



Frizinghall Primary School

# Relationship and Sex Education (RSE) Policy

Approved by the governing body on: Autumn 2 2023

To be reviewed on: Autumn 2 2024

Signed on behalf of the governing body: S. Afzal

**This policy should be read in conjunction with the following policies:**

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Behaviour Policy
- Equality, Diversity and Inclusion Policy
- DfE Keeping children safe in education (2023)

## **1. Aims**

The aims of relationships education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, 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 (age-appropriate) vocabulary to describe themselves and their bodies

Relationships education will always respect the diversity of families in our community.

The aims of school's relationships education is in line with the core values and expectations that we promote to all students through SCARF: being safe; caring for others, our school and our community; achieve to our utmost; develop resilience in the face of challenges and build positive friendships.

## **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

At Frizinghall Primary School, we do not teach sex education, we teach RSE as set out in this policy.

### **3. Policy Development**

This policy has been developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. This process initially involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to work with us on the policy, look at examples of resources, and make recommendations
4. Pupil consultation – we spoke to pupils about the skills they would like to learn
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, 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.

### **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.

We will share curriculum materials with parents and carers upon request.

### **6. Delivery of relationships education**

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

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

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

These skills are taught within the context of family life and friendships, in an age appropriate way.

These areas of learning are taught within the context of family life and friendships, in an age appropriate way, taking care to make sure 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 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). The school environment will reflect, value and celebrate the diversity of friendships and relationships.

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:
  - Safe and supported
  - 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:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - 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:

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

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the RSE Policy, and hold the head teacher to account for its implementation

### **7.2 The head teacher**

The head teacher is responsible for ensuring that relationships education is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering relationships education in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE.

Staff do not have the right to opt out of teaching relationships education. Staff who have concerns about teaching this subject are encouraged to discuss this with the headteacher.

### **7.4 Pupils**

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

## **8. Parents' right to withdraw their children from lessons**

Parents do not have the right to withdraw their children from relationships education. Parents may withdraw their children from the non-science components of the Y5 puberty talk.

Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's file so that parents' wishes are on record. Alternative work will be given to pupils who are withdrawn from the puberty talk.

## 9. Training

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

The head teacher 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. Our school also has access to Coram Life Education videos for the purpose of training staff how to teach different aspects of the PSHE curriculum.

## 9. Monitoring arrangements

The delivery of RSE is monitored by Miss Lisa Wetherall (Deputy Head) and Miss L Rigg (PHSE Lead) through monitoring arrangements, such as work scrutinies, learning walks, etc. as outlined in the school's CPD and Monitoring Calendar.

Pupils' development in RSE is monitored by class teachers as part of PSHE lessons.

This policy will be reviewed by Victoria Merriman, Headteacher, annually or as needed depending on Government directives. At every review, the policy will be approved by the governing board.

## Appendix 1

The following tables shows the PHSE (including RSE) and Online Safety Curriculum. The relationship elements of the PHSE curriculum are underlined.

Nursery	<b>Me and My Relationships</b> Marvellous me! I'm special <u>People who are special to me</u>	<b>Valuing Difference</b> Me and my friends <u>Friends and family</u> <u>Including everyone</u>	<b>Keeping Myself Safe</b> <u>People who help to keep me safe</u> Safety Indoors and Outdoors What's safe to go into my body	<b>Rights and Responsibilities</b> Looking after myself <u>Looking after others</u> Looking after my environment	<b>Being my Best</b> What does my body need? <u>I can keep trying</u> <u>I can do it!</u>	<b>Growing and Changing</b> Growing and changing in nature <u>When I was a baby</u> <u>Girls, boys and families</u>
Reception	<b>Me and My Relationships</b> <u>All about me</u> <u>What makes me special</u> <u>Me and my special people</u>	<b>Valuing Difference</b> <u>I'm special, you're special</u> <u>Same and different</u>	<b>Keeping Myself Safe</b> <u>What's safe to go onto my body</u>	<b>Rights and Responsibilities</b> Looking after <u>my special people</u> <u>Looking after my friends</u>	<b>Being my Best</b> <u>Bouncing back when things go wrong</u> <u>Yes, I can!</u> Healthy eating (1)	<b>Growing and Changing</b> Seasons <u>Life stages - plants, animals, humans</u>

	<u>Who can help me?</u> <u>My feelings</u> <u>My feelings</u> <u>(2)</u>	<u>Same and different families</u> <u>Same and different homes</u> <u>I am caring</u>	<u>Keeping Myself Safe -</u> <u>What's safe to go into my body</u> <u>(including medicines)</u> <u>Safe indoors and outdoors</u> <u>Listening to my feelings</u> <u>(1)</u> <u>Keeping safe online</u> <u>People who help to keep me safe</u>	<u>Being helpful at home and caring for our classroom</u> <u>Caring for our world</u> <u>Looking after money (1):</u> <u>recognising, spending, using</u> <u>Looking after money (2):</u> <u>saving money and keeping it safe</u>	<u>Healthy eating</u> <u>(2)</u> <u>Move your body</u> <u>A good night's sleep</u>	<u>Life Stages:</u> <u>Human life stage - who will I be?</u> <u>Getting bigger</u>
Year 1	<b>Me and My Relationships</b> <u>Why we have classroom rules</u> <u>Thinking about feelings</u> <u>Our feelings</u> <u>Feelings and bodies</u> <u>Our special people</u> <u>balloons</u> <u>Good friends</u> <u>How are you listening?</u>	<b>Valuing Difference</b> <u>Same or different?</u> <u>Unkind, tease or bully?</u> <u>Harold's school rules</u> <u>Who are our special people?</u> <u>It's not fair!</u>	<b>Keeping Myself Safe</b> <u>Healthy me</u> <u>Super sleep</u> <u>Who can help? (1)</u> <u>Harold loses</u> <u>Geoffrey</u> <u>What could Harold do?</u> <u>Good or bad touches?</u> <u>Sharing pictures</u>	<b>Rights and Responsibilities</b> <u>Harold's wash and brush up</u> <u>Around and about the school</u> <u>Taking care of something</u> <u>Harold's money</u> <u>How should we look after our money?</u> <u>Basic first aid</u>	<b>Being my Best</b> <u>I can eat a rainbow</u> <u>Eat well</u> <u>Catch it! Bin it!</u> <u>Kill it!</u> <u>Harold learns to ride his bike</u> <u>Pass on the praise!</u> <u>Harold has a bad day</u>	<b>Growing and Changing</b> <u>Inside my wonderful body</u> <u>Taking care of a baby</u> <u>Then and now</u> <u>Who can help? (2)</u> <u>Surprises and secrets</u>
Year 2	<b>Me and My Relationships</b> <u>Our ideal classroom (1)</u> <u>Our ideal classroom (2)</u>	<b>Valuing Difference</b> <u>What makes us who we are?</u>	<b>Keeping Myself Safe</b> <u>Harold's picnic</u>	<b>Rights and Responsibilities</b> <u>Getting on with others</u> <u>When I feel like erupting</u>	<b>Being my Best</b> <u>You can do it!</u> <u>My day</u> <u>Harold's postcard - helping us to</u>	<b>Growing and Changing</b> <u>A helping hand</u> <u>Sam moves away</u>

	<p>How are you feeling today?  <u>Bullying or teasing?</u>  <u>Don't do that!</u>  <u>Types of bullying</u>  <u>Being a good friend</u>          Let's all be happy!</p>	<p><u>How do we make others feel?</u>  <u>My special people</u>  <u>When someone is feeling left out</u>  <u>An act of kindness</u>  <u>Solve the problem</u></p>	<p><u>How safe would you feel?</u>  <u>What should Harold say?</u>  <u>I don't like that!</u>  <u>Fun or not?</u>  <u>Should I tell?</u>  <u>Some secrets should never be kept</u></p>	<p><u>Feeling safe</u>          How can we look after our environment?          Harold saves for something special          Harold goes camping  <u>Playing games</u></p>	<p>keep clean and healthy          Harold's bathroom          My body needs...          What does my body do?</p>	<p><u>Haven't you grown!</u>          Basic first aid</p>
Year 3	<p><b>Me and My Relationships</b>          As a rule          My special pet          Tangram team challenge  <u>Looking after our special people</u>  <u>How can we solve this problem?</u>          Dan's dare          Thanks  <u>Friends are special</u></p>	<p><b>Valuing Difference</b>  <u>Family and friends</u>          My community  <u>Respect and challenge</u>  <u>Our friends and neighbours</u>  <u>Let's celebrate our differences</u>  <u>Zeb</u></p>	<p><b>Keeping Myself Safe</b>  <u>Safe or unsafe?</u>  <u>Danger or risk?</u>  <u>The Risk</u>          Robot          Alcohol and cigarettes:          the facts  <u>Super Searcher</u>  <u>None of your business!</u>  <u>Raisin challenge</u>          (1)          Help or harm?</p>	<p><b>Rights and Responsibilities</b>          Our helpful volunteers  <u>Helping each other to stay safe</u>  <u>Recount task</u>          Harold's environment project          Can Harold afford it?          Earning money</p>	<p><b>Being my Best</b>          Derek cooks dinner! (healthy eating)          Poorly Harold  <u>For or against?</u>  <u>I am fantastic!</u>          Getting on with your nerves!          Body team work  <u>Top talents</u></p>	<p><b>Growing and Changing Relationships</b>  <u>Tree</u>  <u>Body space</u>  <u>Secret or surprise?</u>          Basic first aid</p>
Year 4	<p><b>Me and My Relationships</b>  <u>An email from Harold!</u>  <u>Ok or not ok? (part 1)</u>  <u>Ok or not ok? (part 2)</u>  <u>Human machines</u>  <u>Different feelings</u></p>	<p><b>Valuing Difference</b>          Can you sort it?  <u>Islands</u>  <u>Friend or acquaintance?</u>  <u>What would I do?</u></p>	<p><b>Keeping Myself Safe</b>  <u>Danger, risk or hazard?</u>  <u>Picture</u>  <u>Wise</u>  <u>How dare you!</u></p>	<p><b>Rights and Responsibilities</b>  <u>Who helps us stay healthy and safe?</u>          It's your right  <u>How do we make a difference?</u>  <u>In the news!</u></p>	<p><b>Being my Best</b>  <u>What makes me ME!</u>  <u>Making choices</u>          SCARF Hotel          Harold's Seven Rs          My school community (1)          Basic first aid</p>	<p><b>Growing and Changing</b>          Moving house  <u>My feelings are all over the place!</u>  <u>Secret or surprise?</u></p>



	<p><u>When feelings change</u> <u>Under pressure</u></p>	<p><u>The people we share our world with</u> <u>That is such a stereotype!</u></p>	<p>Medicines : check the label Know the norms Keeping ourselves safe <u>Raisin challenge (2)</u></p>	<p><u>Safety in numbers</u> Logo quiz Harold's expenses Why pay taxes?</p>		
Year 5	<p><b>Me and My Relationships</b> Collaboration Challenge! <u>Give and take</u> <u>How good a friend are you?</u> <u>Relationship cake recipe</u> <u>Being assertive</u> Our emotional needs <u>Communication</u> <u>What is sexual harassment?</u></p>	<p><b>Valuing Difference</b> <u>Qualities of friendship</u> <u>Kind conversations</u> <u>Happy being me</u> <u>The land of the Red People</u> <u>It could happen to anyone</u> <u>Boys will be boys? - challenging work-place gender stereotypes</u></p>	<p><b>Keeping Myself Safe</b> 'Thinking' about habits <u>Spot bullying</u> <u>Ella's diary dilemma</u> <u>Decision dilemmas</u> <u>Play, like, share</u> Drugs: true or false? Smoking: what is normal? <u>Would you risk it?</u></p>	<p><b>Rights and Responsibilities</b> <u>Fact or opinion?</u> Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver!</p>	<p><b>Being my Best</b> Getting fit It all adds up! <u>Different skills</u> My school community (2) <u>Independence and responsibility</u> Star qualities? Basic first aid, including Sepsis Awareness</p>	<p><b>Growing and Changing</b> <u>How are they feeling?</u> <u>Taking notice of our feelings</u> <u>Together</u> <u>Stop, start, stereotypes</u> <u>Growing up and changing bodies</u></p>
Year 6	<p><b>Me and My Relationships</b> Working together Let's negotiate <u>Solve the friendship problem</u> <u>Assertiveness skills</u> <u>Behave yourself</u> <u>Dan's day</u> <u>Don't force me</u> <u>Acting appropriately</u> <u>It's a puzzle</u></p>	<p><b>Valuing Difference</b> <u>OK to be different</u> <u>We have more in common than not</u> <u>Respecting differences</u> <u>Tolerance and respect for others</u> <u>Advertising friendships!</u> <u>Boys will be boys? - challenging</u></p>	<p><b>Keeping Myself Safe</b> <u>Think before you click!</u> <u>Traffic lights</u> Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal?</p>	<p><b>Rights and Responsibilities</b> <u>Two sides to every story</u> <u>Fakebook friends</u> What's it worth? Jobs and taxes Action stations! Project Pitch (parts 1 &amp; 2) Happy shoppers</p>	<p><b>Being my Best</b> Five Ways to Wellbeing project This will be your life! Our recommendations What's the risk? (1) <u>What's the risk? (2)</u> Basic first aid, including Sepsis Awareness</p>	<p><b>Growing and Changing</b> <u>Dear Ash</u> <u>Helpful or unhelpful?</u> <u>Managing change</u> <u>I look great!</u> <u>Media manipulation</u> <u>Pressure online</u></p>

	<u>What is sexual harassment?</u>	<u>gender stereotypes</u>	<u>Joe's story (part 1)</u> <u>Joe's story (part 2)</u>	Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made		
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**Online Safety – EYFS/KS1/KS2**

Self-Image and Identity	Online Relationships	Online Reputation	Online Bullying	Managing Online Information	Health, well-being and Lifestyle	Privacy and Security	Copyright and Ownership
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