



## **RSE(Relationship Education and Sex Education) Policy**

Adopted by the Trust Board of  
Aspire Learning Trust  
on 8<sup>th</sup> March 2022

**Policy reference:**

**This policy is to be reviewed:**

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**Annually**  
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**The next review date is:**

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**Spring 2023**  
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**Review is the responsibility of:**

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**Local Governing Body (Park Lane  
Primary and Nursery School)**  
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### **Review History**

**Review ratified:**

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**8<sup>th</sup> March 2022**  
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# Aspire Learning Trust



## **RSE (Relationship Education including Sex Education) Policy**

Policy Reference: RSE Policy March 2022

To be reviewed: Annually

Policy Owner: Local Governing Body (Park Lane Primary and Nursery School)

## **Context**

This Relationship Education Policy must be read in conjunction with our PSHE Policy.

The Education Reform Act (Section 1) states that schools should provide a curriculum that “promotes the spiritual, moral, cultural, mental and physical development of pupils ... and of society: and prepare such pupils for the opportunities, responsibilities and experiences of adult life.”

From September 2020 the teaching of Relationships Education became compulsory in primary schools. Sex Education lessons are non-statutory. The Governing Body is committed to ensuring both these elements are delivered within the context of a broad and balanced curriculum.

At Park Lane Primary and Nursery School we see Relationships and Sex Education as an important part of children’s Personal, Social and Health Education (PSHE), essential to the care and wellbeing of all children. RE and SE (within PSHE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It aims to give pupils essential skills for building positive, enjoyable, respectful and non-exploitive relationships and to stay safe on and offline. It enables exploration of attitudes and values, helps build self-esteem and confidence to view their sexuality positively. We see parents and carers as the main educators of children in RSE and our school role is to complement and reinforce children’s knowledge and understanding.

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, health professionals and visiting speakers of the school’s approach to RSE within PSHE.

### **Aims of Relationships Education.**

Through the delivery of Relationships Education we intend to further our school’s aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school. All adults in school will work towards achieving these aims for Relationship Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally , both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- Build confidence to access additional advice and support for themselves and others. foster self-esteem and respect for others

## **Implementing our Policy**

### **Inclusion**

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including Teaching Assistants and parent/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

### **Equality**

The Equality Act 2010 has special resonance in Relationships Education, (RE). Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

At Park Lane Primary and Nursery School we believe that all children have the right to a full Personal, Social, Health and Citizenship curriculum, including that of RE regardless of race, gender, religion and ability.

The RE and SE scheme is taught alongside the PSHE (Personal, Social and Health Education) scheme of work where relationships work is a key area of learning. The scheme meets the requirements of the Equality Act. Park Lane will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics), reasonable adjustments will be made to ensure that no groups are disadvantaged. The scheme will be adjusted to meet the needs of the pupils in our care and any current issues. All issues, including those surrounding LGBT, will be taught with sensitivity and be age appropriate in approach and content.

In order to ensure that Relationship Education meets the need of all:

- We will not focus on one particular lifestyle over another and will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

## **Safeguarding**

At Park Lane we understand the importance of high quality Relationship Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer –on-peer' 'abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate sexual behaviour and that there is an increased possibility that a disclosure relating to abuse might be made. RSE and personal safety enable us to fulfil our duty to prevent .honour based abuse- including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All staff are aware of the Safeguarding and Child protection procedures and will report the disclosures or concerns to the Designated Safeguarding Leads(DSL) immediately: Mrs Brudenell or Miss Smith.

## **Development of the Policy**

This policy was developed in consultation with pupils, staff, governors and parents in 2020. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationship Education. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

Further consultation with parents and pupils will be carried out when the policy is reviewed.

## **Involving the Whole School Community.**

### **Working with staff.**

Teaching Relationship Education can be very rewarding, but at Park Lane we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationship education.

(PSHE lead has highlighted Brook learn website; on line modules for staff to take and learn about new guidelines. Also explainer slides are on staff share from PSHE association together with recommended planning resources to complement our 1Decision scheme if needed.)

### **Engaging with pupils.**

We will involve pupils in the evaluation and development of their Relationship Educations in ways appropriate to their age:

- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning
- We will consult pupils (e.g through School Council) about their perception of the strengths of our Relationship Education provision and the areas to be further developed.

## **Working with Governors.**

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationship Education policy reflects the needs and views of our community.

In order to facilitate this process, the Relationship education Policy will appear annually on the agenda of one governor's meeting. The policy will be available on the school's website.

It is the role of the governors to ensure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn/excused from the sex education element of RSE lessons.
- The Governing Body will approve the relationships education policy, and hold the head teacher to account for its implementation.

## **Communicating with parents/carers.**

Parent/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. At Park Lane we recognise that many children like to receive information about relationships from their parents/carers in addition to what they learn in school. Therefore we seek to work in partnership with parents/carers when planning and delivery Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Inform parents/carers about forthcoming Relationship education topics
- Providing supportive information about parents' role in relationship education
- Signpost parents to sources of information to support them address the needs of their child or build their own confidence in talking about relationships with their children.

## **Working with external agencies and the wider community.**

We encourage visitors to our school, who may enhance, but never replace, our planned provision. All visitors are subject to the school's safeguarding policy and procedures.

Resources from the NSPCC that we will use to support the RSE aims will include; PANTS : Underwear Rule Resources. We have the PANTS campaign which helps children identify their body parts and learn how to stay safe. This is aimed at keeping children safe from sexual abuse without mentioning the word 'sex'. Each line of PANTS covers a different part of the underwear rule and provides simple but valuable lessons that can keep a child safe. We have Teaching resources; lesson plans and PowerPoints, resources for children with learning disabilities/needs or autism and support for parents and foster parents. There is even the fantastic and engaging 'Pantosaurus' video for children to watch, all at:  
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

## **Curriculum organisation.**

Our Relationship Education Curriculum (see appendix 1) is wholly consistent with the DfE statutory requirements for Relationship Education and Health Education (2020), National Curriculum (2014) and has the kite mark approval of the PSHE association. We consider Relationship Education to be a continuous process of learning which begins before the children enter our school and continues into adulthood. Our 1Decision scheme of learning meets the needs of each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationship Education.

Relationship Education is learning about:

- Families and People who care for me
- Caring relationships
- Respectful relationships
- Online Relationships
- Being Safe
- Mental wellbeing
- Internet safety and harms
- Physical health and mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Our PSHE topic structure does not separate delivery of Relationship Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topic where Relationship Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Community
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education.
- Relationships Education will be taught in:
  - PSHE through designated lessons, circle time, focused events, health weeks
  - Other curriculum areas, especially Science, English, RE and PE
  - Enrichment activities, especially or assemblies, school trips and adventure activities



## Teaching methodologies.

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practice in classroom situations and where attitudes such as respect and empathy are verbalised. This fully endorses our school motto- : Be ready, safe, respectful.

We encourage teachers to ensure that group work, debate, taking other people's view point and working together are practiced in all PSHE lessons. This dovetails with our Learning and Life Skills programme which supports and enhances our PSHE provision. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

**Ground Rules:** Relationship Education is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

## Relationships and Sex Education (RSE)

RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is non-statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive RSE, which includes teaching about puberty, at Y5 and Y6 in order to prepare them for physical, emotional and social changes they are approaching or undergoing.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For examples, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise.

## **Curriculum Materials and Resources.**

We will primarily use the 1Decision PSHE scheme of work, which incorporates RSE to deliver the curriculum. RSE within PSHE is developmental and appropriate to the age and stage of each pupil. It is part of a planned programme, taught in a safe and supportive atmosphere, aiming for all pupils to feel comfortable to engage in open discussion and feel confident to ask questions/for help if needed.

We also have access to other resources through the PSHE Association to support us if required. Our curriculum plan is set out as per Appendix 1, but we may need to adapt it as and when necessary. Our provision will always take into account the age, needs and feelings of pupils

## **Safe and Effective Practice.**

At Park Lane Primary and Nursery School we have a clear Confidentiality Policy, which is shared and communicated to our staff, pupils and parents/carers. The policy states that:

- Staff are unable to offer absolute confidentiality
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

## **Answering difficult questions.**

We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. We believe that individual teachers must use their skill and discretion in these situations and refer to the Head teacher if they are concerned. Where a question or a comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the Designated Safeguarding lead in line with school Safeguarding policy.

**Sexually Active Pupils: There are extremely rare occasions where a primary- aged child who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in school it will be viewed as a child protection issue and referred for advice to the DSL in line with the school Safeguarding policy.**

## **Sexuality**

RSE will include discussion of sexuality in a sensitive manner and will include positive representations of LGBT (Lesbian, Gay, Bisexual and Transgender) people. Discussion of relationships will not be solely about heterosexual relationships and the word 'partner' can be used, rather than assuming all girls have or want boyfriends and all boys have and want girlfriends. It is seen as important to encourage tolerance and understanding and not demean or encourage prejudice against people whose sexuality is not shared by the majority. Challenging sexism and homophobia is part of our school's approach to equal opportunities.

### **Assessment, recording, reporting**

Relationship Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment.

### **The Head Teacher**

The Head Teacher is responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

### **Staff**

#### **Staff are responsible for:**

- Delivering RSE in a sensitive way taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to RSE
- 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-statutory/non-science components of RSE.

### **Monitoring arrangements.**

The delivery of RSE is monitored by the PSHE Co-ordinator.

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

## **Sex Education Policy**

### **Definition of Sex Education.**

Following guidance from the DfE, we define Sex Education as learning about ‘how a (human) baby is conceived and born.’

This extends to learning about sexual reproduction in ‘some plants and animals’ required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health education, as understanding sexual reproduction in humans enables children to understand the process of puberty.

### **Consultation about Sex Education.**

The DfE recommends that all primary schools have a Sex Education programme tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers, governors and pupils have been consulted about this and at New Road we have decided that the content will be:

### **Content of Sex education.**

The content of our Sex education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6

Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)

Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not learn about the means by which egg and sperm join.

Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.

### **Teaching methodologies.**

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. Any visual resources, such as DVDs will only be used if recommended by the DfE/PSHE association.

### **Delivery of the Sex Education curriculum.**

Sex Education will be delivered as part of our Relationships and Sex education Programme by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

### **Right to be excused from Sex Education.**

Parents and carers will be fully informed about this policy. It will be on our website so they can view its contents and have the right to reply with any concerns. We value and respect the learning that occurs in the community and in the home believing that these, alongside school links, are essential dimensions of Relationship and Sex Education

## **The right of withdrawal from September 2020**

'Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education)

Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is 'likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child'). Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

The teaching of the Health, Relationships and Science Curriculum is statutory. Children may not be withdrawn from the topics of 'Life Processes and Living Things' or 'The Main Stages of Human Life'

(Sample letter to withdraw- see Appendix 2)

### **Monitoring, Review and Evaluation.**

Information gathered to inform the review may include information from pupils (questionnaires about content and effectiveness), feedback from teachers about the curriculum provision and staff confidence, views of parents, parental comments and concerns, level of parental withdrawal from sex education.

The policy will be reviewed every 2 years or sooner if an issue or incident occurs which warrants it.

This policy is to be shared with staff and Governors.

# 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

## 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

- Hoax Calling

- Petty Arson

- Enya and Deedee Visit the Fire Station

*Please note, we also cover many other areas of each topic. Contact 1decision for more information.*

### Appendix 1 Curriculum map

<p><b>SCIENCE:</b></p> <p>Early Years Foundation Stage children learn about Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up - how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene and life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others</p>	<p><b>Y1 SCIENCE:</b></p> <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<p><b>Y2</b></p> <p><b>Ar</b></p>
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	<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	
<b>Key Stage 1 Relationships (PSHE Learning opportunities)</b>		
<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; telling a trusted adult</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear should not be seen; how to behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>		
<p><b>Y3 SCIENCE:</b></p> <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> </ul>	<p><b>Y4 SCIENCE:</b></p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Y5 SCIENCE:</b></p> <p><u>Animals, including humans</u></p>
<p><b>Y6 SCIENCE:</b></p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans. AIH4 explore questions about how the circulatory system enables the body to function.</li> <li>Learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can damage the body</li> <li>Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health</li> </ul>		

### **Key Stage 2 Relationships (PSHE Learning opportunities)**

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of a different identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other
- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this
- R5. that love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents); that families of all types can give family members love, security and stability.
- R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other
- R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating face-to-face
- R13. the importance of seeking support if feeling lonely or excluded
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include others
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of changes in friendships over time, about making new friends and the benefits of having different types of friends
- R16. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support; not to say hurtful things online
- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, exclusion of others); how to report concerns and get support
- R21. about discrimination: what it means and how to challenge it.
- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising and reporting concerns
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
- R26. about seeking and giving permission (consent) in different situations
- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not; how to break a confidence or share a secret
- R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone has the right to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve self-respect
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physical appearance
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with



Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS	
Name of child	Class
Name of parent/carer	Date
Reason for withdrawing from sex education within relationships and sex education	
Any other information you would like the school to consider	
Parent/Carer signature	Date
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

## Appendix 3 DfE RSE Statutory Guidance

By the end of primary school:

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<p>Caring friendships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

## Appendix 4

### Resources.

Primary school leaders in some areas of the country have been the targets of campaigning, protests and abuse relating to their commitment to equality and diversity. LGBT+ inclusion has been the focus of these protests.

Protesters have argued that this learning should not happen in primary schools and that parents should be able to withdraw their children from it. But the parental right to withdraw is from sex education only. The learning that has been taking place relating to equality and diversity in affected schools has not been part of a sex education curriculum.

This policy update explains the current position on the following questions related to the Equality Act and Relationships Education in primary schools:

#### **NAHT guidance on**

<https://www.naht.org.uk/news-and-opinion/news/curriculum-and-assessment-news/policy-update-the-equality-act-and-relationships-education-in-primary-schools/>

<https://www.naht.org.uk/resources/assets/attachment/full/0/91635.pdf>

Parents guide to RSE in primary Schools.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)

Handling complex issues safely in the PSHE education classroom –Guidance from PSHE association and techniques/strategies.

<file:///C:/Users/knorris/Desktop/RSE%20NEW%20GUIDANCE/ESTABLISHING%20A%20SAFE%20ENVIRONMENT/2018%20-%20Handling%20complex%20issues%20safely%20in%20the%20PSHE%20classroom.pdf>



## RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION

### RSE - WHAT'S CHANGED? WHAT'S THE SAME?

Many people have seen and heard information about RSHE and its new status from September 2020. This document intends to clearly set out what is new, what has already been happening and how schools might implement the new requirements.

### WHAT ARE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION?

- Relationships Education is a subject which must be taught in Primary schools from September 2020. It includes teaching on 'Families', 'Friendships', 'Respectful Relationships', 'Online Relationships' and 'Being Safe'.
- Relationships and Sex Education is a subject which must be taught at secondary level from September 2020. It includes teaching on 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being Safe' and 'Intimate and sexual relationships'.
- Health Education must be taught at both primary and secondary levels from September 2020. It includes teaching on 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco' 'Health and prevention', 'Basic first aid' and 'Changing adolescent body'.
- All 'new' subjects should be taught as part of a planned PSHE curriculum which meets the needs of pupils and which builds on ideas and skills as pupils get older.
- Most schools nationwide have been delivering much of this content for many years. There has been a duty for schools to promote pupils' wellbeing (Education Act 2006), to promote the spiritual, moral, cultural, mental and physical development of pupils and of society (National Curriculum 2014), to prepare children for life in modern Britain (National Curriculum 2014), to offer a broad and balanced curriculum (National Curriculum 2014) and to ensure that all pupils are treated equally (Equalities Act 2010).
- The new legislation requires the same teaching in all schools; state schools and independent schools, maintained schools, academies and free schools. All schools must teach Relationships Education, Relationships and Sex Education and Health Education.

### WHY HAVE THESE SUBJECTS BEEN MADE STATUTORY?

- There have been calls for RSE for many years from a range of organisations: Women and Equalities committee, Education Select committee, NSPCC and reports on Child Sexual Exploitation (CSE) (Manchester, Rotherham)
- There has been a nationwide concern about sexual abuse of children, child sexual exploitation (CSE), sexting, consent, pornography, self-harm, mental health, social media. These issues are addressed through RSE and Health Education.
- Well taught RSE has the effect of:
  - raising the age of first sexual activity
  - making it more likely that abuse will be reported
  - making it less likely that young people describe their first sex as unwanted
  - reducing the likelihood that young people will contract a sexually transmitted infection (STI)
  - making it less likely young people will have an unwanted pregnancy
- The majority of parents support the teaching of RSE.

### WHAT HAS STAYED THE SAME WITH THE NEW LEGISLATION?

- Schools have always had a duty to communicate with parents about the content and delivery of RSE (RSE Guidance 2000)
- Parents/carers still have the right to ask that their child be excused from 'sex education'.

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# Our school is committed to relationships and sex education, which:

**1.**

Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages

**2.**

Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)

**3.**

Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home

**4.**

Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills

**5.**

Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion

**6.**

Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online

**7.**

Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity

**9.**

Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online

**8.**

Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views

**10.**

Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life

**11.**

Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities

**12.**

Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

**Notes**

These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2010, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science\* (\*which is taught in maintained schools) includes some elements of sex education.

Published 2017

