



Springvale Primary School

Policy Title: Relationships and Sexual Education (RSE)

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Signed by:

Chair of Governors

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Relationships and Sexual Education (RSE) Policy Autumn 2021



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Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

Background Information

Springvale Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

1. Introduction

At Springvale Primary School we ensure that our pupils have an entitlement to Relationships and Sexual Education (RSE) within the curriculum. We take a pro-active role and believe that RSE is an essential part of the Personal, Health and Social Education (PHSE) of each child. We teach general themes linked to personal well-being and relationships such as kindness, respect, equality, safety and trust through our day-to-day assemblies, lessons and class discussions.

RSE Values within PHSE

PHSE is developed from Nursery onwards as part of the integrated topic work approach to the curriculum, and is one of the subjects in the compulsory National Curriculum, which pupils have an entitlement to experience throughout their education. The Governors see 'Sex Education' as a major component of the School's comprehensive program of Personal, Social, and Citizenship Health Education. It links with science, Religious Education and PHSE subjects in our school.

It is vital that pupils receive effective sex education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation, which may affect relationships with others both now and in the future.

The importance of sexual relationships in all our lives is such that sex education has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In sex education, learning information about the physical aspects of sex is supplemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

2. Aims

RSE forms an integral part of the PHSE learning process. In producing this policy, we aim to achieve the following objectives, which should be taught at different stages of each child's education, including the direct teaching of RSE to Year 5 and to Year 6 pupils.

- 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.

3. 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](#).

At Springvale Primary we teach RSE as set out in this policy.

4. Policy development

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

1. Review – a member of staff in conjunction with leaders and Governors collated the relevant information including national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified and the policy will be reviewed every three years minimum

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Curriculum

The place of RSE in our 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, pupils and staff, taking into account the age, needs and feelings of pupils.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- For more information about our curriculum, see our curriculum map in Appendix 1.

Explicit Questions

Modern children are incredibly knowledgeable and they ask very mature questions in RSE lessons. We often receive questions about different types of sexuality, sexually transmitted diseases/infections or LGBT issues. As a policy we feel that we would rather the young learners in our care know and understand the correct information about these aspects of sex and relationships. We will therefore answer these questions in a brief and factual manner. If you do not wish for your child to be present for such discussions, please let the Headteacher know immediately when your child begins their learning in Year 5 or Year 6. If we receive questions that we do not feel are appropriate to deal with, teachers have to say, "I'm sorry but the school policy and legislation does not allow me to answer that question." The teacher may deem it appropriate to discuss the child's concerns with the parents – a decision

may then be taken on how best to deal with it. We will offer children an opportunity to ask questions publicly in a whole class, in gender groups and anonymously through our questions in a box section. Answers to the 'questions in a box', approach must only be given after very careful screening of the questions.

7. 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).

Pupils also receive stand-alone sex education sessions delivered by the class teacher.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, 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).

For more information about our RSE curriculum, see Appendices 1 and 2.

Methods

- Role-Play - an excellent way of enabling young people to understand and empathise with a whole range of people and circumstances. It also provides opportunities to develop confidence and skills to manage difficult situations.
- Debates - These are a really good way to explore one issue in greater depth. Remember to allow follow-up of the debate with some form of evaluation about how the pupils felt about it and if they changed their views during the course of the debate and what were their reasons.
- 'Hot Seating' - a good way to debate an issue directly. Two chairs face each other and the pupils are divided into two teams that stand behind the chairs. One member of each team sits in the chair and begins the debate, being replaced by another team member if required.
- Using Case Studies -Using case studies of life situations or dilemmas allow pupils to discuss the issues without disclosing their own sexual experiences. Again, these exercises help to promote greater understanding and empathy.

- Games - There are quite a few games available for RSE. These always stimulate interesting discussion as well as being helpful in providing young people with information in a fun way.
- Encourage pupils to draw, talk or write about their family if they feel comfortable to do so: who's in their family, what their different relationships are, discuss issues like step-families, divorce, carers and bereavement
- Use short stories or poems that are about family relationships, friends or teachers and encourage children to talk or write about them
- Ask pupils to draw their family tree or family timeline and create a display board for everyone to see, if it is appropriate to do so and the children are comfortable to do so
- Invite a new mum/dad and baby into school to discuss the responsibilities of parenthood

RSE shares the features of well-taught lessons in any subject. The core principles of teaching and learning are to:

- ensure that every pupil succeeds
- provide an inclusive education within a culture of high expectations
- build on what learners already know
- structure the pace of teaching so that students know what is to be learnt
- make learning vivid and real
- develop understanding through enquiry, e-learning and group problem-solving
- make learning an enjoyable and challenging experience
- stimulate learning by matching teaching techniques and strategies to a range of learning styles
- enrich the learning experience
- infuse learning skills across the curriculum
- promote assessment for learning
- make children partners in their learning

Offering advice

The Governors and staff believe that the school's function is to provide a general education about sexual matters and issues and we acknowledge that teachers may not be qualified to explore some areas of the curriculum in greater depth.

Teachers cannot:

- give personal advice or counselling on sexual matters to a pupil (either individually or within a group)
- give personal contraceptive advice to pupils without parental consent.

Teachers can:

- provide pupils with education and information about where and from whom they can receive confidential advice and treatment, e.g. the school nurse, their GP or a local medical centre. This is not the provision of sex education, but

merely the imparting of factual information as to where advice, counseling (and treatment) can lawfully be obtained. Appointments to see the nurse can be arranged by the pupil through the class teacher or the Headteacher.

Confidentiality

Having considered all available advice and guidance, the governors and Headteacher state that in circumstances where a pupil is considered at some risk of any type of abuse (e.g. moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the Headteacher in compliance with the LA procedures for Child Protection. The Headteacher will decide whether to inform the parents and/or appropriate authorities and may arrange for counseling to be provided (please see our Child Protection Policy). Although there is no legal duty on a teacher, or a Headteacher, to inform parents of matters which a child has confided to them:

- teachers must not promise confidentiality even though they cannot be made to break it once given;
- pupils must be made aware that any incident may be conveyed to the headteacher and possibly to parents;
- teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential.
- Our Child Protection Policy states that parents will always be informed about any significant concern of the school

Using visiting speakers and other professionals:

We believe that most of the RSE programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned program of RSE.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the RSE policy. After gaining approval from the headteacher for the visit the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the RSE curriculum. Issues to consider are:

- The degree of explicitness of the content and presentation.
- Will the visitor be accompanied by teaching staff?
- Will the staff take an active role in the visitor's activities?
- How will the visitor be prepared for the visit?
- How will the visit be built upon and followed up?
- Visitors must be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.

Equal Opportunities Issues and Special Needs

The nature of work undertaken must be appropriate to the age and maturity of the pupils. Children with special educational needs or a disability may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (regardless of whether they have special needs or not) will become sexually active. Recommended reading - "Talking Together About Growing Up", a workbook for parents of children with special educational needs.

8. Roles and responsibilities

8.1 The governing board

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

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8). Furthermore, the Headteacher has responsibility for dealing with sex and relationship related incidents and supporting staff in the development of appropriate schemes of work within the school.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

8.4 Pupils

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

9. Parents' right to withdraw

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

However, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE for a variety of reasons which may include Special Education Needs and/or a Disability, welfare concerns or on moral/religious grounds.

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

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

Parental Involvement

It is our strong belief that parents have a crucial role in the continuing development and support of this teaching within the home. The school is committed to working with parents in the teaching of RSE. A workshop session can be made available which provides Year 5 and Year 6 parents with the opportunity to develop their own understanding of the programme in advance of the children beginning work on their programme. This programme can be delivered to individuals or small groups at the request of families. Please contact the school when your child moves into Y5/6 if you have any concerns about the content of our RSE curriculum or how it will be delivered.

10. Training

Staff are trained on the delivery of RSE as part of continuing professional development calendar.

11. Monitoring arrangements

RSE, like any other aspect of teaching and learning, is monitored within the school's existing framework. Children's knowledge and understanding is assessed at the end of relevant modules in science and PHSE. Assessment of pupil progress will be through informal discussion and, sometimes, by work sample scrutiny after using the resources. Extra support for identified pupils will then be provided, following consultation between staff and the relevant families.

12. Additional reading

This policy is one of many within our school and we suggest that this policy is read in conjunction with our Science and SEND policies.

Appendix 1: Curriculum map

Relationships and Sexual Education (SRE) curriculum map

YEAR GROUP	TOPIC/THEME DETAILS
Year 1	<p><u>Relationships</u></p> <p>1. Friendship-</p> <ul style="list-style-type: none"> • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people’s feelings • be able to see a situation from another person’s point of view.
Year 2	<p><u>Relationships</u></p> <p>1. Bullying-</p> <ul style="list-style-type: none"> be able to name a range of feelings • understand why we should care about other people’s feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours. <p>2. Body language-</p> <ul style="list-style-type: none"> be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person’s point of view • understand why it is important to care about other people’s feelings.
Year 3	<p><u>Relationships</u></p> <p>1. Touch- understand the difference between appropriate and inappropriate touch • know why it is important to care about other people’s feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts.</p>
Year 4	<p><u>Growing and changing</u></p> <p>1. Appropriate Touch-</p> <ul style="list-style-type: none"> identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.

YEAR GROUP	TOPIC/THEME DETAILS
Year 5	<p><u>Growing and changing</u></p> <p>1. Puberty-</p> <p>explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty</p>
Year 6	<p><u>Growing and changing</u></p> <p>1. Conception-</p> <p>explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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 if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • 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
Respectful relationships	<ul style="list-style-type: none"> • 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
Online relationships	<ul style="list-style-type: none"> • 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	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sexual education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from any aspects of sexual education within our RSE curriculum			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>