



# Relationships & Sex Education Policy (RSE)

<b>Responsible Person</b>	<b>Mrs L Stinchon</b>
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## Intent

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
- Take into account the current issues in our community, as highlighted in our Health LSIP
- Prepare pupils to be educated and informed citizens, where they are responsible for their own actions

## Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 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. (<https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education>)

From September 2020 it is statutory for primary schools to deliver Relationships Education and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science (How a baby is conceived and born). Health Education, which is also statutory from September 2020, covers the key facts about puberty and the changing adolescent body. At Trawden Forest Primary School, we are adhering to the recommendations by the Department for Education in delivering Relationships Education.

## Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

**Review** – The Senior Leadership Team (SLT) and Governors, as part of a Working Party on Personal Development, focusing on relevant national and local guidance.

**External Consultation-** The Subject Lead worked as part of a Cluster with local schools for PSHE policy development. PSHE Advisor support was taken under the Service Level Agreement. Recommendations from PSHE Association were taken in light of the curriculum planning.

**Staff consultation** – All school staff were given the opportunity to look at the policy and make recommendations

**Parent/Carer consultation** – The statutory requirements and the proposed policy was shared with parents. They were given opportunities to discuss their policy and curriculum, both in written form and by meeting with the subject lead.

**Pupil consultation** – We investigated what exactly pupils need from their RSE curriculum. Pupils are able to say what they know and understand about relationships, sex and health education.

**Ratification** – Once amendments were made in response to staff and parent feedback, the policy was shared with governors and ratified. All school policies are available on the school website.

## Implementation

### **Relationships and Sex Education**

At Trawden Forest Primary School, we believe in preparing children to make educated choices about how to be safe and healthy in our ever-changing world. We follow the Department of Education recommendations of providing the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, sexuality, healthy lifestyles, diversity and personal identity.

This will sit alongside the essential understanding of how to be healthy as well as promoting mental wellbeing and importance of health and hygiene.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or orientation. Teachers have the responsibility to educate children to be tolerant of a diverse society and will not promote one lifestyle over another

At Trawden Forest Primary School, we encourage the following **attitudes and values**;

- learning the importance of values and individual conscience and moral considerations
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making

### **Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others; learning to make choices based on an understanding of difference and with an absence of prejudice
- developing an appreciation of the consequences of choices made
- managing conflict
- learning how to recognise and avoid exploitation and abuse

### **Knowledge and understanding**

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships at appropriate stages

## Our Curriculum

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

At Trawden Forest Primary School, our Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings - Health education

Our **DRAFT** curriculum is set out in Appendix 1, but we may need to adapt slightly for the needs of the cohort.

## 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. Pupils are taught by school staff who receive up to date guidance from a trained health professional ie- school nurse. 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

As part of the Physical Health and Mental Wellbeing, we teach the following:

- Health and prevention
- Changing adolescent body

For more information about our RSE curriculum, and end of key stage objectives see Appendix 1.

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, LGBT 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).

## **Difficult questions & sensitive issues in relation to sex education**

Our school's Relationship and Sex Education programme will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors may have reasonable concerns.

## **Our school has decided not to teach about or answer questions on...**

- Different forms of sexual intercourse including homosexual practices or foreplay
- Rape

- Exploitative or violent sexual practices
- Incest
- Abortion
- Prostitution
- Contraception
- Masturbation
- Male circumcision / Female Genital Mutilation
- AIDS/HIV issues will be discussed in an age-appropriate and sensitive manner as and when they are encountered

If a child asks a question on any topic listed in the above list, teachers will explain that this is a matter not dealt with in school, that the child should consult his/her parent for an answer. The school will normally seek to inform parents when such a question is asked.

### **Roles and responsibilities**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

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.

Staff are responsible for delivering RSE in a sensitive way, modelling positive attitudes to RSE, monitoring progress, responding to the needs of individual pupils and 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.

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

#### **The PSHE Subject Lead will:**

- write the appropriate policies and share them with governors, staff and parents (on the school website)
- ensure staff have the knowledge and skills to deliver good quality relationships education
- make links with other subject leaders
- liaise with outside agencies in order to enhance the learning of a topic
- monitor the delivery of PSHE/RSE in the Floor Books/ SMSC
- ensure there are suitable and age-appropriate resources
- keep staff up to date on policies or changes in RSE
- attend the Cluster meetings to liaise with local schools and make further contacts
- ensure that our PSHE/RSE takes into account the Health LSIP

### **Parents' right to withdraw**

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

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher see Appendix 2. A copy of the withdrawal request will be placed in the pupil's educational record. The Headteacher will arrange a meeting to discuss the request with parents and, where appropriate the child, and take appropriate action.

Parents cannot withdraw their child from any part of Relationship Education as this now forms part of the basic curriculum and is a requirement of the government's statutory guidance.

Alternative work will be given to pupils who are withdrawn from Sex Education.

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. As a school, we liaise closely with our local cluster – we plan and receive annual training on the curriculum and any other statutory updates when appropriate. This is supported by the updates from the PSHE Cluster, which the subject lead shares with all staff. The subject lead 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.

### **Teaching and learning**

Teachers will teach the relationship education curriculum in either whole class, year groups or with single sex groups. Support and advice will be sought from the school nurse and other outside agencies, to enhance the learning of a topic or discussion. These external agencies can give the pupils access to a wide range of experience and expertise, new resources and different approaches to learning. Any health professionals and other agencies supporting the delivery of any aspect of RSE in the classroom will work within the school's RSE policy. A member of the teaching staff will be present at all times.

### **Monitoring and evaluation**

As part of the curriculum, teaching staff will carry out informal assessments as part of the units of work taught against the learning outcomes. The programme of study will be reviewed by the PSHE Lead with teaching staff on a regular basis. Monitoring will be carried out by the PSHE subject lead in line with the school's policy on monitoring. It is the individual teacher's responsibility to monitor and record individual progress. Throughout the school, observations and records will be made of children's knowledge.

### **Child Protection**

All teachers and visitors will adhere to the school's Child Protection Policy.

### **Confidentiality**

All teachers and visitors will adhere to the school's Code of Conduct. Any personal information is not to be used outside the group without permission, unless staff feel that there is a safeguarding concern.

### **Dealing with sensitive issues and answering difficult questions**

Our PSHE Policy follows Circle Time Ground Rules of respect and confidentiality. Teachers will answer questions they feel comfortable in addressing; however, they may need to refer to a member of the SLT, Family Support, Nurture Staff or refer back to parents/carers. An outside agency may be contacted for advice and support. All classrooms have an "Ask it basket" for children to write down anonymous questions.

We know that children may not always feel that they can discuss any issues or questions they have with a male/female teacher. At Trawden Forest Primary School, we offer a weekly 'drop-in' session at lunch time (under our Nurture provision) for Key Stage 2 children who feel they may need to talk about any issues that worry them with a member of the staff.

### **Inclusion and Children with Special Educational Needs**

All children should be given the same opportunities to become a well-rounded individual, who is prepared for life outside school. Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality or background.

We will differentiate lessons and questioning to suit the needs of the children. Children may be taught in smaller groups or may work with an adult who best understands their needs (such as a Family Support Worker or Learning Mentor). Resources will be differentiated as appropriate and shared with parents/carers.

### **Review**

The policy will be reviewed by the PSHE subject lead, headteacher and governors every three years and also in response to any updates from DfE and checked annually.

# **Appendix 1: By the end of primary school pupils should know:**

## **Statutory Relationships Education**

### **Topic 1: Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others.

### **Topic 2: Caring friendships**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Topic 3: Respectful relationships**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.



- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

#### **Topic 4: Online relationships**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

#### **Topic 5: Being safe**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice, for example family, school or other sources.

## **Statutory Health Education**

### **Topic 1: Mental wellbeing**

- 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, nervousness) and scale of emotions that all humans experience in relation 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, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.

- isolation and loneliness can affect children and that it is very important for children to 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, that problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.

## **Topic 2: Internet safety and harms**

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.
- 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.

## **Topic 3: Physical health and fitness**

- the characteristics and 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 a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).

## **Topic 4: Healthy eating**

- what constitutes a healthy diet (including understanding calories, and 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, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).

## **Topic 5: Drugs, alcohol and tobacco**

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

## **Topic 6: Health and prevention**

- 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 enough 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, including visits to the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

### **Topic 7: Basic first aid**

- 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.

### **Topic 8: Changing adolescent body**

- 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 including the key facts about the menstrual cycle.

### **Department for Education recommendations on sex education**

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

**(These expectations are set out in the Department for Education's guidance for schools on relationships education, RSE and health education.)**

## Appendix 2: Parent form: withdrawal from sex education within RS

To be completed by the parent/carer.			
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:	(Include notes from discussions with parents and agreed actions taken.)
Headteacher:	