



*Christleton Primary School*  
*Be the best you can be*

**RSE Policy**

<b>Document Name</b>		<b>Reviewed by</b>	
RSE Policy		Full Governing Body	
<b>Author</b>	Mr Mitchell	<b>Version number</b>	1.2
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<b>Signed Headteacher</b>	<i>Mr Mitchell</i>		
<b>Signed Chair of Governors</b>	<i>JL Eaton</i>		

# Christleton Primary School

## Relationships and Sex Education Policy

### Introduction

At Christleton Primary we provide opportunities for pupils to develop the skills, knowledge and understanding they need to lead confident, healthy lives and become informed and active citizens. Relationships and sex education (RSE) reflects the values of the PSHCE programme and is taught in the context of relationships. In addition, RSE promotes self-esteem and emotional health and wellbeing, helping pupils form and maintain worthwhile and satisfying relationships that are based on respect for themselves and for others, at home, school and in the community.

Every child is entitled to receive RSE regardless of ethnicity, gender identification, religion, age, culture, disability, sexuality, language, or special need. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

### 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

We aim to equip all pupils with accurate, unbiased knowledge about sex and relationships and to help acquire life skills that will help them make good use of this knowledge. We will also give pupils the opportunity to explore and respect their own and others' opinions, attitudes and values. All pupils will revisit topics so they build upon their existing knowledge and skills throughout the school. The aim of this policy is to provide a working document that gives clear guidance to staff, parents and governors for RSE.

The school promotes the following in their teaching of RSE:

- self-respect;
- respect towards others;
- taking account of other people's feelings;
- mutual support and cooperation;
- honesty;
- accepting the responsibility for the consequences of our own actions;
- the right of people to hold their own views;
- not imposing our views on other people;
- the right not to be abused by other people or taken advantage of;
- the right to accurate information about sex and relationship issues.

The school ensures that effective RSE is available to all pupils. Parents are informed about our RSE programme and are invited to view our teaching materials should they wish to. The teaching of RSE at Christleton Primary School takes into account the needs of individual pupils and takes their

cultures, faiths and family backgrounds into consideration. Pupils with special educational needs are given support as deemed necessary by their teacher for that specific child at that particular time. RSE is taught through both science and PHSE curriculum.

In the summer term children in all year groups devote time to RSE, this is supplemented throughout the year by activities in PHSE lessons. RSE is usually taught by the child's class teacher; therefore this should ensure a feeling of trust when tackling sensitive issues.

### Objectives:

- To fulfil the legal and statutory requirements for delivery of RSE;
- To provide an inclusive RSE programme that takes account of the needs of all students;
- To clarify/reinforce and improve students existing knowledge about sex and relationships, and to offer guidance about varied attitudes and values, so as to foster strong personal and social skills;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand how to develop effective, fulfilling relationships;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support;
- To develop skills for a healthier, safer lifestyle;
- To respect and care for their bodies;
- To be prepared for puberty and adulthood
- To establish school procedures for parents' rights to withdrawal.

### The teaching programme for RSE

#### Legal requirements (Science):

All schools must teach the following as part of the Science National Curriculum, parents do not have the right to withdraw their child/children from these aspects.

#### National Curriculum Science:

##### Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans  
f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and treat others with sensitivity.

##### Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction.
2. f) about the main stages of the human life cycle.

#### Foundation:

Pupils learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

### **Key Stage 1:**

Through work in science pupils learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHCE pupils reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

### **Key Stage 2:**

In science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 and 6.

Also in Years 5 and 6 children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHCE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

Relationships and sex education focuses on the development of skills and attitudes not just the acquisition of knowledge.

### **RSE and the law**

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must deliver a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Relationships and Sex Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contributes to this duty.

RSE for the 21st Century: this guidance document supplements the existing statutory Department for

Education guidance for schools (2000) with information that better recognises the needs of practitioners when addressing 21st century challenges such as online pornography and staying safe online. [https://www.pshe-association.org.uk/news\\_detail.aspx?ID=1383](https://www.pshe-association.org.uk/news_detail.aspx?ID=1383)

The OFSTED School Inspection Handbook, Aug 2015: Grade descriptors for personal development, behaviour and welfare (page 52) refer to the personal development and well-being of pupils which the RSE programme contributes to.

RSE topics should be taught through the statutory requirements of the National Curriculum Science Orders, which are mandatory for all primary and secondary age students, and through well-planned Personal, Social Health and Economic education. The National Curriculum Framework Document (2013) states that: 'All maintained schools should make provision for personal, social, health and

economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.' The Department of Education's mandatory timeline of information requires all schools to publish their school curriculum by subject and academic year, including their provision of PSHE. Primary and secondary schools (and Free Schools) should have an up-to-date RSE policy, academies and independent schools don't have to have an RSE policy but it is advisable. Schools must provide a policy that describes the content and organisation of RSE provided outside NC Science. It is the responsibility of school governors to ensure that the policy is developed and made available to parents/carers for inspection. Special schools and middle schools may need to make separate arrangements for primary age pupils and secondary age pupils.

### **The organisation of Relationships and Sex Education**

The Senior Leadership Team and the PSHCE Leader have responsibility for coordinating relationships and sex education.

Relationships and sex education is taught by classroom teachers. Relationships and sex education is usually delivered in mixed gender groups.

Normal class rules will be followed during RSE lessons; in addition, it will also be necessary to establish the need to prevent personal questions and the need to explain to children that if a teacher suspects that they are at risk from harm, then they will need to tell another adult. Active learning techniques such as circle time, paired and group discussion, interviewing and presentations, are used in the teaching of RSE as much as possible. Pupils will also be given many opportunities to reflect on what they have learnt in RSE lessons.

Most of RSE is delivered in mixed sex groups. However sometimes, both boys and girls cover the same material but may then give opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

### **Teaching without prejudice and bias**

All staff are aware that everyone has views on RSE related issues. However, while it is respected that everyone has the right to their own viewpoint, all RSE issues are taught without bias. Topics are presented with viewpoints so that pupils are able to form their own, informed opinions but are also encouraged to respect the fact that others may have quite different viewpoints.

### **Confidentiality**

Pupils' confidentiality is respected in all RSE lessons and pupils are made aware of the fact that what they say in RSE lessons will not be repeated to anyone else unless a member of staff suspects that the child is at risk of harm.

## RSE Teaching Programme Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Family and relationships</b>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>What is family?</li> <li>What are friendships?</li> <li>Family and friends help and support each other</li> <li>Making friends</li> <li>Friendship problems</li> <li>Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Families offer stability and love</li> <li>Families are all different</li> <li>Managing friendships</li> <li>Unhappy friendships</li> <li>Valuing me</li> <li>Manners &amp; courtesy</li> <li>Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Healthy families</li> <li>Friendships - conflict</li> <li>Effective communication</li> <li>Learning who to trust</li> <li>Respecting differences</li> <li>Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Respect &amp; manners</li> <li>Healthy friendships</li> <li>My behaviour</li> <li>Bullying</li> <li>Stereotypes</li> <li>Families in the wider world</li> <li>Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Build a friend</li> <li>Resolving conflict</li> <li>Respecting myself</li> <li>Family life</li> <li>Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Respect</li> <li>Developing respectful relationships</li> <li>Stereotypes</li> <li>Bullying</li> <li>Being me</li> <li>Loss and change</li> </ul>
<b>Safety and the changing body</b>	<ul style="list-style-type: none"> <li>Getting lost</li> <li>Making a call to the emergency services</li> <li>Asking for help</li> <li>Appropriate contact</li> <li>Medication</li> <li>Safety at home</li> <li>People who help us stay safe</li> </ul>	<ul style="list-style-type: none"> <li>The Internet</li> <li>Communicating online</li> <li>Secrets and surprises</li> <li>Appropriate contact</li> <li>Road safety</li> <li>Drug education</li> </ul>	<ul style="list-style-type: none"> <li>Basic first aid</li> <li>Communicating safely online</li> <li>Online safety</li> <li>Fake emails</li> <li>Drugs, alcohol &amp; tobacco</li> <li>Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>Online restrictions</li> <li>Share aware</li> <li>Basic first aid</li> <li>Privacy and secrecy</li> <li>Consuming information online</li> <li>The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>Online friendships</li> <li>Identifying online dangers</li> <li>The changing adolescent body (puberty, including menstruation)</li> <li>First aid</li> <li>Drug education</li> </ul>	<ul style="list-style-type: none"> <li>Drugs alcohol &amp; tobacco</li> <li>First aid</li> <li>Critical digital consumers</li> <li>Social media</li> <li>The changing adolescent body (puberty, conception, birth)</li> </ul>
<b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>Wonderful me</li> <li>What am I like?</li> <li>Ready for bed</li> <li>Relaxation</li> <li>Hand washing &amp; personal hygiene</li> <li>Sun safety</li> <li>Allergies</li> <li>People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>Experiencing different emotions</li> <li>Being active</li> <li>Relaxation</li> <li>Steps to success</li> <li>Growth mindset</li> <li>Healthy diet</li> <li>Dental health</li> </ul>	<ul style="list-style-type: none"> <li>My healthy diary</li> <li>Relaxation</li> <li>Who am I?</li> <li>My superpowers</li> <li>Breaking down barriers</li> <li>Dental health</li> </ul>	<ul style="list-style-type: none"> <li>Diet and dental health</li> <li>Visualisation</li> <li>Celebrating mistakes</li> <li>My role</li> <li>My happiness</li> <li>Emotions</li> <li>Mental health</li> </ul>	<ul style="list-style-type: none"> <li>Relaxation</li> <li>The importance of rest</li> <li>Embracing failure</li> <li>Going for goals</li> <li>Taking responsibility for my feelings</li> <li>Healthy meals</li> <li>Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>What can I be?</li> <li>Mindfulness</li> <li>Taking responsibility for my health</li> <li>Resilience toolkit</li> <li>Immunisation</li> <li>Health concerns</li> <li>Creating habits</li> <li>The effects of technology on health</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Citizenship</b>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rules</li> <li>Caring for others: Animals</li> <li>The needs of others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Similar, yet different</li> <li>Belonging</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Democratic decisions</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rules beyond school</li> <li>Our school environment</li> <li>Our local environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Job roles in our local community</li> <li>Similar yet different: My local community</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>School Council</li> <li>Giving my opinion</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rights of the child</li> <li>Rights and responsibilities</li> <li>Recycling</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Local community groups</li> <li>Charity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Local democracy</li> <li>Rules</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>What are human rights?</li> <li>Caring for the environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Community groups</li> <li>Contributing</li> <li>Diverse communities</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Local councillors</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Breaking the law</li> <li>Rights and responsibilities</li> <li>Protecting the planet</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Contributing to the community</li> <li>Pressure groups</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Parliament</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Human rights</li> <li>Food choices and the environment</li> <li>Caring for others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Prejudice and discrimination</li> <li>Valuing diversity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>National democracy</li> </ul>
<b>Economic wellbeing</b>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Introduction to money</li> <li>Looking after money</li> <li>Banks and building societies</li> <li>Saving and spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs in school</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Where money comes from</li> <li>Needs and wants</li> <li>Wants and needs</li> <li>Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Ways of paying</li> <li>Budgeting</li> <li>How spending affects others</li> <li>Impact of spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs and careers</li> <li>Gender and careers</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Spending choices/ value for money</li> <li>Keeping track of money</li> <li>Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Influences on career choices</li> <li>Jobs for me</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Borrowing</li> <li>Income and expenditure</li> <li>Risks with money</li> <li>Prioritising spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Stereotypes in the workplace</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Attitudes to money</li> <li>Keeping money safe</li> <li>Gambling</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>What jobs are available</li> <li>Career routes</li> </ul>
<b>Transition Identity</b>	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
						<ul style="list-style-type: none"> <li>What is identity</li> <li>Identity and body image</li> </ul>

RSE is taught using the 'Kapow' scheme of work, which meets all statutory requirements. The scheme also supports staff in delivering the subject through training and support materials. This is reviewed annually by the senior leadership team.

## Parental Consultation:

The school informs parents of what is being taught in each year group. We offer the parents the opportunity to see any resources being used and discuss anything with the class teachers. Parents are informed of any changes to these schemes of work. The school informs parents when aspects of the sex and relationship programme are taught and provided with an opportunity to view the resources being used should they wish to.

Parents are informed of their right to withdraw their children from those aspects of sex and relationship education not included in the Science National Curriculum; in our experience this is very rare and should this happen alternative work will be set.

### **Procedure for pupils who are withdrawn from sessions**

**Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all of the school's programmes of sex education, other than those elements which are required by the National Curriculum.**

**If a parent wishes for their child to be removed from RSE lessons they are asked to discuss the matter with the headteacher. If they still wish to withdraw their child, the child will be provided with work to do in another classroom.**

## Safeguarding Procedures and Child Protection

The school has an appointed member of staff who is responsible for safeguarding.

**Designated lead – Mr O. Mitchell**

**Deputy Lead – Mrs N. Hughes**

If a teacher suspects that there is a safeguarding issues they will inform the safeguarding leads by following the safeguarding procedure and recording any evidence which supports their concerns.

As part of the RSE ground rules, teachers will make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to speak to an adult.

## Use of visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHCE co-ordinator's and teacher's responsibility to plan the curriculum and lessons.”

Sex and Relationship Guidance DfE 116/2000 P 29 6.11

When appropriate, visitors such as the school nurse, health workers and other professionals may be involved in the delivery of sex and relationship education, particularly in Key Stage 2.

All visiting speakers will be asked to confirm to the following procedures:

- Visitors will contribute to the programme at the invitation of the school and must be qualified to make a relevant contribution;
- Visitors must be fully briefed on the school's programme for RSE and the context of their delivery;
- Visitors must agree with the aims of the school in delivering its RSE policy;
- Visitors will follow the school's safeguarding procedures in the event of a disclosure.

### **Children with Special Educational Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

### **Dealing with difficult questions**

Ground rules are set to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs.

### **Dealing with sexually explicit questions**

- It will be made clear at the start of every RSE lesson that personal questions are inappropriate.
- Questions which relate directly to taught material and arise as the lesson is taught will be answered as a whole class.
- An anonymous question box will be used for all other questions, but pupils will be told that this will be filtered. For questions which are not answered it will be suggested that children ask their parents / carers. The use of the question box means that children will be able to ask questions which they may not have felt confident to ask in a whole class setting, whilst giving the teacher time to assess the suitability of the question and prepare the answer.

### **Dealing with sensitive issues**

Teachers need to be sure that they are aware of potentially sensitive issues which may arise from the teaching and learning of RSE. The following protocols should be applied when delivering the curriculum:

- No individual (staff or pupil) will have to answer a personal question;
- No individual will have to take part in a discussion about sex and relationships;
- The correct scientific names for body parts will be used;
- Meanings of words will be explained in a sensible and factual way;
- Teachers will use their professional discretion in responding to questions, and may refer the individual to another member of staff or outside agency.

### **Monitoring and Evaluation**

Monitoring is the responsibility of Senior Leadership Team and the PSHCE Leader.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.