

OAK CE PRIMARY SCHOOL

RELATIONSHIPS AND SEX EDUCATION

(RSE) POLICY



| Date | Approved by | Review date |
|---|-------------------------|--------------|
| January 2025 | Interim Executive Board | January 2026 |
| This policy is adapted from the Kirklees RSE Policy | | |

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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

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 Oak Primary School we teach RSE as set out in this policy.

3. DEFINITION

At Oak Primary 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.

RSE is not about the promotion of sexual activity.

- **RSE:** Relationships and sex education
- **Relationship education:** The physical, social, legal, and emotional aspects of human relationships including friendships, family life and relationships with other children and adults
- **Sex education:** In this policy, the definition of sex education is 'how a baby is conceived and born' (reproduction and birth) – in addition to that covered within National Curriculum, Science

- **PSHE:** Personal, social, health and economic (PSHE) education. At Oak Primary School, RSE is taught within weekly, timetabled PSHE lessons as part of the broader PSHE curriculum which includes the statutory components of RSE and other topics which we know are appropriate to meet the needs of our children, such as road safety.

4. POLICY DEVELOPMENT

In developing our policy and curriculum, we have given due regard to the Government's statutory guidance for RSE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The RSE policy at Oak Primary School, has been developed following consultation with the whole school community (see detail below). The process of policy development involved the following steps:

- PSHE lead reviewed current provision
- DfE guidance and information about RSE was shared with stakeholders (staff, parents, and Interim Executive Members (IEB))
- Our local school context informed us on the needs and priorities of our school community
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community
- A draft policy was shared with a RSE working group and with IEB
- The draft policy was then shared with parents for their comments in 2022
- The policy was ratified by the IEB
- The policy has been shared with parents and is available on the school website

The three key stages of policy development:

| Stage | Action |
|----------------|--|
| Inform | Parents - Parents invited to a 'share event' to find out about the statutory changes and links to the DfE documents were made available on the school's website. IEB - Members informed of the changes and progress through regular meetings Staff - The statutory changes are outlined during staff meetings |
| Consult | Parents - Parents are invited to a 'share event' to find out about the statutory changes to the RSE curriculum. IEB - Members provided with regular updates through meetings. Staff - The statutory changes outlined at a staff meeting – staff given the opportunity to consider where many of the statutory changes were already included within the PSHE curriculum and which of the statutory requirements were not already covered. Pupils - A mixed group of pupils from each year group completed a survey |
| Support | Share the policy, resources, activities, and long-term plans. Consider ways to help parents complement the teaching in school (for example, sharing information which will help parents to consider ways to address sensitive issues which will be covered in PSHE/RSE lessons) |
| | |

5. CURRICULUM

At Oak Primary School, our PSHE curriculum is designed to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. We are committed to delivering a comprehensive programme of PSHE (Personal, Social, Health and Economic) education, which includes the statutory and non-statutory elements of RSE (Relationships and Sex Education). This aims to give children the knowledge, understanding, attitudes and practical skills required to make informed decisions and to live healthy, safe, productive, and fulfilled lives, both now and in the future. It is underpinned by the principles and values contained in the [Kirklees Charter for RSE](#) and it complements the vision and ethos of our school as supported by our Christian context.

Relationships, sex, and health education is important at Oak Primary School because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life and helps them to flourish
- Gives pupils the knowledge they need to make informed decisions about their health and well-being and support their academic attainment
- Supports pupils' skills in recognising and building positive, healthy, and respectful relationships
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' empathy
- Develops pupils' self-respect, self-worth, and confidence, thus allowing them to have high aspirations and the knowledge, skill sets and resilience to aim for them
- Helps young people to become successful and happy adults who make a meaningful contribution to society and helps young people to become successful and happy adults who make a meaningful contribution to society

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

We have developed the curriculum in consultation with parents/carers, 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.

We will share all curriculum materials with parents and carers upon request and hold a parents meeting every year to discuss the curriculum content with parents and share resources.

- The content of the RSE curriculum at Oak Primary School is informed by:
 - National guidance and evidence-based research about RSE/PSHE ed
 - Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty
 - Relevant health and other data (both local and national)
 - The views of pupils, staff, parents, and members of the IEB
- Nationally recognised and quality assured resources.

- Oak CE Primary School has adopted the [Kapow](#) programme of study and has developed medium term plans based on this
- The content is well-matched to the needs of the pupils. It is age developmentally appropriate and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand
- The curriculum is sequenced and progressively builds upon prior knowledge
- The RSE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes
- The curriculum is inclusive, so it meets the needs of all pupils
- The content of the RSE curriculum may need to be adapted or changed throughout the year to meet local/national priorities
- Any parent, teacher or pupil is encouraged to offer feedback about the RSE curriculum

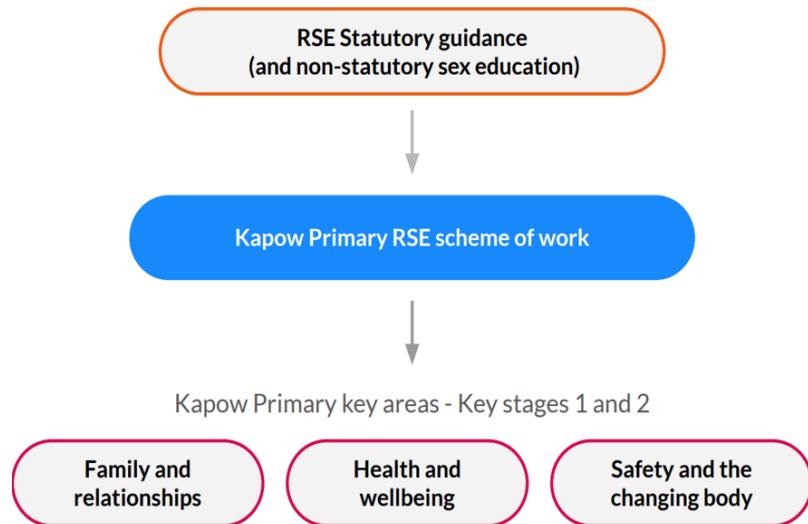
Primary sex education will focus on:

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

6. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The RSE scheme of work is structure under the following units:



The table below shows where these topics are covered within Kapow Primary's lessons. F&R = Families and relationships S&CB = Safety and the changing body

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------|--|--|---|---|---|---|
| Same sex relationships | <p><u>F&R Lesson 1: What is family?</u> Families from pupils' own experiences. Same sex not specifically included if it is not raised by the children</p> | <p><u>F&R Lesson 2: Families offer stability and love</u> Introduction to different types of families. Same sex not specifically included but may arise as part of the discussion</p> | <p><u>F&R Lesson 1: Healthy families</u> Different types of family setups are introduced, including same sex parents</p> | <p><u>F&R Lesson 6: Families in the wider world</u> Different types of family set-ups around the world. Same sex not specifically included but could be part of the discussion</p> | <p><u>F&R Lesson 3: Marriage</u> Includes same sex marriage</p> <p><u>F&R Lesson 5: Family life</u> Different family set ups (including same sex parents) and dealing with problems</p> <p><u>S&CB Lesson 5: Emotional changes in puberty</u> Attraction-including to somebody of the same sex</p> | <p><u>S&CB Lesson 6: Pregnancy and birth</u> Touches on same sex couples having children</p> |

| | | | | | | |
|---------------------|---|--|---|--|--|--|
| Alcohol and tobacco | <p><u>S&CB Lesson 6: Safety with substances</u> What is and isn't safe to go in or on the body - including medicines</p> | <p><u>S&CB Lesson 8: Staying safe with medicines</u></p> | <p><u>S&CB Lesson 6: Making choices</u> Independent choices</p> <p><u>S&CB Lesson 7: Influences</u> Making choices and recognising influences</p> | <p><u>S&CB Lesson 8: Tobacco</u> The risks of smoking</p> | <p><u>S&CB Lesson 7: Making decisions</u> - The influence others can have</p> | <p><u>S&CB Lesson 1: Alcohol</u> The risks of alcohol</p> |
|---------------------|---|--|---|--|--|--|

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|--|--|--|--|--|---|
| <p>Conception and pregnancy</p> <p>*(Parents have a right to withdraw their child from all/ part of these lessons)</p> | | | | | <p><u>S&CB Lesson 5: Conception</u> * Intercourse</p> <p><u>S&CB Lesson 6: Pregnancy and birth*</u> How a baby develops</p> |
|--|--|--|--|--|---|

| | | | | | | |
|---|--|--|--|---|---|---|
| <p>Body parts (vocabulary introduced)</p> | <p><u>S&CB Lesson 5: Appropriate contact</u> Introducing acceptable and unacceptable touch</p> | <p><u>S&CB Lesson 4: Appropriate contact: My body private parts</u> Vulva, vagina penis, testicles</p> | | <p><u>S&CB Lesson 7: Introducing puberty</u> Including: breasts, genitals, penis, scrotum, testicle</p> | <p><u>S&CB Lesson 3: Puberty</u> Including: vagina, vulva, clitoris, penis, scrotum, testicle</p> | <p><u>S&CB Lesson 4: Physical and emotional changes in puberty</u> Internal and external reproductive parts</p> |
|---|--|--|--|---|---|---|

| | | | | | |
|---------------------|--|--|---|---|---|
| <p>Menstruation</p> | | | | <p><u>S&CB Lesson 4: Menstruation</u> The menstrual cycle and dealing with periods</p> | <p><u>S&CB Lesson 5: Conception</u> Includes revision of menstruation from Y5</p> |
| <p>Puberty</p> | | | <p><u>S&CB Lesson 6 - Growing up</u> Changes from birth to adulthood</p> <p><u>S&CB Lesson 7: Introducing puberty</u> Physical changes during puberty</p> | <p><u>S&CB Lesson 3: Puberty</u> Physical changes</p> <p><u>S&CB Lesson 5: Emotional changes in puberty</u> Emotional changes</p> | <p><u>S&CB Lesson 4: Physical and emotional changes in puberty</u> Changes that happen during puberty</p> |

| | | | | |
|--|---|--|--|--|
| | <p><u>S&CB Lesson 5: Appropriate contact: My private parts are private</u></p> <p>Safe and unsafe touches. Vulva, vagina penis, testicles</p> | | | |
|--|---|--|--|--|

| | | | | | |
|----------------|--|---|--|---|--|
| Digital safety | | <p><u>S&CB Lesson 3: Be kind online</u> Responsible digital citizenship</p> <p><u>S&CB Lesson 4: Cyberbullying</u> Recognising unkind behaviour online</p> <p><u>S&CB Lesson 5: Fake emails</u> Recognising when an email might be fake</p> | <p><u>S&CB Lesson 1: Internet safety - age restrictions</u> Age restrictions related to social media and gaming</p> <p><u>S&CB Lesson 2: Share aware</u> Benefits and risks of sharing information online</p> <p><u>S&CB Lesson 5: Consuming information online</u> How information is ranked, selected and targeted</p> | <p><u>S&CB Lesson 1: Online friendships</u> Issues related to online relationships</p> <p><u>S&CB Lesson 2: Staying safe online</u> How to stay safe online</p> | <p><u>S&CB Lesson 3: Social media</u> Online relationships</p> |
|----------------|--|---|--|---|--|

Puberty (including menstruation); relationships education and sex education

- All pupils are taught in science about the reproductive process in some plants and animals
- All pupils are taught the health education content as outlined in the RSE guidance. The section on the changing adolescent body includes key facts about puberty and the changing adolescent body particularly from age 9 through to age 11, including physical and emotional

changes and menstrual well-being, and the key facts about the menstrual cycle (DfE, page 35). The guidance suggests that all pupils should be prepared for the changes that adolescence brings before experiencing them. At Oak Primary School, this part of the curriculum will be taught in the Summer Term of Year 5

- All pupils are taught the relationships education content as outlined in the RSE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g., LGBT) is part of relationships education. This is done with due regard for individual beliefs, religions, and cultures, ensuring that pupils are aware of and respectful towards the many different family structures which form part of our society. This may include families where children are being raised by grandparents, single parents, adoptive parents, foster parents, same sex parents and 'Looked After Children'

There is no option for a parent to withdraw their child from any of the above lessons

Specific Sex Education Context

- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE recommends that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).
- All pupils are taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils are taught the health education content as outlined in the RSE guidance. The section on the changing adolescent body includes key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).
- All pupils are taught about relationships education content as outlined in the RSE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g., LGBT) is part of relationships education
- The majority of lessons are statutory which means all children are required to take part in them.
- There are only **two non-statutory** lessons in the entire curriculum which are within the **Year 6** units. These lessons are:
 - How a baby is conceived (The biology of conception)
 - How a baby grows in the womb and is born.
 - They come within safety and the changing body unit.

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

Assessment

A range of assessment tools are used, including thinking questions at the beginning and end of a lesson or unit, ranking activities and mind-maps which are added to as a unit progresses. Pupils are assessed informally by questioning during lessons, and more formally by tasks and challenges. Each lesson, teachers use statements which have been adapted to meet the needs of our children and thinking questions linked to the RSE curriculum to mark pupils' work. Next steps are adapted to also allow teachers to assess pupils' understanding and to inform planning.

Monitoring the quality of provision for RSE

- The subject lead for RSE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities). This is done by:
 - Moderation of work samples and books
 - Moderation of planning
 - Learning walks to observe coverage
 - The provision of guidance and training where required
 - Regular review of the curriculum and units within each year group
- The subject lead reports to the Headteacher on the quality of provision and effectiveness, highlighting any concerns

Links to Religious Education

- Awareness and tolerance of different beliefs and ways of life
- Awareness of right and wrong – skills to solve problems

Links to Computing

Understanding of how to evaluate information gleaned from the internet and of how to keep safe online

7. INCLUSIVITY

We will teach about these topics in a manner that:

- Considers how our 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

Equal Opportunities

All teaching and non-teaching staff at Oak Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity, and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Special Educational Needs and Disability (SEND)

To ensure that children with Special Educational Needs access the curriculum as fully as possible they are:

- provided with differentiated work
- work with support and/or in mixed ability groups

Safeguarding: safe and effective practice

- RSE is delivered in a safe and supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of the correct terms for genitalia as part of safeguarding practice. This is not sex education
- In RSE lessons:
 - Teachers and pupils agree ground rules, so everyone is, and feels, safe in lessons
 - Teachers agree with pupils the limits of confidentiality
 - Distancing techniques are used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances
 - In a positive classroom environment where children's natural curiosity is encouraged, teachers answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between

subjects (e.g., science, relationships, and sex education) and this may lead to them raising questions relating to both statutory and non-statutory content in class

Parents in Partnership

- We recognise that parents are the first teachers of their children. We understand that the role of parents/carers in the development of children's understanding about relationships is therefore vital
- Our aim at Oak Primary School is to establish open communication and to maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSE
- We have worked closely with parents when planning RSE and parents/carers are provided with the following information:
 - The content of the RSE curriculum – as outlined in this policy
 - The delivery of the RSE curriculum –including examples of the resources used
 - How to support/complement RSE teaching at home
 - How to request a child is withdrawn from sex education delivered as part of RSE
- If parents/carers have concerns about any aspect of the RSE (or PSHE) curriculum, they are encouraged to share these with the school. We then invite them to come and talk to us
- Parents/carers contacting the school about RSE are asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered

Faith and cultural perspectives on RSE

- Teaching RSE effectively means considering the many faiths and cultures of Britain today and knowing about the law
- As a school we deliver RSE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country
- RSE teaching promotes equality and challenges all forms of prejudice and discrimination
- A diverse range of resources are used so every child and family feels included, respected, and valued
- Parents and carers are key partners in RSE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values

8. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

At Oak Primary, we supplement the teaching of PHSE and RSE with inviting external agencies in to school to deliver projects. 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
- Share all external materials with parents and carers

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

9. ROLES AND RESPONSIBILITIES

a. The IEB

- Ensure the school meets its statutory requirements in relation to relationships and sex education
- Approve the PSHE and RSE policy
- Hold the Headteacher to account for the implementation of the policy (checking the RSE curriculum is well-led and effectively managed)

b. The Headteacher

- The development and implementation of the RSE policy
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing)
- Ensure RSE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils
- Enable staff to be suitably trained to teach relationships and sex education
- Encourage parents to engage with the formation of the policy and know about the final policy
- Support requests from parents to excuse their child from sex education, meeting with them first and organising alternative education for any pupils who are withdrawn
- Report to the Governing Body on the implementation and effectiveness of the policy
- Review the policy

c. Lead teacher for RSE

- Support the development and implementation of the RSE policy
- Develop the school's PSHE curriculum to incorporate the RSE content in the delivery model
- Ensure continuity and progression between each year group
- Work with other teachers (including subjects leads) to ensure the RSE curriculum complements, but does not duplicate, any content in other subjects
- Organise and provide CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSE
- Provide teachers with resources to support RSE delivery
- Monitor and evaluate the effectiveness of RSE and support teaching staff if required
- Report to the Headteacher/IEB regarding compliance with the statutory requirements and effectiveness of the RSE curriculum

d. SENDCO

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff)

e. All teachers of RSE

- Know and act in accordance with the PSHE (including RSE) policy
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships
- Consider how their personal views and/or beliefs might impact on their teaching of RSE
- Monitor pupil progress in line with school policy
- Work with the SENDCO to identify and respond to the needs of pupils with SEND
- Report any concerns about RSE teaching to the lead teacher and/or a member of the Senior Leadership Team (SLT)
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with the school's safeguarding policy)
- Respond professionally and appropriately to any parent who has withdrawn or requests to withdraw their child from sex education
- Share any concerns they may have about teaching RSE with the PSHE coordinator and/or Headteacher. Staff do not have the right to opt out of teaching RSE

9. PARENTS' RIGHT TO WITHDRAW

- Science, relationships, and health education are statutory at primary school (from September 2020 for relationships and health education). There is no right to withdraw children from these lessons
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme
- Any parent wishing to withdraw their child from sex education is invited to meet with the Headteacher to 'discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child'. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17)
- The Headteacher automatically grant a parent's request to withdraw their child from sex education other than as part of the science curriculum (DfE, para 49/page 18)
- The parent(s) and the Headteacher complete the form: Parental withdrawal from sex education within RSE (Appendix 5). This is a record of the main points of discussion which has taken place, the reason for the withdrawal, and the arrangement for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This is reviewed as required

Appendix 1: Long Term Plan

Kabow Primary Suggested long-term plan RSE & PSHE - Overview (EYFS and Key Stage 1)

Please click on each year group to see the break down of lessons for that year.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------|---|--|---|---|---|---|
| EYFS: Reception | Self regulation: My feelings | Building relationships: Special relationships | Managing self: Taking on challenges | Self-regulation: Listening and following instructions | Building relationships: My family and friends | Managing self: My wellbeing |
| Year 1 | Introduction lesson Family and relationships | Family and relationships Health and wellbeing | Health and wellbeing Safety and the changing body Citizenship | Safety and the changing body Citizenship | Citizenship Economic wellbeing | Economic wellbeing Transition lesson |
| Year 2 | Introductory lesson Family and relationships | Family and relationships Health and wellbeing | Health and wellbeing Safety and the changing body Citizenship | Safety and the changing body Citizenship | Citizenship | Economic wellbeing Transition lesson |

Kabow Primary Suggested long-term plan RSE & PSHE - Overview (Key Stage 2)

Please click on each year group to see the break down of lessons for that year.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|--|---|---|---|--|
| Year 3 | Introductory lesson Family and relationships | Family and relationships Health and wellbeing | Health and wellbeing Safety and the changing body Citizenship | Safety and the changing body Citizenship | Citizenship | Economic wellbeing Transition lesson |
| Year 4 | Introductory lesson Family and relationships | Family and relationships Health and wellbeing | Health and wellbeing Safety and the changing body | Safety and the changing body | Citizenship | Citizenship Economic wellbeing Transition lesson |
| Year 5 | Introductory lesson Family and relationships | Family and relationships Health and wellbeing | Health and wellbeing Safety and the changing body Citizenship | Safety and the changing body Citizenship | Citizenship Economic wellbeing | Economic wellbeing Transition lesson Roles and responsibilities |
| Year 6 | Introductory lesson Family and relationships | Health and wellbeing | Health and wellbeing Safety and the changing body Citizenship | Safety and the changing body Citizenship | Citizenship Economic wellbeing | Economic wellbeing Identity Transition lesson Dealing with change |

Appendix 2: Kirklees Charter (adapted) for Relationships Education, Relationships and Sex Education and Health Education (RSE)

Background

- We want all children and young people in Kirklees to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school
- This Kirklees Charter sets out the values and principles that we believe underpin an effective RSE curriculum
- The charter was developed in partnership between the local authority, teachers in Kirklees and other groups including our local SACRE (Standing Advisory Council for Religious Education) and representatives from the health care system including Public Health
- We invite schools to use this charter to inform and evaluate their RSE provision and practice

Our values and principles

1. RSE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme. The curriculum should be planned and timetabled across all key stages. RSE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex, and health education - as outlined in the content pages of the statutory guidance Relationships education, relationships, and sex education (RSE) and health education (DfE, 2019)
2. RSE will be embedded within the whole school curriculum (e.g., aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week)
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, IEB and parents before drafting their RSE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation
4. School leaders will actively seek pupils' views about RSE (what they want to know, the age at which they want to learn about specific content and their thoughts on how the subject should be delivered e.g., the curriculum model; the amount of RSE time; resources; the use of external experts/visitors. Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development
5. School leaders will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSE. Their views should be considered when planning RSE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects
6. School leaders are encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSE
7. Schools must develop an RSE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website. There is no requirement to write or share detailed lesson plans, although a school may choose to do this
8. RSE policy and planning will be informed by national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010;

relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g., PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Stonewall, The Children's Society)

9. School leaders will decide the content of the RSE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand
10. The RSE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes
11. All teachers of RSE should have access to high quality professional development (training) in RSE
12. RSE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions
13. RSE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity
14. RSE teaching will promote equality and challenge all forms of prejudice and discrimination
15. RSE lessons will promote safe, caring, healthy, positive, and respectful relationships
16. RSE lessons will encourage participation by using a variety of teaching approaches
17. RSE teaching will be inclusive, so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSE issues
18. Pupils will be given the opportunity to: reflect on the values, beliefs, and influences (such as from parents, peers, media, faith, and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views
19. Information and resources used in RSE should be up to date, based on best practice and subject to on-going evaluation
20. Expert visitors can enhance and supplement the RSE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSE. Schools will need to follow appropriate guidance (e.g., PSHE Association Selecting and working with visitors and speakers: guidance for schools) and/or their own guidance on the vetting and checking of any visitor before inviting them into school, in line with standard practice. At Oak Primary School, experts will sometimes be invited into train staff. If they are invited into the classroom, all resources will be reviewed by school prior to their visit, and they will deliver their expertise/information in collaboration with the teacher. The teacher will remain responsible for teaching the class throughout the duration of the visit

Kirklees Charter for Relationships Education, Relationships and Sex Education and Health Education

(RSE)



Appendix 3: The statutory content: relationships education and health education (DfE)

Relationships education overview (para 62/page 20)

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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

By the end of primary school, pupils will know:

- 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, but 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
- How to manage conflict
- How to manage different situations and how to seek help from others if needed

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help
- What a stereotype is, and how they can be unfair, negative, or destructive
- The importance of permission-seeking and giving in relationships with friends, peers, and adults

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous
- The rules and principles for keeping safe online
- How to recognise harmful content and contact online, and how to report these
- How to critically consider their online friendships and sources of information
- The risks associated with people they have never met
- How information and data is shared and used online

Being safe

By the end of primary school, pupils will know:

- 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
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96/page 32)

Mental Wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions, e.g., happiness, sadness, anger, fear, surprise, and nervousness
- The scale of emotions that humans experience in response to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online
- The risks of excessive time spent on electronic devices
- The impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others

- How to recognise and display respectful behaviour online
- The importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected, and targeted
- Where and how to report concerns and get support with issues online

Physical Health and Fitness

By the end of primary school, pupils will know:

- The mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise
- The risks associated with an inactive lifestyle, including obesity
- How and when to seek support, including which adults to speak to in school if they are worried about their health

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g., the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing
- The facts and science relating to immunisation and vaccination

Basic First Aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services, if necessary
- Concepts of basic First Aid, for example dealing with common injuries, including head injuries

Changing adolescent body. By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing and key facts relating to the menstrual cycle



[Relationships education overview \(para62/page20\)](#)

Appendix 4:

Sex education at Oak Primary School

- Sex education is not compulsory in primary schools (DfE, para 65/page 23)
- DfE recommends that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born' (DfE, para 67/page 23)
- All pupils are taught in national curriculum science: the reproductive process in some plants and animals
- All pupils are taught the content of health education as outlined in the RSE guidance. The section on the changing adolescent body includes key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (DfE, page 35)
- All pupils are taught about relationships education as outlined in the RSE guidance. This includes learning about caring relationships and different types of families (DfE, page 20)
- Schools are free to determine whether pupils are taught sex education beyond what is required above

At Oak Primary School, we teach sex education. This encompasses how babies are conceived and born. It is taught:

- in the spring term of year 6
- in an age and developmentally appropriate way and with sensitivity to the needs of our pupils
- in single sex groups, as most of our parents feel this would be beneficial for the children, enabling them to feel more confident to participate in the lessons and to ask questions
- consideration will be given to teaching vulnerable pupils in smaller groups and with support

Parents/carers are:

- informed in advance of the lessons and given the opportunity to raise questions and discuss the content prior to its delivery
- encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs
- given clear guidance on how to request the withdrawal of their child from sex education

Appendix 5

If a request to withdraw a child were to be received in writing or by email, a letter may be sent in response. If a request is made verbally, in person or on the telephone, the content of the following letter may be delivered verbally, followed by a meeting with the Headteacher.

Dear

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from sex education delivered as part of our RSE programme.

Before you make the final decision about, I would like to invite you into school to discuss your request. This will give us an opportunity to share our programme, look at some resources together and it will give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age-appropriate relationships and sex education helps children to be safe, happy, and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

Appendix 6: Sample form to be used for parental withdrawal from sex education delivered as part of the RSE curriculum

| | |
|---|--|
| Parental withdrawal from sex education, delivered as part of the RSE curriculum. | |
| Copies to parent/school file | |
| To be completed by parent/carer(s) | |
| Name of child | |
| Name of parent/carer(s) | |
| Year group/class | |
| Reason for withdrawing the child from sex education as part of the RSE education | |
| Any other information you wish the school to consider | |
| Parent/Carer(s) signature | |
| To be completed by Headteacher | |
| Notes from discussion with parent/carer(s) | |
| How the school will inform the parent/carer(s) about sex education | |
| Where the pupil will work and who will supervise when the topic is being delivered? | |
| Work to be undertaken by the pupil during this time | |
| Headteacher signature | |
| Review date | |

Policy review

- The Interim Executive Board is responsible for approving this policy
- The policy is reviewed on an annual basis by the PSHE coordinator and the Headteacher I'm not sure that this needs to be reviewed annually, this might be good for the first year (i.e., up until summer 2023) but after that every three years should be okay. That said, I think it's important to say something here about policy will be reviewed in light of any changes to the statutory guidance... Which is two points below!
- Changes are communicated to all staff and parents and are approved by the Interim Executive Board
- The review should consider any changes to statutory guidance; feedback from pupils, parents, or staff; and the school context

- Signed Chair of Interim Executive Board: Date:

- Signed Headteacher Date: