

**Snarestone Church of England  
(Aided) Primary School**



# **Relationships and Sex Education Policy**

Date of Review: May 2023

Date of Next Review: May 2026

Signed Headteacher:

Signed Chair of Governors:

## **Contents**

- 1) Policy aims
- 2) Policy development
- 3) Statutory requirements
- 4) Ethos and values
- 5) Definitions and curriculum content
  - i) Relationships Education
  - ii) Health Education
  - iii) Sex Education
- 6) Delivery
  - i) Timetabling
  - ii) Staffing
  - iii) Resources
  - iv) External visitors
  - v) Signposting support
- 7) Inclusive and accessible RSE
- 8) Safeguarding and confidentiality
- 9) Answering pupil questions
- 10) Staff training
- 11) Monitoring and assessment
- 12) Working with parents and carers

## **Appendix**

- I. RSE curriculum map
- II. Statutory content
- III. Parental withdrawal monitoring form

## 1. Policy aims

The school publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors; defining RSE as a subject and explaining its delivery at school
- To set out the curriculum requirements and explain what will be taught when
- To give information to parents and carers about their involvement with RSE

## 2. Policy development

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents/carers, pupils and governors.

Development of the policy has been supported by school governors, who have ratified the finished document.

## 3. Statutory requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools and the guidance is mandatory. Expectations on primary schools are as follows:

- Relationships Education will be compulsory in all primary schools (or those pupils receiving primary education) – this includes academies, free schools and independent schools
- Health Education will be compulsory in all primary and secondary schools (or those pupils receiving primary or secondary education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

RSE supports us in our statutory duties of Keeping Children Safe in Education

## 4. Ethos and values

Through RSE we deliver key learning that supports the school's agreed ethos and values.

Our RSE delivery is fully in line with our vision as we aim to ensure that all our pupils leave us fully prepared for the next stage of their life:

***As a community, we are working together to ensure educational excellence underpinned by our Christian ethos and values, enabling all to live a rich and abundant life and to achieve their full potential. Each individual should leave us fully prepared for the next stage of their life.***

***(Reflecting John 10:10)***

Key school values supported by RSE include:

- Respect for self and others
- Building positive caring relationships

- Respecting diversity
- Feeling safe and valued
- Self-awareness and self esteem
- Exploration of rights, duties and responsibilities

We believe that all pupils should receive accurate information that supports their needs and explains their rights. RSE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

## 5. Definitions and curriculum content

**Relationship and Sex Education (RSE)** supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. In partnership with parents and carers, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

The school's RSE curriculum (appendix 1) has been designed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

### i. Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Dfe guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

### ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. Dfe guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco

- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

### iii. Sex Education

The DfE advise that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. Our programme contains the statutory elements of the Science curriculum (see appendix 2)

#### *Sex education outside of science*

Our programme also contains non-statutory content which the school feels is age-appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between primary and secondary school.

The scheme of work that we use forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole the Sex Education element of the resource is in line with the science curriculum, whilst lessons on puberty form part of statutory Health Education. The exception would be sessions in year 6 which include age-appropriate discussions on adult sexuality and how a baby is conceived and born.

Parents will be informed of when these lessons are taking place. If they wish to withdraw, procedures will be followed as set out in section 12.

## 6. Delivery

- Timetabling:** RSE will be taught for approximately 1 hour per week during the second half of the summer term.
- Staffing:** RSE will be taught by class teachers.
- Resources:** RSE is delivered using quality assured up to date resources from CWP resources and Coram Life Education
- External visitors:** Visitors may be used from time to time to enhance, not replace, our delivery of RSE. Visitors will be checked to ensure that what they are offering is of quality and appropriate for our students.
- Signposting support:** All RSE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include members of the school pastoral care team but will also include the signposting of external agencies such as Childline.

## 7. Inclusive and accessible RSE

The school has a duty, under the Equalities Act (2010), to ensure that it does not discriminate against people with protected characteristics. A whole-school approach is taken to inclusivity and accessibility and care is taken to ensure that teaching meets the needs of all students. The school will:

- respect that the school community includes people of different faiths, beliefs and cultural backgrounds
- acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- recognise that some staff or pupils may identify as LGBT
- take care that resources, books and displays represent all kinds of families
- take positive action to tackle bullying and discrimination

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

## **8. Safeguarding and confidentiality**

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers, and the school's pastoral team.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

## **9. Answering pupil questions**

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting they may ask for support from the subject lead or senior leadership team.

## **10. Staff training**

RSE should be delivered by staff who have received up-to-date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school, on-line or as part of local support offered by Leicestershire and Rutland Healthy Schools.

## **11. Monitoring and assessment**

The school has the same high expectations of pupils' work in RSE as in other areas of the curriculum. The subject lead will support teachers to assess pupil work and progress. Monitoring includes lesson observations, learning walks, pupil interviews and work scrutiny.

Pupil feedback will be important to the future development of RSE at the school. Regular subject audits will ensure that provision is up to date and meeting the needs of pupils.

## **12. Working with parents and carers**

The school has consulted parents and carers and their views have been taken into consideration when planning and delivering RSE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

Parents and carers will be invited to a meeting where they will be able to view resources, including any used for Sex Education taught outside of science.

Parents and carers have the right to withdraw their child from Sex Education outside of science (as outlined above). From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

If a parent or carer wishes to withdraw their child from Sex Education, we ask that they discuss it with the Headteacher and then a request for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Parents, carers and staff should be aware that pupils who are withdrawn from Sex Education will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

Alternative work will be given to pupils who are withdrawn from Sex Education.

## Appendix 1

### RSE curriculum map

This resource forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole the Sex Education element of the resource is in line with the science curriculum. Lessons on puberty form part of statutory Health Education. The exception would be sessions in year 6 which include age-appropriate discussions on adult sexuality and how a baby is conceived and born - parents will be given the right to excuse their children from these lessons.

		
Word Box: Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.		
Statutory Guidance	Title	Learning Intentions and Learning Outcomes
<b>Relationships Education</b> Caring friendships (2a,2c)  <b>Health Education</b> Mental wellbeing (6b,6c,6g)	Lesson 1: Caring	<b>Learning Intention</b> To recognise the importance of friendship <b>Learning Outcomes</b> Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome
<b>Relationships Education</b> Caring friendships (2d)  <b>Health Education</b> Mental wellbeing (6b,6c)	Lesson 2: Being Kind	<b>Learning Intention</b> To recognise the importance of saying sorry and forgiveness <b>Learning Outcomes</b> Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right
<b>Relationships Education</b> Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)	Lesson 3: Families	<b>Learning Intention</b> To recognise that all families are different <b>Learning Outcomes</b> Identify different members of the family Understand how members of a family can help each other
		
Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva		
Statutory Guidance	Title	Learning Intentions and Learning Outcomes
<b>Relationships Education</b> Respectful relationships (3a,3e)  <b>Health Education</b> Mental wellbeing (6b,6c)	Lesson 1: Different Friends	<b>Learning Intention</b> To understand that we are all different but can still be friends <b>Learning Outcomes</b> Know that we can be friends with people who are different to us
<b>Key Stage 1 Science</b> - Identify, name, draw and label the basic parts of the human body	Lesson 2: Growing and Changing	<b>Learning Intention</b> To discuss how children grow and change <b>Learning Outcomes</b>

		Understand that babies need care and support Know that older children can do more by themselves
<b>Relationships Education</b> Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e)  <b>Health Education</b> Mental wellbeing (6b,6c)	Lesson 3: Families and Care	<b>Learning Intention</b> To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe <b>Learning Outcomes</b> Know there are different types of families Know which people we can ask for help

# Year 2

## Differences

Key Stage 1

**Word Box:** Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Title	Learning Intentions and Learning Outcomes
<b>Relationships Education</b> Respectful relationships (3a,3g)  <b>Key Stage 1 Science</b> - Identify, name, draw and label the basic parts of the human body	Lesson 1: Differences	<b>Learning Intention</b> To introduce the concept of gender stereotypes To identify differences between males and females <b>Learning Outcomes</b> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies
<b>Relationships Education</b> Respectful relationships (3a)  <b>Key Stage 1 Science</b> - Notice that animals, including humans, have offspring that grow into adults	Lesson 2: Male and Female Animals	<b>Learning Intention</b> To explore some of the differences between males and females and to understand how this is part of the lifecycle <b>Learning Outcomes</b> Describe some differences between male and female animals Understand that making a new life needs a male and a female
<b>Key Stage 1 Science</b> - Identify, name, draw and label the basic parts of the human body	Lesson 3: Naming Body Parts	<b>Learning Intention</b> To focus on sexual difference and name body parts <b>Learning Outcomes</b> Describe the physical differences between males and females Name the different body parts

# Year 3

## Valuing Difference and Keeping Safe

Key Stage 2

**Word Box:** Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance	Title	Learning Intentions and Learning Outcomes
<b>Relationships Education</b> Respectful relationships (3a)	Lesson 1: Body Differences	<b>Learning Intention</b> To identify that people are unique and to respect those differences To explore the differences between male and female bodies <b>Learning Outcomes</b> Know and respect the body differences between ourselves and others Name male and female body parts using agreed words
<b>Relationships Education</b> Caring friendships (2e)	Lesson 2: Personal Space	<b>Learning Intention</b> To consider appropriate and inappropriate physical contact and

Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)		consent <b>Learning Outcomes</b> Understand that each person's body belongs to them Understand personal space and unwanted touch
<b>Relationships Education</b> Families and people who care for me (1a,1b,1c,1d,1f,) Being safe (5d,5f,5g, 5h)	Lesson 3: Help and Support	<b>Learning Intention</b> To explore different types of families and who to go to for help and support <b>Learning Outcomes</b> Understand that all families are different and have different family members Identify who to go to for help and support

Year 4

Growing Up Key Stage 2

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

Statutory Guidance	Title	Learning Intentions and Learning Outcomes
<b>Health Education</b> Changing adolescent body (8a)  <b>Key Stage 2 Science</b> - describe the life process of reproduction in some plants and animals	Lesson 1: Changes	<b>Learning Intention</b> To explore the human lifecycle To identify some basic facts about puberty <b>Learning Outcomes</b> Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty
<b>Health Education</b> Mental wellbeing (6a,6b,6c,6d,6f) Changing adolescent body (8a, 8b) Menstruation (9a)  <b>Key Stage 2 Science</b> - describe the life process of reproduction in some plants and animals - describe the changes as humans develop to old age	Lesson 2: What is Puberty?	<b>Learning Intention</b> To explore how puberty is linked to reproduction <b>Learning Outcomes</b> Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to
<b>Relationships Education</b> Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d)	Lesson 3: Healthy Relationships	<b>Learning Intention</b> To explore respect in a range of relationships To discuss the characteristics of healthy relationships <b>Learning Outcomes</b> Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.

Year 5

Puberty Key Stage 2

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Title	Learning Intentions and Learning Outcomes
<b>Health Education</b> Mental wellbeing (6c, 6d,6f,) Changing adolescent body (8a,8b) Menstruation (9a)	Lesson 1: Talking About Puberty	<b>Learning Intention</b> To explore the emotional and physical changes occurring in puberty <b>Learning Outcomes</b> Explain the main physical and emotional changes that happen during

		puberty Ask questions about puberty with confidence
<b>Health Education</b> Changing adolescent body (8a,8b) Menstruation (9a)	Lesson 2: The Reproduction System	<b>Learning Intention</b> To understand male and female puberty changes in more detail <b>Learning Outcomes</b> Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production
<b>Health Education</b> Mental wellbeing (6a,6b,6c, 6d,6e,6f,) Changing adolescent body (8a,8b) Menstruation (9a)	Lesson 3: Puberty Help and Support	<b>Learning Intention</b> To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty <b>Learning Outcomes</b> Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty

Year 6

## Puberty, Relationships and Reproduction

Key Stage 2

**Word Box:** Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Statutory Guidance	Title	Learning Intentions and Learning Outcomes
<b>Health Education</b> Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)	Lesson 1: Puberty and Reproduction	<b>Learning Intention</b> To consider puberty and reproduction <b>Learning Outcomes</b> Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence
<b>Relationships Education</b> Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	Lesson 2: Communication in Relationships	<b>Learning Intention</b> Exploring the importance of communication and respect in relationships <b>Learning Outcomes</b> Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important
<b>Relationships Education</b> Families and people who care for us (1c,1d,1e)  <b>Key Stage 2 Science</b> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	Lesson 3: Families, Conception and Pregnancy	<b>Learning Intention</b> To consider different ways people might start a family <b>Learning Outcomes</b> Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy
<b>Relationships Education</b> Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	Lesson 4: Online Relationships	<b>Learning Intention</b> To explore positive and negative ways of communicating in a relationship <b>Learning Outcomes</b> To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong

## **Appendix 2**

### **Statutory content**

#### **Science Curriculum**

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

#### **Statutory Relationships and Health Education**

Full details of what must be covered by the end of primary school can be found in the department for Education guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

### Appendix 3

#### Parental withdrawal monitoring form

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	
Staff signature	