

Relationships and Sex Education policy

Keresley Newland Primary School

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1. Aims

At Keresley Newland, we have 3 overarching Aims: LANGUAGE, LEARNING and LIVES. Relationships and Sex Education are crucial aspects of helping to achieve many aspects of these Aims. The specific aims of Relationships and Sex Education (RSE) at our school are to:

- Help them to understand and be prepared for key changes that will happen in their LIVES
- Help children to understand how to RESPECT THEMSELVES and EACH OTHER
- 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
- Provide equality of provision under an inclusive curriculum, tailored for the needs of individual children (including those with SEND) by teaching staff

Local data shows that pupils working within our schools need a high quality Relationships and Sex Education which focuses on providing knowledge and skills to look after their bodies and to make sensible, reasoned decisions about this now and in the future. Children come from a diverse range of backgrounds with mixed experiences of their lives so far and our curriculum is designed to help them to understand diversity that exists and to equip them with the skills to make sensible, informed decisions about all aspects of their health as they grow older.

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. At Keresley Newland, it has been decided that the National Curriculum will be used as a basis for teaching Relationships and Sex Education and that this has been tailored to meet the specific needs of our children.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). Section 405 of the Education Act 1996 is also adhered to, in line with the funding agreement.

At Keresley Newland, we teach RSE as set out in this policy.

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/stakeholder consultation – parents and any interested parties were invited to comment on the policy and curriculum
4. Pupil consultation – a working group of children were selected and completed some activities to ascertain their levels of understanding and what their needs are
5. Ratification – once amendments were made, the policy was shared with governors and ratified. Governors have been consulted throughout the process to keep them informed about decisions being made.

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 not about the promotion of sexual activity.

RSE at Keresley Newland includes the areas of the curriculum that are mandatory as part of the Science curriculum as well as some key aspects of Sex Education that it has been deemed that our children need.

5. Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- How parents can look after babies

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex Education at Keresley Newland focuses on:

Statutory – part of the Science curriculum	Non-statutory - additional Sex Education taught
Names of parts of the body	Preparing children for the changes that adolescence brings
Changes in the human body through life (including puberty)	How a baby is conceived and born
Reproduction in some animals and plants	How parents can look after babies
	Recognise that pregnancy can be prevented with contraception
	What is meant by consent and consenting (in simple terms)

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

5.1 Assessment

Assessment of children's current level of understanding will ascertain their needs and next steps at the start of a unit of work. This may take the form of a draw and write activity, group discussion or card sort activity.

Children's levels of understanding will be re-assessed at the end of a unit of work and used to inform next year's plans.

Where needs analysis assessment is used to inform session content, it may be that some previous areas of the curriculum need to be taught / re-taught to older year groups. It may also be that needs analysis diagnoses that children need to be taught some aspects of the RSE curriculum at another time during the academic year. In such circumstances, parents will be notified in writing about the content that is to be delivered.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. The usual happens during the Summer Term each year. Lessons are organised to happen in single-age groups which are usually in mixed-sex groups. This reduces any stigma which may be associated to the topics being delivered and ensures equality for all children. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

For some aspects of the curriculum (especially in Year 5 or Year 6), children may be taught in single-sex groups to allow for children to feel open and confident to ask questions.

Lessons will be taught by the usual class teacher.

Health Professionals (such as the School Nursing Service) may be used to deliver some of these sessions.

Throughout the year, each class will have a Question Box where children can place their questions or worries about PSHE-related issues. This will be used, actively promoted and checked during times where RSE is being delivered. Teachers will respond to these questions or worries in an age and developmentally appropriate way (1:1, whole class, use of Safeguarding Team etc)

Every 2 years in the Autumn Term, we invite the NSPCC to deliver their personal safety sessions for children.

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).

7. Roles and responsibilities

7.1 The governing body

The Local 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 components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

All class teachers are responsible for teaching RSE at Keresley Newland.

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. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

9. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

10. Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

11. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Keresley Newland complaints procedure if they feel things are not resolved.

12. 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 components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

13. 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.

14. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Coordinator (Deputy Headteacher) through:

- Lesson drop-ins and observations
- Work scrutinies
- Pupil voice discussions
- Professional dialogue with staff
- Discussions / surveys with parents

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

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

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Whole school	Termly	Online relationships – progressive throughout school and terms School RESPECT rules and values (RESPONSIBLE, EMPATHETIC, SUCCESSFUL, PROBLEM SOLVERS, ENTERPRISING, COLLABORATIVE, TOGETHER)	Google Education ThinkUKnow
Whole school	Spring Term	Healthy Relationships units focusing on special people, maintaining positive relationships, working collaboratively, listening to others and cooperation, acceptable and unacceptable physical contact, compromise – taught in a cyclical approach throughout school	Own plans
EYFS	Summer	Name parts of the body Friends – showing them respect	Range of picture books
Y1	Summer	Identify visible differences between boys and girls Identify how choices we make affect our appearance Identify what each part of our bodies do and why they are useful to us Different types of family	Christopher Winters project
Y2	Summer	Physical similarities and differences between boys and girls Family relationships – who is in our family Consent – linked to physical space and boundaries People with disabilities Recognise and use the correct names for main parts of the body including external genitalia Dealing with change (eg school) Recognise that change might bring a variety of feelings Death - pets	Christopher Winters project Winston's Wish

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y3	Summer	<p>Recognise and use correct names for parts of the body including external genitalia</p> <p>Identify what people can do to help manage change and feelings associated with it</p> <p>Recognise the importance of sharing and expressing feelings and change or loss</p> <p>Understand about the importance of personal hygiene</p>	Christopher Winters project
Y4	Summer	<p>Describe changes that happen in school and life</p> <p>Recognise that change is a natural part of life</p> <p>Describe feelings that might be associated with change or loss</p> <p>Assertiveness</p> <p>Responsibilities within positive and successful relationships</p> <p>Recognise that everyone grows and changes through the human life cycle</p> <p>Identify puberty as the time when a child grows into an adolescent</p> <p>Recognise that there are physical changes that happen to adolescents' bodies at this time</p> <p>Identify some physical changes that occur during puberty</p> <p>Recognise that some emotional changes happen during puberty and that adolescents may act or behave differently; want more privacy</p> <p>Recognise that everyone goes through puberty but it can feel different for everyone</p> <p>Where to get help if needed</p>	Christopher Winters project

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y5	Summer	<p>Describe times that involve changes and transitions</p> <p>Boyfriends and girlfriends</p> <p>Recognise what grief is and how this can feel for people</p> <p>Identify the importance of treasuring and sharing memories</p> <p>Identify where to ask for support and advice at times of change</p> <p>Identify changes in the human life cycle</p> <p>Identify puberty as a time in everyone's life when their bodies grow and change from children to young adults</p> <p>The effects of puberty on male and female bodies</p> <p>What happens during menstruation and ejaculation and how to manage both</p> <p>Identify how feelings, emotions and relationships may change during puberty</p> <p>Know that everyone experiences puberty at different times and rates and that it is the right time for them</p> <p>Identify where to get support about changes that happen during puberty</p> <p>Online relationships – how to foster and maintain safely</p>	<p>Christopher Winters project</p> <p>Jigsaw PSHE</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y6	Summer	<p>Identify links between love, committed relationships / marriage, contraception</p> <p>Explain how feelings, emotions and relationships may change during puberty</p> <p>Know that everyone experiences puberty at different times and rates and that it is the right time for them</p> <p>Looking after your body during puberty</p> <p>Different types of relationship</p> <p>Identify how parts of the body relate to how a baby is made</p> <p>Explain ways to have a baby – including IVF, adoption, fostering etc</p> <p>What is meant by consent and consenting (simple terms)</p> <p>Explain what pregnancy is, how long it lasts for</p> <p>Recognise the responsibility of parents and carers and how having a baby changes their lives (Flour Babies)</p> <p>Recognise that pregnancy can be prevented with ‘contraception’</p> <p>Recognise how to communicate effectively in relationships online</p>	

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"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	