



# Alderman's Green Primary School

*Alderman's Green where everyone believes in us and we  
believe in ourselves.*

## Relationships and Sex Education Policy (RSE)

Published date: September 2022

Review date: September 2025

Chair of Governors : Mrs Hayley Shortt

## 1.Aims

'Me, my life and my world'

Relationships and Sex Education is an important aspect of our PSHE Education curriculum and the education that our children receive. Our curriculum design has been influenced by the needs and views of the young people at Alderman's Green Primary School.

The aims of Relationships and Sex Education (RSE) in our school are to:

- Provide a framework in which sensitive discussions can take place,
- Prepare children for all types of relationships that they may experience by living in modern Britain,
- Enable children to reflect upon different relationships, those who care for them, the importance of family life, respect for others and their views,
- 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, including respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship,
- Teach pupils the correct vocabulary to describe themselves and their bodies,
- Scientifically understand the way humans reproduce,
- Recognise sexual abuse, and what they should do if they are worried about any sexual matters.

## 2.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.

Our policy and curriculum follows guidance set by the Department for Education entitled '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*

*Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (2020)*

At Alderman's Green Community Primary School we teach RSE as set out in this policy.

### 3. 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 -the lead for PSHE Education collated all relevant information including relevant 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 - this was done through the Year 6 School Nurse Health Questionnaires,
5. Ratification - once amendments were made, the policy was shared with governors and ratified.

### 4. Definition

At Alderman's Green Community Primary School, we define Relationships and Sex Education as:

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy relationships, different types of families and people who care for them and that they can trust,
- RSE is also about 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, sexual beliefs or sexual orientation,
- RSE scientifically explores the way humans reproduce,
- RSE encourages children to recognise sexual abuse, and what they should do if they are worried about any sexual matters.

## **5. Content and delivery**

### **5.1 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.

For more information about our curriculum, see our curriculum map.

### **5.2 What we teach**

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 a trained teaching staff with the support of health professionals and where appropriate, other external agencies.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. This is taught across all year groups and includes:

- Families and people who care for me and I can trust,
- Caring friendships,
- Respectful relationships,
- Online relationships,
- Being safe,
- Personal space and asking for help.

Sex education is predominantly taught in Upper Key Stage 2 and will focus on:

- Preparing boys and girls for the changes that adolescence brings,
- How a baby is conceived and born,
- Recognising healthy and safe relationships including those who care for us and those who we can trust,

In Lower Key Stage 2 and Key Stage 1, children are taught:

- The correct biological terms for male and female body parts,
- Body differences between males and females,
- Positive body image,
- Life Cycles and changes that children go through e.g. baby, toddler, child, adolescent,
- Preparing boys and girls for the changes that adolescence brings (Year 4 only),

### **5.3 How we teach it**

Our Relationships and Sex Education is taught to children through a variety of different ways, such as:

- A discreet RSE lessons in our allocated weekly PSHE lesson. This lesson will be delivered by the children's class teacher,
- On some occasions, RSE lessons may be blocked across a specific week,
- Class teachers will ensure that they have the ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them. If they have concerns regarding this then they must report this to a member of the Senior Leadership Team and/or the PSHE Education leader,
- All RSE lessons will be appropriately differentiated to meet the needs of all pupils. The Inclusion Lead, SENCo and Resource Base manager advise on how to adjust lessons to meet the needs of SEND pupils and those with Autism,
- Resources from the PSHE Association and also CWP Resources will be used to enhance the delivery of RSE Education lessons,
- Resources from the No Outsiders in Our School Programme will be used to enhance the delivery of RSE Education lessons
- Where appropriate, other PSHE Education opportunities are used within the classroom to reinforce themes such as class assemblies, current affairs sessions and through circle time,
- Whilst we carry out the main RSE Education in our PSHE curriculum, we also teach some aspects through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

- Where appropriate, children may take part in education visits or have visitors come into school to lead workshops to enhance the PSHE Education and RSE curriculum.

#### **5.4 Confidentiality**

Teachers conduct relationships and sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection; in line with our Safeguarding duties and policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Designated Safeguarding Lead as per our Safeguarding Policy.

### **6.Roles and responsibilities**

#### **6.1 The governing board**

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

#### **6.2 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. The PSHE leader and assistant headteacher will support the headteacher in this role.

It is the responsibility of the headteacher to ensure that both staff and parents/carers are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.

The headteacher monitors this policy on a regular basis, and reports to governors, when requested, on the effectiveness of the policy.

#### **6.3 Staff**

Staff are responsible for:

- Delivering RSE at an appropriate time. Timetabling issues should not be a reason to not teach RSE,

- Delivering RSE in a sensitive way,
- Modeling positive attitudes to RSE,
- Work with children to establish some ground rules for PSHE/RSE to provide a supportive and open environment to discuss topics,
- Seek support from other colleagues if unsure or uncomfortable in the teaching of sensitive topics,
- Monitoring and reporting on of children's progress,
- Responding to the needs of individual pupils and adapting lessons to support these needs.
- 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.

#### **6.4 Pupils**

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

Pupils are expected to follow the class ground rules for PSHE Education/RSE at all times.

Pupils are encouraged to speak to a trusted adult if they have any concerns or feel uncomfortable discussing a topic.

#### **6.5 Parents and carers**

The school is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- Inform parents and carers about the school's sex education policy and practice,
- Answer any questions that parents or carers may have about the sex education of their child,
- Take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex education in the school,

- Encourage parents and carers to be involved in reviewing the school policy, and making modifications to it as necessary,
- Inform parents and carers about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents and carers have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents/carers in this regard.

## 5. Monitoring arrangements

The Governing Body gives serious consideration to any comments from parents and carers about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of our sex education programme.

The delivery of RSE is monitored by the Senior Leadership Team, The PSHE Team and Senior PSHE Lead through:

- Lesson observations,
- Learning walks,
- Planning scrutiny,
- Book trawls,
- Pupil, staff and parental voice opportunities.

This policy will be reviewed by Maria Unitt annually or sooner if statutory guidance changes. At every review, the policy will be approved by the Senior Leadership Team and the Governing Body.

## 6. Links with other policies

This policy links to the following policies and procedures:

- Personal, Social, Health and Economic Education (PSHE) Policy



- Drugs, Alcohol and Tobacco Education Policy,
- Anti-Bulling Policy,
- Behaviour Policy,
- Teaching and Learning Policy,
- Safeguarding Policy,
- SEN Policy.

## Appendix 1: Curriculum map for PSHE/RSE

	Transition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p>During the first few weeks in September, children will take part in the 'Protective Behaviours' Unit of work. This explores the theme of 'feeling good and feeling safe'. Protective Behaviours is based on two key messages:</p> <p><i>We all have the right to feel safe all of the time, We can talk with someone about anything, even if it feels awful or small.</i></p>	<p>In EYFS, the children will explore a range of topics, opportunities and activities to enable them to meet the Early Learning Goal for Personal, Social and Emotional Development. These are broken into three themes: making relationships, self-confidence and managing feelings and behaviour. Throughout the Year, the children will also take part in 'Protective Behaviours' usually in the Autumn Term, which is revisited when necessary. In addition to this, children will access materials from the CW Project on caring friendships, being kind and families, staying healthy, medicines and people who can help us.</p>					
<b>Year 1</b>		What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
<b>Year 2</b>		What makes a good friend? What are the differences between males and females?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
<b>Year 3</b>		How can we be a good friend?	What keeps us safe?	What are families like? Why is it good to be different?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and well?
<b>Year 4</b>		What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
<b>Year 5</b>		What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely? How will my body change as I grow?	How can drugs common to everyday life affect health?	What jobs would we like?
<b>Year 6</b>		How can we keep healthy as we grow?		How can media influence people?		What will change as we become more independent? How do friendships change as we grow?	

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

Topic	Pupils should know
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

Topic	Pupils should know
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

Topic	Pupils should know
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

### Appendix 3: Parent withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
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	