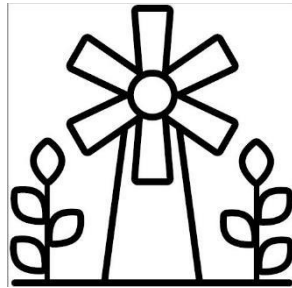


Sibsey Free Primary School



Relationships and Sex Education (RSE) Policy

Approved by: Governing Body

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Next review due by: March 2024



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Background information

This policy covers our school’s approach to Sex and Relationships Education. It has been written to take into account the revised 2014 National Curriculum which incorporates the need for guidance arising out of the Personal, Social and Health Education (PSHE) framework and the Social Exclusion Unit report on teenage pregnancy.

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

This policy provides an overview of the overall aims and objectives within the delivery of the age appropriate development of skills, understanding and the development of relationships children need to live confident, healthy and independent lives. It will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions.



It has been produced by Parents, Staff and Governors and an external independent consultant.

Parents will be kept informed about the school's Relationships and Sex Education (RSE) Policy and their support of the programme will be encouraged by all staff. This document will be available on the school's website, alongside its availability on request from the school office. Upon request it can be translated.

Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation, review and evaluation alongside the Head Teacher.

This policy should also be viewed alongside other policies, including; PSHE, E-safety and Anti-bullying, Confidentiality and Child Protection/Safeguarding.

The overall aims and objectives

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- develop interpersonal and communication skills.
- develop an understanding of personal feelings and those of others, both emotional and physical.
- develop positive values and a moral framework that will guide their decisions and behaviour.
- discuss and consider the opinions and concepts presented within the framework.
- develop skills in language, to make choices and decisions in order for them to speak with confidence when coping with the influences of their peers and the media.
- understand what is meant by relationships within families, between friends and in the community and develop an understanding of the values of marriage, stable relationships and family life as a positive environment for establishing worthwhile, meaningful and secure relationships.
- recognise and respect themselves and others; the views of others, backgrounds, cultures, values and experiences.
- develop loving, caring relationships based on mutual respect in an atmosphere of openness, honesty and support.
- be prepared for puberty and the emotional and physical effects of bodily changes.
- understand the attitudes and skills needed to maintain their sexual health to support the development of skills for a healthier, safer lifestyle.
- develop self-esteem, self-confidence and feelings of self-worth.



- recognise and avoid exploitative relationships.
- value, care for and respect their bodies.
- use appropriate language.

The Nature of Sex and Relationships Education is set in the wider context of our school values and ethos:

Relationships and Sex Education concerns not only the physiological mechanics of reproduction but involves many moral, spiritual, emotional and cultural aspects of personal development. It involves knowledge of how the human body works and is also concerned with exploring feelings, attitudes, emotions and values around the child’s and others’ sexuality.

Within relationships and sex education we aim to develop pupils’ personal and social skills, promoting and maintaining personal health along with encouraging and facilitating pupils’ development towards being socially responsible adults. RSE must enable young people to gain knowledge and information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

Within a caring, moral, family orientated environment, pupils will learn about themselves and their bodies, their feelings and relationships and the physical and emotional changes involved with growing up.

RSE is considered as an integral part of Personal, Social and Health Education and much of the work undertaken will feature as part of that aspect of the curriculum. As part of the school’s Personal, Social and Health Education Policy we feel that the school should promote the spiritual, moral, cultural, mental and physical development of pupils at the school. We should also be preparing pupils for the opportunities, responsibilities and experiences of adult life.

The programme will be sensitively matched to the pupils’ maturity and experience, with due regard given to the diversity of modern family life.

The policy supports the school values and ethos by:

- promoting a healthy, safe and caring environment for all pupils and staff.
- providing a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- promoting pupils’ self-esteem and emotional well-being and helping them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- preparing our pupils to confidently engage with the challenges of adult life.



- providing sufficient information and support to enable our pupils to make safe choices.
- providing an enriched curriculum, by providing children with opportunities to develop the necessary skills to manage their lives effectively.
- helping our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- understanding RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- understanding RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.

OUR STEPS FOR BEING BRAVE	OUR STEPS FOR BEING KIND
1 DON'T BE SCARED... TRY TO FIGHT THE FEELING OF FEAR	1 HAVE A CARING HEART
2 TRY NEW THINGS AND HAVE A GO!	2 HELP OTHERS, TAKE TURNS
3 DON'T GIVE UP WHEN IT'S HARD	3 NICE ACTIONS AND NICE WORDS
4 STAND UP TO THINGS THAT ARE WRONG	4 SHOW LOYALTY TO THE SIBSEY FAMILY
	



OUR STEPS FOR BEING BRILLIANT

- 1 BE PROUD AND AMAZING
- 2 BE DETERMINED
- 3 BE THE BEST THAT YOU CAN BE
- 4 BRING OUT THE BEST IN OTHERS



OUR STEPS FOR BEING HONEST

- 1 SAY WHAT REALLY HAPPENED!
- 2 KNOW THAT IT IS RIGHT TO OWN UP TO OUR MISTAKES
- 3 TELL PEOPLE HOW YOU'RE FEELING: BE HONEST TO OTHERS AND YOURSELF
- 4 SEE HONESTY AS THE KEY TO SUCCESS



OUR STEPS TO BEING YOURSELF

- 1 DO YOUR OWN THINGS THAT MAKE YOU HAPPY
- 2 KNOW WHAT MAKES YOU SPECIAL
- 3 BELIEVE IN YOURSELF
- 4 FOLLOW YOUR DREAMS



The Teaching of Relationships and Sex Education Entitlement – 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 Sibsey Free Primary School we teach RSE as set out in this policy.

All pupils will be offered the opportunity to receive a comprehensive, well-planned programme of relationships and sex education (RSE). The balanced programme of activities will be planned, using



a variety of age appropriate teaching strategies and resources, which builds on previous work and achievements.

RSE will not be taught in isolation or simply as knowledge based. It will be presented within a context that stresses the complexity and values of human relationships. It is developmental and appropriate to the age and stage of development of the child.

RSE is likely to occur throughout many aspects of the school day. Much of the work will be covered in Science, English, Personal, Social & Health Education, Social & Emotional Aspects of Learning (SEAL) and Philosophy for Children (P4C). Collective Worship and assembly times also provide many opportunities for discussion.

Children may approach adults within the school to discuss aspects of RSE in their free time and when they have a concern or worry. These situations all need to be dealt with in a way which encourages children to have a regard for moral considerations and the value of family life. Informally, the subject is often raised when dealing with other issues around school. Formally, the topic will be discussed as and when the teacher feels it is appropriate and it is planned for.

In Year 5/6, the children are shown a DVD relating to puberty and the changes that occur at this time.

Delivery of RSE within our school

Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance. RSE describes the elements which will be taught wholly consistent with the National Curriculum (2014) and DfE guidance.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

We believe it is important to address sex and relationships education in the primary age group. In Key Stage 1 it will include laying foundations of understanding about growth and change and respect for one another. In Key Stage 2 it might be preparation for the changes of puberty.

The objectives of the RSE Curriculum will be taught in:

- PSHE through designated lessons.
- Enrichment activities, especially our Collective Worship programme, social skills groups, involvement in school trips and adventurous activities, and activities carried out as part of our development as a health promoting school.
- We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.



- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs.
- Staff will be assisted in their planning and delivery of the curriculum through additional updated support provided through the PSHE association, curriculum materials, and specific training INSET to meet staff needs. Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about SRE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

Teaching Methodologies and Definitions

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

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

RSE is not about the promotion of sexual activity.

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. In addition to those already used in the classroom, specific ground rules will be established at the beginning of any RSE work. These will cover the following areas:

- We will encourage children to use appropriate use of language.
- Asking and answering of personal questions will be done with sensitively.
- We will involve children in the evaluation and development of their SRE in ways appropriate to their age.
- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
- We will engage children in activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes. (Worry boxes are available in each class.)
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through Pupil Voice) about their perception of the strengths of our RSE programme and the areas to be further developed.
- We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering SRE.
- In relation to nationality, sexual orientation, RSE and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.



- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
- In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider: their level of vulnerability, their need to learn and demonstrate appropriate behaviour, their need to develop self-esteem and positive body image, the need to involve all staff, including ancillary staff and carers, in policy development, planning and training, the management of personal care, and clarity about sources of support for pupils.

Consultation for 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 or working group pulled together 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
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Resources

Primarily we will use the PSHE Association Development Programme and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with the Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children



- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping · encourage active and participative learning
- conform to the legal requirements for RSE.

Use of Visitors to Support RSE

At times it will be necessary to use outside visitors (e.g. LCC services, school nurse) to support the delivery of our programme. There will be close liaison between any visitors and the teachers in charge. Anyone supporting teachers in this area will be aware of the content and principles of this policy. Please see guidance document for visitors supporting RSE (appendix).

Dealing with difficult questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive*, honest** and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE leader. When answering questions, we will ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the Designated Person for child protection in line with school policy.

Sensitive* - understand the child's individual circumstances and respond accordingly

Honest** - children will not be given misinformation

Distancing Techniques

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, and videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Safeguarding, Child Protection and Confidentiality

All schools have responsibilities relating to the safety of children in their care. Paragraph 41 of statutory guidance on Keeping Children Safe in Education, the Department for Education states: "Schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through



PSHE ...”

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the Designated Person for child protection immediately.

Safeguarding is not just about how we keep pupils safe whilst in our care, or how we respond when a pupil is at risk, it is also about ‘making sure that children and learners are taught how to keep themselves safe; are able to understand, respond to and judge risk effectively, through the opportunity to draw on their knowledge and understanding’.

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.
- Professionals are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school’s Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

Working with Parents/Carers and our School Community

All that is covered in school through the Relationships and Sex Education Policy is to support what parents teach children at home. The school feels strongly that there is a considerable responsibility on the parents to ensure that their children are aware of those aspects of Sex Education, which will encourage the children to eventually become responsible adults.

As a school, we actively encourage parental involvement and there will be opportunities for parents to view material of a sensitive nature. Terminology is shared with parents and has been worked together in consultation with parents and carers to devise this policy. Parents of children in Year 5/6 are invited to attend a viewing of the DVD relating to puberty and the changes children undergo at this time prior to its delivery to their children. This will be an opportunity to discuss its contents, impact and understanding.

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter or leaflet of forthcoming RSE topics.
- Inviting parents to learn more about resources and activities used in RSE.



- Gathering parents’ views on the RSE Policy and taking these into account when it is being reviewed.
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus.
- Providing supportive information about parents’ role in RSE.
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Procedure for Withdrawing Pupils

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory and non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Complaints

If any parent has a complaint about the way in which sex education has been approached within school then they should refer to the School Complaints Policy and follow the guidance therein.

Our intended outcomes – what pupils should know

The learning outcomes of our programme will include:

- In the Early Years, to develop the knowledge and understanding of fairness and turn taking with toys which gradually builds to developing the skills of negotiation and assertiveness; skills which are of value within a range of relationship encounters.

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



Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Washing	Washing	Washing	Similar	Similar	Puberty	Puberty	Womb
Brushing teeth	Brushing teeth	Brushing teeth	Different	Different	Lifecycle	Physical changes	Sperm
Getting dressed	Getting dressed	Get dressed	Sex	Male	Reproduction	Menstruation	Egg
Boy	Clean	Clean	Gender roles	Female	Physical	Periods	Conception
Girl	Boy	Boy	Stereotypes	Body parts	Pregnancy	Tampons	Fertilisation
	Clean	Girl	Boy	Penis	Breasts	Sanitary towels	Pregnancy
	Boy	Penis	Girl	Vagina	Sperm	Wet dreams	Sexual intercourse
	Girl	Vagina	Male	Comfortable	Egg	Semen	Twins
	Same	Same	Female	Uncomfortable	Pubic hair	Erection	Fostering
	Different	Different	Body parts	Body parts	Emotions	Sweat	Adoption
	Face	Physical characteristics	Penis	Like	Feelings	Breasts	Relationship
	Hair	Gender	Vagina	Dislike		Spots	Friendship
	Skin	Hair		Touch		Pubic hair	Love
		Face		Hug		Facial hair	Consent
				Kiss		Underarm hair	Intimacy
				Family		Sexual feelings	Privacy
				Fostering		Privacy	Human rights
				Adoption		Human rights	Protection
				Relationship		Protection	Female Genital Mutilation
				Stereotypes		Female Genital Mutilation	
				Gender roles		Moods	
						Emotional	

Appendix 1 – agreed vocabulary



Appendix 2: Parent form: 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	Include notes from discussions with parents and agreed actions taken.

