

South Failsworth Primary School



Relationships and Sex Education Policy

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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

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](#).

At South Failsworth we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, parents and governors. 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 consultation – the policy was shared with parents and given the opportunity to respond
4. 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, puberty, sexuality, healthy lifestyles, diversity and personal identity.

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

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Our sex and relationships curriculum is built into our Personal, Social and Health Education (PSHE).

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. We continually welcome parents and children to provide feedback and ask questions about our RSE curriculum through questionnaires and an open door policy. 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.

We use SCARF to support our delivery of PSHE and RSE. Mapped to the PSHE Association programmes of study, SCARF is a framework which ensures a comprehensive PSHE and Wellbeing programme throughout the primary years. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing.

6. Delivery of RSE

RSE is taught within the personal, social and health education curriculum (PSHE). Biological aspects of RSE are taught both within the science and RSE curriculum, and other aspects are included in religious education (RE).

Pupils in Years 5 and 6 also receive stand-alone puberty sessions delivered by a trained health professional; parents are informed of these in advance. These sessions are taught in single sex groupings if this is deemed appropriate by the class teachers and the health professional.

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

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 ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

7.3 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

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.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education as the school does not teach anything outside that which is statutory. If there was an occasion where class teachers felt that the delivery of non-statutory elements of the curriculum was needed to safeguard the children, then parents would be notified of this in advance and given the opportunity to withdraw their child.

9. 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, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE leader through planning and book scrutinies, learning walks and pupil interviews.

The senior leadership team will also monitor the teaching and learning of RSE as part of a yearly monitoring cycle.

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

This policy will be reviewed annually. At every review, the policy will be approved by the governing body.



Appendix 1 : Curriculum overview

	As Global Citizens..... PSHE/SMSC AND RSE in EYFS and Key Stage 1					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>World theme</i>	<i>Where in the world</i>	<i>World Events</i>	<i>World Heroes</i>	<i>Wonderful World</i>	<i>The Wild World</i>	<i>The Natural World</i>
PSHE theme	Me and my relationships	Valuing Differences	Being my best	Keeping myself safe	Rights and Responsibilities	Growing and changing
Reception	All about me Special people Who can help me? My feelings	I'm special, you're special Same and different Same and different families & homes Kind and caring	Bouncing back when things go wrong Yes, I can! Healthy eating Move your body A good night's sleep	Keeping Myself Safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after others Being helpful at home and caring for our classroom Caring for our world Looking after money	Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Getting bigger Me and my body - girls and boys
Year 1	Feelings, getting help, classroom rules	Recognising differences, developing tolerance	Growth mindset	Feelings linked to safety, keeping healthy, and medicine safety	Looking after things	Getting help, becoming independent and body parts
Year 2	Bullying and teasing, our school rules, being a good friend, feelings and self-regulation	Being kind and helping others and listening skills.	Looking after my body and growth mindset.	Safe and unsecure secrets, appropriate touch and medicine safety.	Co-operation and self-regulation	Life cycles, dealing with loss and being supportive

	As Global Citizens..... PSHE/SMSC AND RSE in Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World theme	<i>Where in the world</i>	<i>World Events</i>	<i>World Heroes</i>	<i>Wonderful World</i>	<i>The Wild World</i>	<i>The Natural World</i>
PSHE theme	Me and my relationships	Valuing Differences	Being my best	Keeping myself safe	Rights and Responsibilities	Growing and changing
Year 3	Cooperation and Friendship	Recognising and respecting diversity and being respectful and tolerant	Keeping myself healthy, celebrating and developing my skills.	Managing risks, drugs (cigarette and alcohol use) and their risks and staying safe online	Skills we need to develop as we grow up, helping and being helped	Relationships, keeping safe
Year 4	Recognising Feelings Bullying and Assertive Skills	Recognising and celebrating difference (including religions and cultural difference). Understanding and challenging stereotypes	Having choices and making decisions about my health Taking care of my environment	Managing risk Understanding the norms of drug use (cigarette and alcohol use)	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Body changes during puberty, menstruation Managing difficult feelings Relationships including marriage
			Spirituality: images, statues and symbols			
Year 5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Growing independence and taking responsibility Media awareness and safety	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Relating to my health Decisions about lending, borrowing and spending	Managing difficult feelings Managing change Getting help
		Prejudice, Race / Religion, Holocaust	Democracy British Values		Water Our Most Precious Resource	
Year 6	Assertiveness Cooperation	Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour	Aspirations and goal setting	Emotional needs Staying safe online Drugs: norms and risks (including the law) Managing risk	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Keeping safe Body Image Self esteem Transition
		Prejudices and inequality Freedom, terrorism				

RSE expectations: primary

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

Families and people who care for me

- 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 other people's 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

Caring friendships

- 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, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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

- The importance of respecting others, even when they're 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 cyber-bullying), 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

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're 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've never met
- How information and data is shared and used online

Being safe

- 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's 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/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard
- How to report concerns or abuse, and the vocabulary and confidence they need to do so
- Where to get advice (e.g. family, school, other sources)

Source: These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#)