

RIVERSIDE PRIMARY SCHOOL AND NURSERY



Relationships and Sex Education (RSE) Policy

Updated by	Kirsty James
Updated when	Oct 2023
Ratified by	Governing Body
Next Review Date	October 2024
Statutory Policy	Yes
On school website	Yes

1. Aims

The following policy refers to Relationships and Sex Education at Riverside Primary School. We define Relationships and Sex Education (RSE) as learning about the **emotional, social and physical aspects of growing up, relationships, and reproduction.**

The RSE curriculum will ensure that our children are provided with accurate information about the body and reproduction and to develop essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

At Riverside, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

The aims of Relationships and Sex Education (RSE) at our school are to

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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
- Ensure that all pupils, by the time they reach secondary school age, are well equipped to deal with the secondary RSHE curriculum.

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](#)

This policy has been written in accordance with the statutory guidance document 'Relationships and Sex Education (RSE) and Health Education' (DFE 2019).

The Department for Education guidance states that by the summer term 2021 all primary schools must teach Relationships and Health Education. The teaching of sex education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science curriculum: including knowledge of the main external body parts: the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DFE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

Should you like to see the guidance from the government please visit:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

3. Policy development

This policy has been developed in consultation with staff, pupils 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 consultation – parents were sent a copy of the policy and invited to share their views via a questionnaire and an online meeting.

4. 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, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

In the DFE guidance **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults, including online.

Health Education is defined as teaching pupils about the characteristics of good physical health and mental wellbeing. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education is defined as teaching about how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. Any non-statutory sex education that falls outside of the Science curriculum and those related elements (the physical changes associated with puberty) within statutory Health Education are identified in this policy.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1 but we may need to adapt it as and when necessary.

At Riverside, we base our teaching on the Kapow scheme of work. It is a spiral curriculum which includes relationships lessons for each year group. The RSE and PSHE content is co-authored by specialists and offers a full scheme of work and supports teachers with their subject knowledge. It includes lessons on how children can keep themselves safe both in the physical world and in the online world, how to keep their bodies' safe and what to do if they are worried about any changes to their body. Opportunities to draw links, integrate teaching and deliver whole school approaches to wellbeing and health will be sought.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Relationship and Sex Education is not delivered in isolation but firmly embedded in all curriculum areas (e.g. ICT, RE and Science), including Personal, Social, Health Education (PSHE).

Key objectives of the statutory Relationships Education curriculum are outlined in Appendix 2.

Statutory Science Curriculum Content

Year Group	Statutory Requirement
Year 1	To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	- To notice that animals, including humans, have offspring which grow into adults - To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Year 3	- To 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 - To identify that humans and some other animals have skeletons and muscles for support, protection and movement
Year 4	- To describe the simple functions of the basic parts of the digestive system in humans - To identify the different types of teeth in humans and their simple functions
Year 5	- To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals. - To describe the changes as humans develop to old age.
Year 6	- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Non-Statutory Sex Education

The DFE guidance also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should know the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Year 6.

Children are taught:

- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and is born

6. Delivery of RSE

At Riverside we teach RSE mainly through PSHE lessons. Biological aspects of RSE are taught within the science curriculum. The lessons are usually delivered by the class teacher in an age-appropriate and sensitive manner. Teachers encourage children to ask questions and everybody's views will be discussed in an open and non-judgemental way. If they ask a question that is not part of the curriculum for their year group, teachers may advise the child to speak to parents or carers or inform the children they will learn about that topic in subsequent year groups.

Relationship and Sex Education will be delivered:

- In mixed gender groups (other than when it is deemed more appropriate for topics to be covered in single sex groups);
- By class teachers who know their children well.

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, LGBTQ+ 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).

Children will have books shared with them representing different types of families. These may include:

- And Tango Makes Three by Justin Richardson
- We Are Family by Patricia Hegarty
- Who's In My family? by Robie Harris
- Tell Me Again about the Night I Was Born by Jamie Lee-Curtis

- The Blanket Bears by Samuel Langley-Swain

Equal opportunities

Riverside Primary School is required to comply with relevant requirements of the Equality Act 2010 and consider the makeup of its own student body as to whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk).

Every pupil deserves the opportunity to experience, participate and achieve the understanding of Relationship and Sex Education that meets the needs of all pupils and is able to answer appropriate questions.

Preparation for puberty:

- Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups;
- Teachers will ensure that materials and teaching do not conflict with religious or cultural principles. Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education.

Support for boys & girls:

- The school will consider what is to be delivered in a whole class setting. Some topics e.g. menstruation, masturbation and wet dreams may be delivered in single sex classes.

Special Educational Needs

RSE must be accessible for all pupils and high quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEN Curriculum which should be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

For more information about our curriculum, see our curriculum map in Appendix 1.

7. Roles and responsibilities

The governing board

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

The headteacher

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

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

All staff are responsible for teaching RSE at Riverside.

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

Pupils

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

Parents

Parents are the first teachers of their children and they are the most significant influence in enabling their children to grow and mature and to form healthy relationships. The school will work closely with parents when planning and delivering the RSE curriculum and view parents as partners in the delivery of RSE.

Parents will be fully informed about the Relationships and Sex education programme. An overview will be sent to parents each term or half term of the topics which will be covered in RSHE. This will support parents in having conversations with their children.

8. Parents' right to withdraw

As previously stated the RSE curriculum consists of both statutory and non-statutory elements. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE, but cannot withdraw their children from statutory Relationships Education, Health Education or RSE taught within the National Science Curriculum. The National Science Curriculum contains all physical changes of puberty; children cannot be withdrawn from Science lessons. PSHE lessons explain healthy relationships, keeping safe and emotional changes of puberty.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. We will automatically grant a parental request to withdraw their child from any sex education, other than as part of the Science or Health Education curriculum.

In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

9. Training

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

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

This policy will be reviewed by the school's leadership team in conjunction with the PSHE subject lead on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Planning scrutinies
- Learning walks
- Lesson observations
- Looking at samples of pupils' work

Assessment is also done using various methods:

- Short questionnaires for parents/carers to return;
- Asking children about the timing of the RSE – (was it early enough?);
- Peer assessment;
- Self-assessment;
- Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

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

This policy will be reviewed annually by Kirsty James, PSHE Lead. At every review, the policy will be approved by Derek Moss the lead governor for PSHE and RSE, Hilary Hall the Chair of Governors and the headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1		Relationships: - To develop understanding that different people can be in a family and that families look after us - To recognise the characteristics and importance of good, positive friendships - To recognise family and friends help and support each other - To understand that friendships can have problems but these can be overcome - To begin to understand that being friendly to others makes them feel welcome and included	
Year 2		Relationships: - Recognise that families offer stability and love - Begin to understand the role of the family in their lives - Recognise how others show their feelings in different ways and how to respond - Learn that some friendships might make us feel unhappy and how to deal with this Safety and the changing body: - The importance of not sharing personal information online and what to do if something makes you feel upset or uncomfortable - Begin to understand the difference between secrets and surprises - Begin to understand the concept of privacy and the correct vocabulary for body parts - To understand safe and unsafe touches and be able to name someone they can talk to if they are worried about something	
Year 3		Relationships: - Exploring ways to resolve friendship problems - Developing an understanding of the impact of bullying and what to do if bullying occur - Understanding what trust is and identifying who I can trust - Exploring stereotyping Safety and the changing body:	

		• Developing skills as a responsible digital citizen • Recognising and responding to cyberbullying • Beginning to recognise unsafe digital content	
Year 4		Relationships: • Exploring physical and emotional boundaries in friendships • Exploring different roles related to bullying including victim, bully and bystander • Understanding expected courtesy and manners in a range of scenarios • • Understanding how my actions and behaviour affects others • Understanding stereotyping Safety and the changing body: • Developing an understanding of being safe online • Understanding how to seek help if I need to • Exploring the difference between private and public • Understanding that age restrictions are designed to protect me • Learning about the benefits and risks of sharing information online • Developing an understanding of physical and emotional changes as I grow up	
Year 5		Relationships: • Understanding that friendships will encounter issues but that this may strengthen them • Understanding the impact of bullying and what might influence the behaviour of a bully • Learning how stereotypes can be unfair, negative and destructive Safety and the changing body: • Developing an understanding of how to ensure relationships online are safe • Recognising an increasing number of online risks and ways to stay safe online • Understanding the physical changes from childhood to adulthood • Developing an understanding of the main aspects of puberty, including menstruation. (Lesson to be taught excluding naming of the clitoris) • Learning about the emotional changes during puberty	

Year 6		Relationships: • Learning that friendships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise • Learning what respect is and that it is part of a relationship • Understanding that everyone deserves to be respected but that respect can be lost • Understanding stereotyping and bullying linked to it Safety and the changing body: • Developing an understanding about the reliability of online information • Exploring online relationships including dealing with problems • Understanding that online relationships should be treated in the same way as face to face relationships • Knowing where to get help with any online problems • Knowing the changes experienced during puberty • Understanding how a baby is conceived and develops	
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources