

## Relationships and Sex Education (RSE) Policy

### Definition

Relationships and Sex Education (RSE) promotes understanding of the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

It should equip children and young people with the information, skills, and values to have safe, fulfilling, and enjoyable relationships and to take responsibility for their own well-being.

RSE involves a combination of sharing information and exploring issues. It begins informally in the home with parents and carers before any formal education takes place at school. RSE is not about the promotion of sexual activity.

### Aims

The aims of Relationships and Sex Education (RSE) at Frogwell Primary School are to:

- Develop the personal skills needed by pupils for them to establish and maintain positive and healthy relationships
- Help our pupils to understand the difference between friendships they encounter at a younger age and more mature relationships which they can expect to have when they are older
- Help our pupils to behave responsibly within relationships, understanding that their actions have consequences, as well as the importance of communication and assertiveness skills, including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- Provide a framework in which sensitive discussions can take place
- Create a positive culture around issues of sexuality and relationships and promote healthy peer-to-peer relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies, enabling them to communicate and safeguard themselves effectively
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being

Moral values are conveyed which support the virtues of family life and relationships and promote a positive self-image in each individual. It is crucial that pupils learn to respect themselves and others. By using a well-structured and approved PSHE programme (SCARF), we will complement and support the work of parents/carers. Through our PSHE and RSE programme, we aim to support the development of self-respect and empathy for others, promote the skills and understanding necessary to manage conflict, and learn how to recognise and avoid exploitation and abuse.

### Statutory requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 made Relationships Education and Health Education compulsory in all primary schools from September 2020 (NB: this deadline was extended due to Covid-19). Sex education is not compulsory in primary schools; however, the Department of Education continues to recommend that all primary schools have a sex education

programme tailored to the age and the physical and emotional maturity of the pupils. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

At Frogwell Primary School, we have chosen to teach aspects of sex education (which go beyond the national curriculum for Science), as we have a responsibility to ensure that both boys and girls are prepared for the changes that adolescence brings. The statutory national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It is up to each primary school to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. At Frogwell Primary School we have decided to include some non-statutory content about conception and pregnancy in Year 6 and this is highlighted clearly on the RSE curriculum map in Appendix 1.

The statutory requirements published by the Department for Education can be viewed at <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary> .

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 Frogwell Primary School, we teach RSE as set out in this policy.

## **Curriculum**

The school has adapted the RSE teaching units (as part of our PSHE provision) provided by the SCARF programme; this is an online teaching resource provided by Coram Life Education. This is an age-appropriate curriculum used by many schools across the country. An overview of the Relationships and Sex Education content for our school is available to view as Appendix 1 to this policy (the non-statutory content is highlighted – all other content is compulsory and parents have no right of withdrawal).

At Frogwell Primary School, we are committed to ensuring appropriate provision of RSE to all our pupils. Our programme aims to respond to the diversity of children's cultures, faiths, and family backgrounds. We consider the vulnerability of particular pupils, including pupils with SEND, pupils with protected characteristics as defined by the Equality Act 2010, as well as identifying any specific issues that might impact on individual pupils in the delivery of this area of the curriculum.

We aim for RSE to complement the personal and social development of children that is provided in the home and the wider community. We recognise that parents and carers are the prime educators for children on many of these matters. It is our responsibility to complement and reinforce this role. We recognise that there may be times when some parents find it difficult to talk about these matters with their children and might welcome advice from the school about ways to approach them. To promote effective communication and discussion between parents and their children, we notify parents through information letters, parent mail and the school website about when particular aspects of RSE will be taught. There may also be occasions when we will invite parents to come to workshops to find out more about how we approach RSE. We also encourage an open-door policy to ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

We have developed the curriculum taking into account the age and needs of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so pupils are fully informed and do not seek potentially inaccurate or frightening 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 RSE curriculum map in Appendix 1.

## Delivery of RSE

As Frogwell Primary School has chosen to follow and adapt the PSHE and RSE teaching units from the Coram Life Education SCARF programme, we are certain that we offer a comprehensive RSE resource that brings together all the key elements of Relationships Education. These key elements are:

- Relationships
- Keeping Safe
- Emotional Health
- Puberty and Reproduction

The content of the resource has been informed by the PSHE Association's Programme of Study and related Learning Opportunities, and also by the needs and wants of schools surveyed by Coram Life Education in advance of the resource development and, crucially, by young people themselves.

SCARF Relationships Education is designed as a 'spiral' curriculum that helps children to develop the knowledge and understanding, life skills, attitudes, and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

RSE is reflected in the ethos of the school, the nature of relationships, the displays in school and the environment of the school. However, there will be particular instances when RSE is taught:

- in the classroom as a discrete subject through PSHE/circle-time (in particular, the Sex Education aspects)
- in the classroom as part of the broader curriculum
- in assemblies
- on school visits, including residential
- by visitors to school
- through curriculum enrichment
- through involvement in School Council

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE, will work to the agreed values within this policy.

Within RSE, pupils will develop confidence in talking and listening about the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me (families can include single parent families, LGBTQ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures)
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

To achieve this, several teaching strategies may be used:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Using strategies for pupils who may not wish to raise suggestions in front of others e.g. a question box.
- Teachers set clear parameters with children about appropriate questions for whole class discussion. If a teacher believes that a question is inappropriate for discussion within the class group, he or she may suggest that the question is more suitable to ask a parent/carer. The teacher will discuss this with individual parents

All RSE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSE curriculum has been carefully designed to ensure that no person feels stigmatised. For more information about our RSE curriculum, see Appendix 1.

RSE will ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination. Pupils with Special Educational Needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Pupils in the Complex Needs Resource Base, and those in the mainstream who have particularly complex learning needs, will receive an adapted RSE curriculum as appropriate for their needs.

Since RSE incorporates the development of self-esteem, positive self-image and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. If children value themselves then they can reasonably be expected to value others, showing respect and responsibility in their actions now and in the future. Adults show these principles in the community life of the school by:

- Valuing all talents and achievements
- Applauding kind and helpful actions
- Challenging thoughtless and unkind behaviour
- Treating children with respect
- Avoiding and challenging stereotypes

## **Roles and Responsibilities**

### Governing Board

The Governing Board will approve the RSE policy and hold the Headteacher and PSHE Leader to account for its implementation.

### Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.

### PSHE/RSE Leader

The PSHE/RSE Leader will:

- Develop a suitable curriculum and programme of learning
- Provide strategic leadership and direction
- Promote the subject and provide opportunities to enhance the subject
- Ensure appropriate coverage of the curriculum
- Provide guidance, support and advice
- Monitor pupil progress in this area
- Ensure sufficient and up to date resources
- Provide training and CPD as per the CPD calendar and/or when the need arises
- Keep up to date with new developments and resources
- Review and monitor the implementation of the policy and curriculum
- Report to Governors

### Teaching staff

Teaching 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 and PSHE Leader.

Teachers and other adults involved in teaching RSE will sometimes hear disclosures that suggest a child may be at risk of abuse. If a concern arises, all adults are required to follow safeguarding procedures, as describes in the school's Child Protection Policy.

### Pupils

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

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from Relationships Education as all aspects of RSE which address objectives from the National Curriculum for Science are compulsory for all pupils.

Parents have the right to withdraw their children from the non-statutory components of Sex Education within RSE; these non-statutory elements are highlighted on the RSE curriculum map in Appendix 1 (NB: the only content that is non-statutory is the Year 6 module 'Making Babies'). Parents wishing to withdraw their child from these lessons must complete/adhere to the following:

- Read this policy, the schemes of work and review used resources
- Discuss concerns with a member of the school's Senior Leadership Team

If parents/carers still wish to withdraw their child after the steps above have been taken, they will be asked to put their request in writing to the Headteacher.

Pupils who are withdrawn are expected to attend school as usual; they will be accommodated in another classroom or area of the school during the withdrawn session.

### **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE Leader and Senior Leadership Team through learning walks, planning scrutiny, pupil voice activities and book looks.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the Headteacher.

### **Policy development**

This policy covers our school's approach to Relationships and Sex Education and has been developed in consultation with staff, pupils and parents.

The consultation and policy development process involves the following steps:

- Review –the PSHE coordinator pulls together all relevant information including relevant national and local guidance
- Staff consultation – all school staff are given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – the policy is made available to parents and they are invited to discuss any points
- Ratification – once amendments are made, the policy is shared with governors and ratified

**Policy written and shared with parents and staff in draft form for comments:** July 2021

**Publication date:** September 2021

**Next review date:** September 2022

## APPENDIX 1

# Relationships and Sex Education (RSE) Curriculum Overview

(NB: RSE forms part of the broader PSHE programme)

NB: only the content highlighted in **yellow** is non-statutory.

Year Group	Me and My Relationships Lessons	Growing and Changing Lessons (Sex Education)
<b>R</b>	<ul style="list-style-type: none"> <li>• All about me</li> <li>• What makes me special</li> <li>• Me and my special people</li> <li>• Who can help me?</li> <li>• My feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons</li> <li>• Life stages - plants, animals, humans</li> <li>• Life Stages: Human life stage - who will I be?</li> <li>• Where do babies come from?               <ul style="list-style-type: none"> <li>➤ a baby is made by a woman and a man, and grows inside a mother's tummy</li> </ul> </li> <li>• Getting bigger</li> <li>• Me and my body - girls and boys               <ul style="list-style-type: none"> <li>➤ name parts of the body, including reproductive parts, using the correct vocabulary – penis / testicles / vagina / vulva</li> <li>➤ explain which parts of their body are kept private and safe and why</li> </ul> </li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Why we have classroom rules</li> <li>• Thinking about feelings</li> <li>• Our feelings</li> <li>• Feelings and bodies</li> <li>• Our special people balloons</li> <li>• Good friends</li> <li>• How are you listening?</li> </ul>	<ul style="list-style-type: none"> <li>• Inside my wonderful body!</li> <li>• Taking care of a baby</li> <li>• Then and now</li> <li>• Who can help?</li> <li>• Surprises and secrets</li> <li>• Keeping privates private               <ul style="list-style-type: none"> <li>➤ identify parts of the body that are private</li> <li>➤ describe ways in which private parts can be kept private</li> <li>➤ identify people they can talk to about their private parts</li> </ul> </li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Our ideal classroom 1 and 2</li> <li>• How are you feeling today?</li> <li>• Bullying or teasing?</li> <li>• Don't do that!</li> <li>• Types of bullying</li> <li>• Being a good friend</li> <li>• Let's all be happy!</li> </ul>	<ul style="list-style-type: none"> <li>• A helping hand</li> <li>• Sam moves away</li> <li>• Haven't you grown!</li> <li>• My body, your body               <ul style="list-style-type: none"> <li>➤ identify which parts of the human body are private</li> <li>➤ explain that a person's genitals help them to make babies when they are grown up</li> <li>➤ understand that humans mostly have the same body parts but that they can look different from person to person</li> </ul> </li> <li>• Respecting privacy</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• As a rule</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship Tree</li> </ul>

	<ul style="list-style-type: none"> <li>• My special pet</li> <li>• Tangram team challenge</li> <li>• Looking after our special people</li> <li>• How can we solve this problem?</li> <li>• Dan's dare</li> <li>• Thunks – express opinions and listen to the ideas of others</li> <li>• Friends are special</li> </ul>	<ul style="list-style-type: none"> <li>• Body space</li> <li>• Secret or surprise?</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• An email from Harold!</li> <li>• OK or not ok? Lesson 1 and 2</li> <li>• Human machines</li> <li>• Different feelings</li> <li>• When feelings change</li> <li>• Under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Moving house</li> <li>• My feelings are all over the place!</li> <li>• All change!</li> <li>• My changing body <ul style="list-style-type: none"> <li>➢ recognise that babies come from the joining of an egg and sperm</li> <li>➢ explain what happens when an egg doesn't meet a sperm</li> <li>➢ understand that for girls, periods are a normal part of puberty</li> </ul> </li> <li>• Preparing for periods <ul style="list-style-type: none"> <li>➢ know the key facts of the menstrual cycle</li> <li>➢ understand that periods are a normal part of puberty for girls</li> <li>➢ identify some of the ways to cope better with periods</li> </ul> </li> <li>• Secret or surprise?</li> <li>• Together</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Collaboration Challenge!</li> <li>• Give and take</li> <li>• How good a friend are you?</li> <li>• Relationship cake recipe</li> <li>• Being assertive</li> <li>• Our emotional needs</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• How are they feeling?</li> <li>• Taking notice of our feelings</li> <li>• Dear Hetty</li> <li>• Changing bodies and feelings <ul style="list-style-type: none"> <li>➢ know the correct words for the external sexual organs</li> <li>➢ discuss some of the myths associated with puberty</li> </ul> </li> <li>• Growing up and changing bodies <ul style="list-style-type: none"> <li>➢ identify some products that they may need during puberty and why</li> <li>➢ know what menstruation is and why it happens</li> </ul> </li> <li>• It could happen to anyone</li> <li>• Help! I'm a teenager - get me out of here!</li> <li>• Dear Ash (safe and unsafe secrets)</li> <li>• Stop, start, stereotypes</li> </ul>

<p>6</p>	<ul style="list-style-type: none"> <li>• Working together</li> <li>• Let's negotiate</li> <li>• Solve the friendship problem</li> <li>• Assertiveness skills</li> <li>• Behave yourself</li> <li>• Dan's day</li> <li>• Acting appropriately</li> <li>• It's a puzzle</li> </ul>	<ul style="list-style-type: none"> <li>• Helpful or unhelpful? Managing change</li> <li>• I look great!</li> <li>• Media manipulation</li> <li>• Pressure online</li> <li>• Is this normal? <ul style="list-style-type: none"> <li>➤ define the word 'puberty' giving examples of some of the physical and emotional changes associated with it</li> <li>➤ suggest strategies that would help someone who felt challenged by the changes in puberty</li> </ul> </li> <li>• Making babies, including: <ul style="list-style-type: none"> <li>➤ Puberty for reproduction</li> <li>➤ Conception</li> <li>➤ Conception and pregnancy timeline</li> <li>➤ Legal facts</li> <li>➤ Adoption / surrogacy / IVF</li> </ul> </li> </ul>
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