

Roberttown CE (vc) J & I School Relationships and Sex Education Policy (RSE)



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Aims

As a church School, Roberttown School is committed to fostering and encouraging Christian principles and values in line with our vision which is reflected by the parable of 'The Good Samaritan.' We endeavour to create a safe and welcoming environment that is supportive and actively seek to foster and develop the partnership between home and school. As our children grow, we encourage them to develop emotionally, socially and spiritually so that they become confident and fulfilled young people. We help them to develop skills, confidence and independence so that they can make healthy informed and responsible choices. We recognise and celebrate the diversity of experiences, cultures, backgrounds and faiths in our school. This helps us as a community to develop positive attitudes, respect and tolerance for others.

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.

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 Roberttown CE (vc) J & I School we teach RSE as set out in this policy.

Policy Development

As part of our policy development we have consulted with our stakeholders- parents, pupils, staff and governors.

Definition

SRE is a lifelong learning process about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. We believe it is important to empower children, enabling them to make informed decisions based upon personal respect and self-esteem. It is about the teaching of sex and sexuality in its broadest terms. We believe good SRE should equip the children to form good relationships whilst also informing them about both the physical and emotional changes they will encounter as they grow up.

It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

Research demonstrates that good, comprehensive SRE does not make young people more likely to enter into early sexual activity. Indeed it can help them learn the reasons for, and the benefits to be gained from delaying, such activity.

At Roberttown we believe there are three main elements to SRE:

Attitudes and values

1. Learning the value of 'family life', marriage and stable loving relationships.
2. Exploring and understanding moral dilemmas.
3. Developing critical thinking as part of decision making.
4. Learning the value of respect, love and care.

Personal and social skills

5. Understanding and managing emotions.
6. Developing self-respect and empathy for others.
7. Respect for one's own body, developing a healthier and safer lifestyle.
8. Developing and maintaining good relationships.
9. Preparing to play an active role as a citizen.
10. Learning to make choices based on an understanding of difference and an absence of prejudice.
11. Learning how to recognise and avoid exploitation and abuse.

Knowledge and understanding

12. Understanding that bodies develop naturally and that there is no right or wrong.
13. Understanding human sexuality, reproduction, sexual health, emotions and relationships.
14. Learning about contraception.
15. Learning the reasons for delaying sexual activity and the benefits to be gained from such delay.

Curriculum

Our curriculum is delivered using the PSHE Jigsaw Scheme of work. This is a whole school approach to PSHE and ensures compliance with statutory expectations. As a school we have made some adaptations to the delivery of some of the units taking into account the age, needs and feelings of pupils in our school. (Overview of Scheme – see Appendix 1).

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.

Primary sex education will focus on:

- preparing boys and girls for the changes that adolescence brings
- how a baby is conceived and born
- correct names for body parts

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum (see Appendix 1 and 2) Biological aspects of RSE are taught within the science curriculum and are tailored to the age and physical and emotional maturity of the children. It will ensure that both boys and girls know about puberty and how a baby is born.

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

All 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).

In line with the requirements of the Science Curriculum 2014, by the end of KS1/Year 2, children should:

- 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
- identify how humans resemble their parents in many features
- describe the importance for humans of exercise and hygiene.

By the end of Year 4 children should:

- Identify how animals, including humans, resemble their parents in many features.

By the end of Year 6 children should:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the changes as humans develop to old age
- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

In the summer terms of year 5 and 6 overt SRE lessons are taught. These will use the PSHE Jigsaw Scheme of work.

Reference will also be made to recent Government guidelines where applicable.

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

Roles and responsibilities

The Governing Body

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

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

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 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.

Pupils

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

Safeguarding

Teachers and support staff will endeavour to maintain confidentiality although there may be times, such as when disclosures of abuse or criminal behaviour are made, that confidentiality has to be broken. Staff can never promise that they will not disclose information. Staff will always attempt to gain the child's permission for this but are mindful that they may have to act without it.

The child safeguarding Procedures are well known to staff and the DSL is the Head Teacher. See Safeguarding Policy for further details.

Inclusion

The school is committed to equal opportunities and works within the guidelines of the 2010 Equality Act. Care is taken to ensure materials and methods are selected which:

- allow all children to access the curriculum regardless of race, gender, religion or ability.
- value all families and lifestyles.
- encourage children to respect themselves and others.

SRE is not highlighted as anything 'strange' or 'naughty'. Children are taught that it is essential for them to understand their own development. SRE is taught within a larger topic and it is only in years 5 and 6 that overt SRE lessons are introduced.

Ground rules are established, in order to create a safe environment and for all participants in these lessons to feel comfortable. E.g.: no one (adult or pupil) will have to answer an embarrassing question; no one will be forced to take part in a discussion. Clear parameters are set as to what is appropriate / inappropriate in group settings.

A question box is provided for children to ask any questions they are not comfortable to ask in the larger group.

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 science components of sex education within RSE. Where this is the case the school will:

- arrange for parents to meet with the Head Teacher
- ensure that parents are clear as to what is to be taught and how

- explain that the children will probably get the education second hand from overhearing peer discussions or from older siblings
- not take responsibility for children hearing the information second hand
- make alternative arrangements for the child during these sessions if the parent still wants their child to be withdrawn.

Monitoring and review arrangements

The teaching of SRE will be monitored and evaluated by the PSHE subject leader as part of the role regarding subject review. Discussions will be held with children to determine its impact and feedback taken from parents. The PSHE subject leader will discuss the policy and implementation with teaching staff to determine its effectiveness. Conclusions regarding impact and effectiveness will be reported to governors via the Head Teacher's Report.

The implementation of the SRE policy will be monitored by the PSHE subject leader and the Head Teacher.

This policy will be reviewed as part of our rolling programme of policy review.

Appendix 1: Curriculum map PSHE Curriculum Overview

Year Group	Aut 1 Being Me In My World	Aut 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me	
Reception	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	
Year 1/2	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Basic first aid – Medicine safety/safety with household items Road safety Linking health and happiness Basic first aid –calling for help, medicine	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	
Year 1/2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food Basic First Aid – calling for help, spotting dangers	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	
Year 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices Basic first aid – calling for help, recovery position, asthma	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	
	Year Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

	Year 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength Basic first aid – calling for help, recovery position, bites & stings, dressings and bandages	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Confidence in change Accepting change Preparing for transition Environmental change
	Year 5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour Basic first aid –calling for help, recovery position, bleeding and broken bones	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
	Year 6	Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress Basic first aid –calling for help, recovery position, choking & burns	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Each class will also do additional, personalised teaching around their own specific learning needs as and when needed.

Appendix 2: By the end of primary school pupils should know (statutory relationships education)

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
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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • 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
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