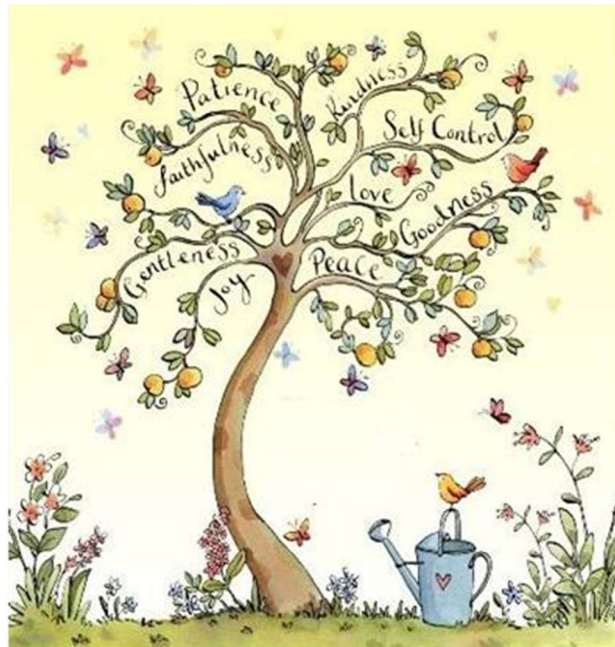




FST Primary Schools Federation

Relationships and Sex Education (RSE) Policy



Love, Learn and Grow Together

At Terrington and Foston Church of England Schools, our commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity is rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control' (Galatians 5 v 22-23). These Christian values are fostered in the pupils and staff building an ethos where all can flourish.

At Stillington Community Primary School, our commitment to promoting inclusivity, affirming diversity, embracing community and inspiring creativity is rooted in the core values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.

Approved by: Curriculum Link Governor / HT Date: March 23

Last reviewed on: March 23

Next review due by: March 24

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1. 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
- Develop positive values and a moral framework that will guide their decisions and behaviour
- Recognise and avoid exploitative relationships
- Ensure pupils value, care for and respect their bodies
- Enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making as part of the Christian ethos as well as taking responsibility of their body, relationships, reproduction, sexual health and wellbeing.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities
- DfE statutory guidance on [relationships, sex and health education](#) (June 2019) pg 10 At Terrington, Foston and Stillington, 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 – 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

4. 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.

RSE helps develop loving, caring relationships based on mutual respect

RSE teaches pupils about sex education which goes above and beyond the national requirements for the science curriculum including sexual intercourse.

5. Curriculum

Our RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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.

6. Delivery of RSE

RSE is taught through:

- Weekly personal, social, health and economic (PSHE) education curriculum.
- Sex Education is taught in the summer term in Key Stage Two within the two-year cycle in weekly in PSHE – parents of these children will be notified of the topics and term this will be taught.
- Discretely through interpersonal discussion at age related level
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

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
- Sexual intimacy, intercourse and reproduction which is not included in the science curriculum

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances in line with our Christian and core values (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - o Safe and supported
 - o Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - o A whole-class setting
 - o Small groups or targeted sessions
 - o 1-to-1 discussions
 - o Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our pupils
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - o Are age-appropriate
 - o Are in line with pupils' developmental stage
 - o Comply with: This policy; The [Teachers' Standards](#); The [Equality Act 2010](#); The [Human Rights Act 1998](#); The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - o What they're going to say
 - o Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions

- Use materials produced by such agencies, even if the material itself is not extreme

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 Federation, and for managing requests to withdraw pupils from non-statutory (sex education beyond the science curriculum) content components of RSE (see section 9).

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 (sex education beyond the science curriculum) 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.

All teaching staff across our 3 schools are responsible for teaching RSE guided by our coordinator - Miss India Tordoff.

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.

Parents have the right to withdraw their children from the non-statutory (sex education beyond the science curriculum) components of sex education within RSE.

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

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

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by India Tordoff (PSHE Lead) through:

- Planning scrutinies

- Lesson observations
- Pupil Voice
- Learning walks
- Teacher feedback

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the RSE coordinator for each school annually.

At each review, the policy will be approved by Headteacher and Curriculum Link Governor/s.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| Year Group | | Autumn: Relationships | | Spring: Living in the wider world | | Summer: Health and Wellbeing | |
|------------|--------|---|---|--|---|--|---|
| | | Me and my relationships | Respecting ourselves and others | Year A -Me and my future Year B – Money and Jobs | My healthy lifestyle | Keeping myself safe | Year A – Media literacy and Digital resilience Year B-Growing and changing – Moving on |
| Year 1/2 | Year A | Roles of different people; familie, feeling cared for Recognising privacy; staying safe | How behaviour affects others; being polite and respectful Seeking permission | What rules are; caring for others’ needs; looking after the environment. Belonging to a group; roles and responsibilities; being the same and different in the community | Keeping healthy; food and exercise; hygiene routines; sun safety | How rules and age restrictions help us; | Using the internet and digital devices; communicating online The internet in everyday life; online content and information |
| | Year B | Making friends; feeling lonely and getting help, Managing secrets; | Resisting pressure and getting help; recognising hurtful behaviour; Recognising things in common and differences; playing and working cooperatively; sharing opinions | What money is; needs and wants; looking after money. Strengths and interests; jobs in the community | Why sleep is important, medicines and keeping healthy;keeping teeth healthy; managing feelings and asking for help. | Safety in different environments; risk and safety at home; emergencies | Recognising what makes them unique and special; feelings; managing when things go wrong. Growing older; naming body parts; moving class or year |

| | | | | | | | |
|---------|-------|---|--|---|---|--|---|
| Year3/4 | YearA | Positive friendships, including online, managing online behaviour | Impact of hurtful behaviour, Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | The value of rules and laws; rights, freedoms and responsibilities, What makes a community; shared responsibilities | Healthy choices and habits; what affects feelings; expressing feelings | Risks and hazards; safety in the local environment and unfamiliar places | How the internet is used; assessing information online How data is shared and used |
| | YearB | What makes a family; features of family life Personal boundaries; safely responding to others; | Responding to behaviour, respecting differences and similarities; discussing difference sensitively | Making decisions about money; using and keeping money safe Different jobs and skills; job stereotypes; setting personal goals | Maintaining a balanced lifestyle: oral hygiene and dental care | Medicines and household products; drugs common to everyday life | Personal strengths and achievements; managing and reframing setbacks Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty |
| Year5/6 | YearA | Managing friendships, peer influence and feeling safe | Physical contact, responding respectfully to a wide range of people; recognising prejudice and discrimination | Protecting the environment; compassion towards others Valuing diversity; challenging discrimination and stereotypes | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Keeping safe in different situations, including responding in emergencies, first aid and FGM | How information online is targeted; different media types, their role and impact, Evaluating media sources; sharing things online |
| | YearB | Attraction to others; romantic relationships; civil partnership and marriage; Recognising and managing pressure | Expressing opinions and respecting other points of view, including discussing topical issues consent in different situations | Influences and attitudes to money; money and financial risks Identifying job interests and aspirations; what influences career choices; workplace stereotypes | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media | Human reproduction and birth; increasing independence; managing transitions Personal identity; recognising individuality and different qualities; mental wellbeing |

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

| | |
|--|---|
| <p>Families and people who care about me</p> | <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 |
| <p>Caring friendships</p> | <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 |

TOPIC

PUPILS SHOULD KNOW

| | |
|---------------------------------|---|
| <p>Respectful relationships</p> | <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 <input type="checkbox"/> 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 |
| <p>Online relationships</p> | <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 |

| | |
|------------|--|
| 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 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 | |
| | |