevant Websites:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1090195/Relationships\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)







[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf) Primary School Parent Guide



## CHS Connecting Curriculum Overview

### PSHE and British Values

Key	
 Diversity/Inclusion/Protected Characteristics theme	 British Values

Unit	Long Term Overview	Signposting and Enhancing
<b>AUTUMN 1</b> <b>Connecting to Myself ('new me')</b> 	<ul style="list-style-type: none"> <li>• <b>Ground rules/school rules and values – core and additional/who and where to seek help in school &amp; out of school/goal setting</b></li> <li>• School – rules/responsibilities/rights/boundaries</li> <li>• Digital - rules/responsibilities/rights/boundaries</li> <li>• Learning behaviours &amp; meta cognition</li> <li>• Self awareness/self respect</li> <li>• Values and boundaries and consent</li> <li>• Emotional literacy – recognising, naming and managing emotions</li> <li>• Resilience</li> <li>• Assertive</li> <li>• Self care (inc kindness to myself)</li> <li>• <b>Racism</b> - Respect and tolerance of others – <i>inc faith BV and link with RE*</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Well Being Posters – where to get help/who can help</li> <li>○ <a href="https://www.mentallyhealthyschools.org.uk/resources/all-about-me-toolkit/">https://www.mentallyhealthyschools.org.uk/resources/all-about-me-toolkit/</a></li> <li>○ Safeguarding Posters</li> <li>○ Peer Mediators</li> <li>○ Peacemakers</li> <li>○ Restorative Justice</li> </ul>
<b>AUTUMN 2</b> <b>Connecting to My Communities</b> 	<ul style="list-style-type: none"> <li>• Anti-Bullying – staying safe</li> <li>• Co-operation and collaboration</li> <li>• Family – different family units/healthy family relationships/marriage and commitment/managing to deal with conflict – seeking help/advice</li> <li>• School – roles (<i>inc democracy voting</i>)</li> <li>• Community – elderly, disability, diversity and inclusion <i>Protected characteristics - individual liberty</i></li> <li>• <i>Democracy</i> – role of Parliament</li> <li>• <i>Rule of law</i> – role of the police, judiciary etc</li> <li>• <i>R.E. links* – faith celebrations: Harvest, Eid, Hanukah, Christmas</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Anti-Bullying Week</li> <li>○ World Kindness Day</li> <li>○ <a href="https://www.mentallyhealthyschools.org.uk/resources/appreciation-circles-celebrating-ourselves-and-others/">https://www.mentallyhealthyschools.org.uk/resources/appreciation-circles-celebrating-ourselves-and-others/</a></li> <li>○ 'Respecting faiths' Local Food Bank collection and Christmas hampers</li> </ul>
<b>SPRING 1</b> <b>Connecting to Respectful Relationships</b> 	<ul style="list-style-type: none"> <li>• Positive relationships – friendships – dealing with conflict – face to face and virtual</li> <li>• Power and control – acceptable, unacceptable</li> <li>• <i>Individual liberty</i></li> <li>• Managing healthy/unhealthy or hurtful relationships - peer pressure</li> <li>• Digital on-line bullying</li> <li>• Physical greetings – including consent</li> <li>• Bereavement</li> </ul>	<ul style="list-style-type: none"> <li>○ Safer Internet Day</li> <li>○ Children's Mental Health Awareness Week</li> <li>○ Autism Awareness Day</li> </ul>
<b>SPRING 2</b> <b>Connecting to Global Communities</b> 	<ul style="list-style-type: none"> <li>• Contributions to wider communities / Volunteering</li> <li>• Shared responsibilities</li> <li>• Media literacy &amp; digital resilience</li> <li>• <i>Individual liberty</i></li> <li>• Bullying, racism, homophobia</li> <li>• Refugees and asylum seekers</li> <li>• Economic well-being and money</li> <li>• Protecting our planet</li> </ul>	<ul style="list-style-type: none"> <li>○ UNICEF – rights &amp; respect award</li> </ul>
<b>SUMMER 1</b> <b>Connecting to a Safer Me</b> 	<ul style="list-style-type: none"> <li>• Healthy lifestyles: physical, mental, emotional</li> <li>• Digital safety &amp; media literacy</li> <li>• Life style choices: diet and exercise</li> <li>• Drugs – use and misuse (inc alcohol and smoking)</li> <li>• Economic wellbeing and careers</li> <li>• First Aid and seeking help</li> <li>• Oral hygiene</li> <li>• Fire safety</li> <li>• Road safety</li> <li>• Sun Safety (KS1)</li> <li>• FGM (year 6) <i>This topic needs to be taught to both girls and boys – letter to parents needs to be sent after the session has taken place for safeguarding reasons.</i></li> <li>• Gambling Yr 6</li> </ul>	<ul style="list-style-type: none"> <li>○ Bikeability – cycle safely Years 3, 4 and 5</li> <li>○ Scootability – Yr 1</li> <li>○ Road Sense – Year 2</li> <li>○ West Mids Fire Service – Year 4. Fire Safety Sense</li> <li>○ Dental Nurses – Year 4.</li> <li>○ P.C ? – Years 5&amp;6 Knife Crime</li> <li>○ First Aid – Year 4,5,6</li> <li>○ Relax Kids – all year - indiv and groups</li> <li>○ Wasps – rugby community prog. Year 4.</li> <li>○ Staying healthy – diet, mental health, physical fitness</li> <li>○ <a href="https://www.mentallyhealthyschools.org.uk/resources/healthy-and-unhealthy-coping-strategies-toolkit/">https://www.mentallyhealthyschools.org.uk/resources/healthy-and-unhealthy-coping-strategies-toolkit/</a></li> </ul>
<b>SUMMER 2</b> <b>Connecting to a Changing Me</b> 	<ul style="list-style-type: none"> <li>• Growing and changing – physically. RSE curric. (<b>Reception to be taught body parts following the new guidance</b>)</li> <li>• Transitions – year group, phase, secondary</li> <li>• Reflections on the year, goals and dreams for the next year</li> </ul>	<ul style="list-style-type: none"> <li>○ National Money Week</li> <li>○ NSPCC Number Day</li> <li>○ Careers Fair</li> </ul>



Connecting Curriculum. Changing Me Overview. Summer 2.

<p style="text-align: center;"><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>• <b>Retrieval</b> Recognise what makes pupils special and unique including their likes, dislikes, what they are good at. Recognise how they have changed throughout the year, what new skills they have learnt, etc.</li> <li>• <b>RSHE lesson 1 pp</b> <i>L.O: We are learning about the special people in our lives and how we care for one another.</i></li> <li>• <b>RSHE lesson 2 pp</b> <i>L.O: We are learning about how we change as we grow.</i></li> <li>• <b>Emotions.</b> Recognise that our emotions change and become more complex as we grow older. Look at how to manage them and whom to tell when finding things difficult, or when things go wrong.</li> <li>• Recognising feelings in themselves and others. Recognise that as they change, other children change too and they have all different kinds of feelings. Look at how feelings can affect how people behave.</li> </ul>
<p style="text-align: center;"><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• <b>RSHE lesson 2 pp</b> <i>L.O: We are learning about how we change as we grow.</i> Human cycle. Explore how the human life cycle works and how people grow from young to old.</li> <li>• <b>RSHE lesson 3 pp</b> <i>L.O: We are learning to name different parts of the body, including genitalia.</i> Changing bodies: identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>• Explore how our needs and bodies change as we grow up.</li> <li>• Growing me, growing responsibilities. Explore how we acquire new opportunities and responsibilities as we grow up.</li> </ul>
<p style="text-align: center;"><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• <b>Retrieval</b> Recognise that everyone is an individual and has unique and valuable contributions to make, recognise how strengths and interests form part of a person’s identity. Recognise how they have changed throughout the year, what new skills they have learnt, new knowledge they have acquired, etc. Recognise common challenges to self -worth e.g. finding school work difficult, friendship issues they had to overcome, look at basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again, etc.</li> <li>• <b>RSHE lesson 1 pp</b> <i>L.O: We are learning about friendship, including why it is important and what makes a good friend.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>RSHE lesson 2 pp</b> <i>L.O: We are learning about how to maintain good friendships and about solving disagreements and conflicts with peers.</i></li> <li>• Changing bodies. <b>Retrieval</b> from Yr 1 human aging. Identify how boys' and girls' bodies change on the inside and on the outside during the growing up process and why these changes are necessary. <b>Naming different body parts RSHE Yr 2 lesson 3 pp.</b></li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• <b>Retrieval</b> Personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. Recognising, respecting and expressing their individuality and personal qualities.</li> <li>• <b>RSHE lesson 1 pp</b> <i>L.O: We are learning about the physical changes that happen during puberty.</i> Life cycle.</li> <li>• <b>RSHE lesson 2 pp</b> <i>L.O: We are learning about the biological changes that happen during puberty.</i> Explores how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Explores how a boy's body changes.</li> <li>• Looking after MH during changes. Inclusion/belonging and mental wellbeing (the link between participating in interests, hobbies and community groups and MH).</li> <li>• Looking after our bodies and mind during changes: physically, mentally and emotionally.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• <b>Retrieval.</b> Body changes and puberty.</li> <li>• <b>RSHE lesson 3 pp:</b> <i>L.O: We are learning about the importance of personal hygiene during puberty.</i></li> <li>• <b>RSHE lesson 4 pp:</b> <i>L.O: We are learning about emotional changes during puberty.</i></li> <li>• Entering puberty: what to expect. Explore the concepts of attraction and consent.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• <b>Retrieval:</b> puberty <b>RSHE lesson 1 pp:</b> <i>L.O: We are learning about the changes that happen during puberty (recap from Y4-5).</i></li> <li>• <b>RSHE lesson 2 pp:</b> <i>L.O: We are learning about managing change and becoming more independent.</i></li> <li>• <b>RSHE lesson 3 pp:</b> <i>L.O: We are learning about positive, healthy relationships.</i></li> <li>• <b>RSHE lesson 4 pp:</b> <i>L.O: We are learning about how a baby is made.</i> Reproduction and conception. Talk about 'informed consent'.</li> <li>• Enjoying growing up: looking after our bodies and Mental Health during puberty.</li> </ul>

**Procedure to be Followed -  
Questions Relating to 'Changing Me' and Relationship Education**

If a child asks a sensitive question relating to 'Changing Me' and Relationship Education, the member of staff should:

- a) ask the learner what they think the answer must be;
- b) then answer the question honestly but only giving the basic facts.
- c) If the adult does not know the answer, they should explain that they do not know but will find out.
- d) The adult should then find the answer and report back to the child.

If a member of staff feels unable to answer the learner, they should:

- a) explain to the learner that they are unable to answer the question but will find an adult who can.
- b) The member of staff should then ask another adult to explain the answer the learner in question.

The adult must never promise confidentiality to the child, in case the question raises Child Protection issues. If this is the case, staff need to see the DMS as soon as possible and report back any concerns.

If staff feel that parents/carers need to be informed of any issues relating to Growing Up and Relationship Education, they must first consult their Phase Leader and/or the Leadership Team who will make the necessary decision. It may be desirable for the DSM to be included in any communication with parents/carers.

<b>Policy Name:</b>	<b>Relationships and Sex Education (RSE) Policy</b>
Staff Responsible:	Ms C Whiting
Governor Responsible:	Mrs M O'Neill
Date for Review:	June 2026 (3 Years)
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date Approved:	Full Board 10 <sup>th</sup> July 2023