

# Relationships and Sex Education (RSE) Policy



2020/21

**Approved by:** Governing Body

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## 1. Aims

### Handsworth Primary School



At Handsworth School we are passionate about:



Providing **exceptional opportunities**



Delivering our **innovative approach** to Teaching and Learning



Promoting a **culture of resilience**



Celebrating the unique gifts of each child so they are **confident, curious** and **ambitious**



We embed our vision through our values – **The 4Cs.**

#### Consideration

We encourage our children to think deeply about the issues that affect them, their peers and the wider community.

#### Cooperation

We have high expectations of our pupils. We encourage children, teachers, parents and carers to work together to achieve these aims.

#### Courtesy

Children are taught to demonstrate respect for all individuals. By allowing children to see their own intrinsic value they are able to develop self-respect, self-control, confidence and pride. Children display this through the positive ways in which they interact with each other and with adults speaking politely and confidently.

#### Care

At Handsworth, we seek to create an environment, where children feel safe, happy and supported and in turn support and care for each other. As a result of this see themselves as actively engaged citizens who look for ways to care for the wider world.

### **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
- Develop confidence in pupils to talk, listen and think about feelings and relationships
- Enable pupils to name parts of the body and describe how their bodies work
- Equip pupils to protect themselves and ask for help and support

## **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](#).

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

We will be teaching additional Sex Education which extends beyond the Science curriculum in **Year 5 and 6 only**. This is optional, you have the right to withdraw your child from this part of the RSE 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 Handsworth Primary School we teach RSE as set out in this policy.

## **3. Policy development**

This policy has been developed in consultation with staff, governors and parents. 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/stakeholder consultation** – parents and any interested parties were invited to give feedback.
4. **Ratification** – once amendments were made, the policy was shared with governors and ratified

### **Policy links**

This policy should be read in conjunction with the Safeguarding and Science policies.

## **4. Definition**

RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is a developmental process through experiential learning in which pupils participate to help cultivate a healthy attitude towards themselves and others.

## 5. Curriculum

**Key Stage 1 and 2- The 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 staff and governors, taking into account the age, needs and feelings of pupils.

If pupils ask questions inside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers from unreliable sources. However, if pupils ask questions outside the scope of this policy, teachers will respond by directing pupils to speak to the parents/carers.

**Early Years and Reception** - Relationships Education is taught within the Personal, Social and Emotional prime area of learning and development.

## 6. Delivery of RSE

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** 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

**Health Education** focuses on teaching the fundamental building blocks and characteristics of good physical and mental health including:

- Being safe
- Mental Well-being
- Internet Safety and harms

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).

**Sex Education-** The children in **Year 5 and Year 6** are given an opportunity to receive sex education. In year 5, the children will learn about puberty and in year 6 the children will learn about conception.

The sessions will be delivered by the class teacher, classes **will not** be separated into gender groups. The 1decision resources will be used to deliver the content of the sessions.

In Year 5, the children will watch a short, animated video that will:

- Explain what puberty means.
- Describe the changes that boys and girls may go through during puberty.
- Identify why our bodies go through puberty.
- Explain the key facts about the menstrual cycle and menstrual wellbeing.

In Year 6, the children will watch a short, animated video that will:

- Explain the terms reproduction and conception.
- Describe the function of the female and male reproductive systems.
- Identify the various ways adults can have a child.
- Explain various stages of pregnancy and how a baby is born.
- Explain the laws around consent.

The children will be given a chance to ask questions during the sessions. Class teachers will answer the children's question in an age-appropriate and sensitive manner. If a child asks a question unrelated to the topics covered during the session, they will be advised to speak to their parent/carer.

Parents/Carers will be given the opportunity to watch the videos prior to the sessions.

### **Equal Opportunities**

At Handsworth Primary school we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

### **Inclusion**

We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.

We aim, through a child centered approach, to ensure that education is accessible and relevant to all our learners; to respect each other and to celebrate diversity and difference.

With the assistance of the Inclusion Manager, appropriate extra help will be provided to a child requiring SEN support.

## **7. Roles and responsibilities**

### **7.1 The Governing Body**

The Governing Body 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, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

**Lorraine Bossman is the RSE Lead.**

Staff are responsible for:

- Delivering RSE in an age-appropriate sensitive way
- Considering the religious background of all pupils
- 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/non-science 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.

### **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.

Parents have the right to withdraw their children from the non-statutory/non-Science components of Sex Education within RSE.

Requests for withdrawal should be put in writing. Please use the guidance found in Appendix 3 of this policy.

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

## **9. Training**

The school will facilitate teachers to obtain training in this field. Staff are trained on the delivery of RSE as part of their practice and it is included in our continuing professional development calendar.

When appropriate, the headteacher 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.

## **10. Monitoring arrangements**

We are committed to monitoring and evaluating the effectiveness of RSE, specifically important to the RSE curriculum are:

- Ongoing pupil consultation - staff will monitor engagement with and understanding of the RSE curriculum.
- staff review and feedback

- parental feedback

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

The delivery of RSE is monitored by the RSE lead through:

- Learning Walks
- Talking to pupils about their learning
- Supporting staff with planning and teaching RSE

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the Governing Body.

## Appendix 1: RSE Curriculum Progression Map

<b>Suggested for years 1 5-8 Resources</b>	<b>Suggested for years 2 5-8 Resources</b>	<b>Suggested for years 3 5-8 Resources</b>	<b>Suggested for year 4 8-11 Resources</b>	<b>Suggested for year 5 8-11 Resources</b>	<b>Suggested for year 6 8-11 Resources</b>
<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative
<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
<b>RELATIONSHIPS</b>	<b>RELATIONSHIPS</b>	<b>RELATIONSHIPS</b>	<b>GROWING AND CHANGING</b>	<b>GROWING AND CHANGING</b>	<b>GROWING AND CHANGING</b>
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' & Children's Views	Conception Assessment - Summative
<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>
Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' & Children's Views	Stealing Assessment - Summative
<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>
Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>
Assessment - Baseline Online Bullying	Image Sharing Computer Safety Documentary	Making Friends Online Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
<b>OUR WORLD</b>	<b>OUR WORLD</b>	<b>OUR WORLD</b>	<b>THE WORKING WORLD</b>	<b>THE WORKING WORLD</b>	<b>THE WORKING WORLD</b>
Assessment - Baseline Growing In Our World	Living In Our World Working In Our World	Looking After Our World Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
<b>HAZARD WATCH</b> This module is suggested for years 1-3 and can be delivered where suitable			<b>A WORLD WITHOUT JUDGEMENT</b>	<b>A WORLD WITHOUT JUDGEMENT</b>	<b>A WORLD WITHOUT JUDGEMENT</b>
Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative			Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values Assessment - Summative

## Key Stage 1

# An overview of our 5-8 modules

For more information on our resources, please visit: <https://www.1decision.co.uk/resources/our-programme/>

### Keeping/Staying Safe

- Road Safety
- Leaning Out of Windows
- Staying Safe
- Tying Shoelaces

### Keeping/Staying Healthy

- Healthy Eating
- Brushing Teeth
- Washing Hands
- Medicine

### Relationships

- Bullying
- Body Language
- Friendship
- Touch

### Being Responsible

- Practice Makes Perfect
- Helping Someone in Need
- Stealing
- Water Spillage

### Feelings and Emotions

- Jealousy
- Worry
- Anger
- Grief

### Computer Safety

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

### Money Matters

- Money Matters
- Access to Nationwide Education resources

### Hazard Watch

- Is it safe to eat or drink?
- Is it safe to play with?

### Special Edition Module - Fire Safety

- Hoax Calling
- Petty Arson
- Enya and Deedee Visit the Fire Station
- Texting Whilst Driving

## Key Stage 2

# An overview of our 8-11 modules

For more information on our resources, please visit: <https://www.1decision.co.uk/resources/our-programme/>

### Keeping/Staying Safe

- Cycle Safety
- Peer Pressure
- Water Safety
- Keeping/Staying Safe Documentary

### Keeping/Staying Healthy

- Healthy Living
- Smoking
- Alcohol
- Keeping/Staying Healthy Documentary

### Growing and Changing

- Relationships
- Puberty
- Conception
- Growing and Changing Documentary

### Being Responsible

- Coming Home on Time
- Looking Out for Others
- Stealing
- Being Responsible Documentary

### Feelings and Emotions

- Jealousy
- Anger
- Worry
- Feelings and Emotions Documentary

### Computer Safety

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

### The Working World

- Chores at Home
- Enterprise
- In-App Purchases
- The Working World Documentary

### A World Without Judgement

- Breaking Down Barriers
- Inclusion and Acceptance
- British Values
- A World Without Judgement Documentary

# Key Stage 2

## KS2 Statutory and Recommended First Aid Pathway

The **Department for Education** recommends that pupils at KS2 should know:

- How to make a clear and efficient call to emergency services
- Concepts of basic first-aid e.g. dealing with common injuries, including head injuries.

Follow the map of health agenda recommendations on giving your pupils a sound knowledge of first aid.

**Recommended for every KS2 pupil**  
Calling for help and head injuries



**KS2 – Year 3**  
Bites and stings

“Children and young people are growing up in an increasingly complex world....they need to know how to be safe and healthy.”

(Secretary of State, Dept for Ed, Health Ed guidance Feb 2019)

**KS2 – Year 4**  
Asthma



**KS2 – Year 5**  
Bleeding

**KS2 –Year 6**  
Choking



**Bonus Topic**  
Basic Life Support



**Well done...**  
if you have completed all modules you are a KS2 first aider

This way to KS3 First Aid



“Pupils can support their own and others’ health and wellbeing, including basic first aid.”

(Dept for Ed, Feb 2019)

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### **Appendix 3: Withdrawal from Sex Education within RSE**

Please email the school on [school@handsworth.waltham.sch.uk](mailto:school@handsworth.waltham.sch.uk) and include your child's name and year group and the reason for withdrawing from Sex Education within RSE.