



# CANON BURROWS COFE PRIMARY POLICY FOR RELATIONSHIPS AND SEX EDUCATION (RSE)

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## **1.Statement of intent**

At Canon Burrows C of E Primary, we value the importance of relationships and sex education (RSE) to help and support young people through their physical, moral, spiritual, cultural, social, mental and emotional development in order to make responsible and well-informed decisions in their lives. RSE is delivered in a manner which reflects our school ethos of valuing the individuality of all of our children, and respecting their values, views and beliefs and those of their families.

RSE needs to start early in primary school so that children learn about their bodies, can recognize if other people make them feel uncomfortable or unsafe and can report abuse and get help. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens.

The programme is taught objectively and does not intend to promote any form of sexual orientation. However, RSE absolutely must be inclusive and relevant. The following points are just some of the features of contemporary society which need to be acknowledged:

- There are many different family structures;
- Some parents/carers are in same-sex relationships;
- Some children are adopted;
- Some children have special educational needs or disabilities and may have different concerns and questions from their peers;
- Some children may live with domestic violence;
- Some children may already 'feel different' about their sexuality;
- Children of primary school age are known to have participated in the sharing of nudes or semi-nudes (previously referred to as sexting);
- The age at which some children reach puberty is as young as 8 (year 4 or 5);
- There are different religious and cultural beliefs;
- Access to pornography and harmful material is easier than ever;
- Sexual harassment and violence against girls including online is increasing.
- The illusion of the perfect body still persists in the media and pressurises young boys as well as young girls.

### **Aims and objectives**

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and the skills to stay safe both online and offline. It enables pupils to explore their own and other's attitudes and values, and builds their self-esteem and confidence to view their own sexuality positively.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as learning about physical, moral and emotional development; understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health. The new guidance states schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At Canon Burrows CofE Primary, this will be delivered by focusing on boundaries and privacy, and ensuring children understand that they have rights over their own bodies. It will also include teaching children to understand boundaries in friendships with peers and also in families and with others, in all contexts, including online.

### **RSE is not about the promotion of sexual activity or orientation.**

RSE is an opportunity for pupils to:

- Develop a range of appropriate personal skills.
- Prepare children for living in a diverse and ever evolving world, providing them with the correct knowledge and terminology, and ensuring that misconceptions are addressed so that children know more, remember more and understand more
- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint.
- Teach children about what a positive self-image is and how having a positive view of ourselves enhances our mental health and wellbeing
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care, and to develop sensitivity towards the needs of others, encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of a stable family life.
- To recognise that marriage (both heterosexual and gay) and civil partnerships are official bonds to mark a union between two people; it can be recognised by law, religion or society.

- To recognise that marriage is an important, but not exclusive, context for family life.
- To provide knowledge of human reproductive processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- Provide a framework in which sensitive discussions can take place
- To ensure that pupils know the difference between a safe secret and an unsafe secret
- Prepare pupils for puberty, and develop an understanding of physical and emotional development.
- The biological facts related to human growth and development, including reproduction.
- 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
- To understand that they are in control of their own body and they need to consent to anything that happens to them.
- Ensure that the curriculum design is underpinned by our school values and fundamental British Values
- Provide an inclusive, calm and safe environment in which sensitive discussions can take place so that pupils have confidence to ask questions
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- To ensure pupils know who they can speak to if they have any concerns regarding anything related to SRE

## **2. Legislation**

Maintained schools are required to have an up-to-date policy on RSE.

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020 made under sections 34 and 35 of the Children and Social Work Act 2017. Also, since September 2020, it has been compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

In the guidance, the DfE continues to recommend that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’. Schools are to determine the content of sex education at primary school. Sex education ‘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’.

At Canon Burrows CofE Primary, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. The Department of Health set out its ambition for all children and young people to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education’s paper, ‘The Importance of Teaching’ (2010) highlighted that ‘Children need high quality sex and relationships education so they can make wise and informed choices’.

The DfE guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply with the law (including the Equality Act 2010 and the Marriage Act 2013) as it applies to relationships, so that children and young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils, parents,

governors or staff 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). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the 'SEND Code of Practice' when planning for these subjects.

The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. (See Appendix 1 for Statutory guidance summary). Schools are also required to promote fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Section 2.1 of the National Curriculum framework (DfE, 2013) states:

- 'Every state-funded school must offer a curriculum which is balanced and broadly based and which:
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

These duties are set out in the 2002 Education Act.

Also see:

- The Common inspection framework: education, skills and Early Years from September 2015.
- OFSTED Exploring the school's actions to prevent Homophobic and Transphobic bullying – all age groups September 2013 ref no 120181.
- Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
- Safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 Keeping Children Safe in Education, 2018)
- Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). Schools should pay particular attention to the Public sector equality duty (PSED) (s.149 of the Equality Act).
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

The school believes that RSE will be developmental and provide a foundation for further work in the secondary school. We recognise the partnership of home and school, of parent and teacher, in this important area of personal development. Parents/staff/pupils/governors and the school community were therefore consulted prior to selecting our RSE scheme of work.

### **3.Organisation of School Relationships and Sex Education**

The RSE programme has been developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator, in accordance with DfE recommendations. Core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

Class teachers deliver RSE as part of the PSHE, Science, Computing and RE Curriculum. Other members of staff and/or outside agencies might be involved in some of these lessons. It is good to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions. At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

In the guidance, the DfE continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. Schools are to determine the content of sex education at primary school. Sex education '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'. Health Education will be mandatory in all primary schools in England from September 2020.

Health Education includes a section for primary and secondary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle. Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

The key areas to address in sex and relationship education are:

- physical development (e.g. learning the correct names for body parts and the changes puberty brings),
- emotions (e.g. how to manage feelings),
- the social side (e.g. positive and negative influences from friends and the media – including social media.)

Elements of the topics for key stage 1 and 2 are statutory in accordance with the Science National Curriculum and The Relationships, Relationships and Sex (RSE), and Health Education, therefore must be taught (see Appendix 2).

#### **4. Training of staff**

We ensure that RSE is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, pornography, sexuality, gender identity, sex and consent.

The curriculum:

- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills
- helps pupils understand online and offline safety, consent, violence and exploitation
- helps pupils understand a range of views and beliefs about relationships and sex in society, including some of the mixed messages about gender, sex and sexuality, from different sources including the media
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life

(NB Children learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help if they are being abused – are vital for safeguarding. Being open and honest about the words for genitalia will also support girls at risk of female genital mutilation (FGM).)

## **5.Delivery of the Programme**

Mixed-gender classes will be the norm for the younger pupils. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups. When planning lessons, teachers consider appropriate grouping in respect of pupil experience and need.

Throughout every year group, appropriate diagrams, videos, books, games, discussions and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. Our school's filtering and monitoring system prevents pupils from accessing inappropriate materials on the internet when using it to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Digital Safeguarding Policy, and Acceptable Terms of Use Agreement.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion, using an ask-it basket when appropriate. Teachers will answer questions sensitively and honestly. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Canon Burrows CofE Primary understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

Teachers form trusting and positive relationships with their pupils ensuring that they feel respected and listened to. This helps to support the delivery of RSE lessons as the pupils are familiar and comfortable with their teacher and know they can approach them if they have any questions, concerns or worries. There are also other out of class members of staff available throughout the day that pupils know they can confide in if they feel more comfortable to.

At all points of delivery of this programme, parents/carers will be informed about what their child will be learning and their views will be valued. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.

### **Dealing with difficult topics/questions**

Each year group will be taught appropriate to their age and developmental stage. Please note, at no point will a child be taught something that is inappropriate; if a question from a child arises and the teacher feels it would be inappropriate to answer (for example, because of its mature or explicit nature) the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Sensitive and controversial issues are certain to arise in learning

from real-life experience. Teachers are prepared to handle personal issues arising from the work, to deal sensitively with and to follow up appropriately, disclosures made in a group or individual setting.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

- **'Silly questions'** - Children are testing boundaries and have no interest in the answer. In this case, teachers will not answer questions, and will explain that they are inappropriate.
- **'Concerning questions'** - These could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.
- **'Genuine questions'** - The child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents and discuss if they would like to answer the question or whether they want the school to answer it.
- A **'Worry box'** is in place in every classroom and is checked daily. Children can use this freely and are encouraged to do so if they are worried or concerned about anything.
- **Ask-it baskets** will be used in lessons with older pupils for them to encourage them to ask questions, anonymously if preferred, without fear of embarrassment, and allow the teacher time to respond appropriately to questions.

### **Assessment, Recording and Reporting**

Assessment will be in line with the EYFS and National Curriculum documents. Assessment of RSE delivered in the curriculum is conducted through the monitoring and observation of pupils' learning with reference to knowledge and understanding gained, skills learnt and developed, attitudes and values explored and responses offered by pupils. RSE will be reported as part of the school's Personal and Social Development and some aspects may be included within other curriculum areas of the report e.g. in aspects taught through Science and RE. The PSHE coordinator will monitor delivery of the programme through observation, pupil voice, looking at books and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experiences

### **Resources and Criteria Used for their Selection**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships Education, and Health Education, compulsory for all pupils receiving primary education and sets out what schools are expected to teach. Aspects of the Tameside RSE Curriculum will be used in the school's programme, as approved by the LA, staff, governors and parents, though the PSHE Coordinator in consultation with the Governing body will choose any additional support material.

## **6. Working with Parents**

Parent drop-ins will be delivered prior to the RSE unit. This will be a chance for parents to view the resources used and understand the context behind the curriculum. We will also discuss what pedagogical approaches we take to teaching RSE. Where this is not possible, such as in the event of a pandemic, parents will have the right to request samples of

teaching and learning resources that will be used within lessons. A half-termly newsletter will also be shared with parents to inform them about what their child will be learning, vocabulary being taught and their definitions, samples of teaching and learning resources and links to further parental information and to help them to support their children. See Appendix 5 for further information on how parents can discuss topics and answer their children's questions.

### **The right to withdraw**

Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.

Up until the summer term 2020, before the new guidelines become law in England, parents and carers had the right to withdraw from Relationships and Sex Education in primary schools, apart from elements that were included with the school's Science Curriculum.

This parental right changes in the summer term 2021, and now parents will not be able to withdraw from Relationships and Health Education, and this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families. Therefore, if parents and carers have any concerns, they are encouraged to come to a meeting at the school to review the content and resources before the sessions are taught.

Parents do have the right to withdraw their children from the non-statutory sex education part of RSE and alternative arrangements will be made for their children's supervision. **The request to withdraw must be made in writing to the Head Teacher using the form found in Appendix 4.** Alternative work will be given to children who are withdrawn from sex education.

The Department for Education is very clear that parents do not have the right to dictate or veto the content of Relationships and Health Education on the grounds of protected characteristics. We will ensure that fundamental British values are promoted and protected characteristics are reflected to ensure that no one characteristic is seen to be valued over another.

## **7. Equal opportunities**

The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she/they may have.

The school is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.

## **8. Child protection/Confidentiality**

Confidentiality within the classroom is an important component of RSE, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers must however alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection Policy. We follow the child protection and confidentiality procedures as specified by Tameside Safeguarding Board and RSE Government guidance.

The school understands that the teaching of some aspects of the programme may be of concern to parents/carers. The school will ensure that no teachers express their personal views or beliefs when delivering the programme. Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Equally, it may be a very difficult and personal subject for some children. If a disclosure was to arise, staff will follow our safeguarding procedures.

- The staff member will inform the Designated Child Protection lead and follow the school's child protection policy
- Ask the Designated Child Protection lead if there are any concerns of any children when teaching RSE in regards to puberty and reproduction or any sensitive topics such as bereavement
- A member of staff cannot promise confidentiality if concerns exist
- Informing and working with parents

The RSE policy supports the Mission statement of school's Philosophy, Aims and Objectives and the following School Policies.

- Anti-bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Digital Safeguarding Policy
- Personal, Social and Health Education and Citizenship
- Health and Safety
- Confidentiality
- Looked after Children
- Drug, Alcohol and Tobacco Education Policy
- ICT Policy and Safe Internet Use Policy
- RE Policy
- Special Educational Needs Policy
- Science Curriculum
- Physical Education Policy

### **9. Bullying incidents**

The school has a zero-tolerance approach to bullying in school, outside of school or online. Any bullying incidents caused as a result of the RSE programme, such as those relating to sexual orientation, gender, or race, will be dealt with as seriously as other bullying incidents within the school.

Any occurrence of these incidents should be reported to a member of school staff, who will then investigate and support the pupil or pupils involved.

These incidents will be dealt with following the process in our Anti-bullying Policy. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

### **10. Monitoring and Reviewing**

The policy will be promoted and implemented throughout the school. This policy will be reviewed by the headteacher in conjunction with the PSHE coordinator and Governors on a bi-annual basis and in the light of any changes to the National Curriculum or to legislation and assess its implementation and effectiveness. Any changes needed to the policy, including changes to the programme, will be implemented by the headteacher. Any changes to the policy will be clearly communicated to all members of staff involved in the RSE programme.

**This Policy is available to all staff, governors and parents. A copy is available from the school office and it is on the school website.**

Signed **Z. McQuillan**

**(Acting Headteacher)**

Signed E. Adamson/ R Mackenzie

Signed K. Deakin

Date: 6<sup>th</sup> March 2024

Appendix 1: Summary of Guidance

(PSHE Coordinator)

(Chair of Governors)

## Summary of main points

- PRIMARY -

 Department  
for Education

### Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,  
proprietors, head teachers, principals, senior  
leadership teams, teachers

#### Regulations:

The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools. This includes:

- pupil referral units
- maintained special schools
- special academies
- non-maintained special schools

All schools, except independent schools, must make provision for Health Education.

## 2. Headlines for Primary Schools

- Schools are free to determine how they deliver the content but the expectation is that it will be taught within a planned programme or lessons in a sequenced way rather than during off-timetable days.
- The use of visitors should be to enhance teaching by the school staff rather than as a replacement for it.
- Schools must ensure that teaching: is accessible to all pupils with SEND and additional learning needs; reflects the preparing for adulthood outcomes in the SEND code of practice; takes into account that some of these pupils may be more vulnerable to bullying and exploitation; and if required, tailor content to the specific needs of individual pupils.
- Schools must ensure they are inclusive and comply with the Equality Act 2010 (Protected characteristics: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, sexual orientation.)
- Schools must promote fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- All schools must take into account the religious backgrounds of all pupils and are expected to include LGBT content within their relationships teaching.
- In primary schools this equates to reflecting the fact that children are raised in different types of families including LGBT parents and same sex couples can get married. Underpinning this work with the fundamental British values of acceptance, tolerance and valuing difference will allow schools to make clear that the views of different faiths can vary but difference will be accepted and valued within the law.
- Primary schools do not have to teach sex education but may choose to teach some, in addition to the content included in Relationships Education, Health Education and NC Science.
- Advisable to refer to Relationships & Health Education as sex education content is not compulsory.
- Parents can NOT withdraw from relationships education or health education (see below for content).

- Parents CAN withdraw from any additional sex education content, not included in relationships education, health education or science, the school decides to deliver.
- Schools need to consider how they will respond to any questions from pupils that fall outside the curriculum (relationships education, health education or science) or within any sex education included but from which the child asking has been withdrawn.
- Schools are encouraged to consult pupils to gain their views about their learning needs.
- Schools are encouraged to engage with parents but the Department for Education is very clear that parents do not have the right to dictate or veto the content of relationships and health education on the grounds of protected characteristics.

### 3. Policy development requirements - Primary Schools

- From September 2020, primary schools must have a Relationships Education Policy and the law requires them to consult with parents when it is written and whenever updated.
- From September 2020, if the school chooses to teach sex education they must also have a Sex Education Policy and the law requires primary schools to consult on this also.
- Both of these can be within another policy e.g. PSHE but must be clearly defined to allow consultation.

### 4. Policy content requirements - Primary Schools

1. Define relationships and health education and link to the school ethos and inclusiveness.
2. Set out the subject content, how it is taught, when it is taught year group(s) and term, who is responsible for teaching it (e.g. class teachers, science teachers, PE teachers etc).
3. Make clear any additional sex education content the school has decided to deliver.
4. Information about how the subject is monitored and evaluated.
5. Information about a parent's right to withdraw including:
  - what they can and cannot withdraw from
  - the process for withdrawal
  - the process if a withdrawn child asks a question
6. Policy review dates, updates and how it is approved (i.e. governors or trustees).
7. How parents will be involved and how and when pupils will be consulted.
8. How the content and delivery will be made accessible to pupils with additional learning needs and SEND.
9. Information about the school's obligations in law e.g. the Equality Act.

### 5. DofE: Parental Engagement on Relationships Education, October 2019

- Refer to 'parental engagement', rather than consultation, because schools ultimately make the final decisions and parental engagement does not amount to a parental veto.
- The process advised by the DofE is:
  - policy and curriculum development
  - engagement to present curriculum and policy and reassure

- opportunity for parents to ask questions and give views
  - school considers views and makes final decisions
  - final decisions communicated to parents
  - possible support for parents to enable them to talk to their children and answer questions at home
- Engagement with parents means providing an opportunity for parents to express their views.
  - The school is not obliged to make changes based on parent feedback as long as they have provided the opportunity.
  - Parent expectations of engagement need to be managed.
  - “The Department for Education will back any school that, having engaged with parents and listened to their views, takes reasonable decisions on their relationships curriculum, including the teaching of topics sensitive to their parents.”
  - Engagement does not need to be lengthy or ongoing, the DofE advise is should have a defined end point.
  - Existing parent engagement processes can be used or new ones developed.
  - The DofE recommends that schools do NOT accept anonymous feedback and take steps to ensure that feedback received is from current parents.
  - It is advisable to meet face-to-face with individual parents who have concerns.

## **6. Content for Primary Schools – Relationships Education**

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

Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>

**Content for Primary Schools – Physical Health and Mental Wellbeing (Health Education)**

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>
Mental wellbeing	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Healthy eating	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>

## Appendix 2 – RSE Progression

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Primary science includes learning about parts of the body, growth, reproduction, life cycles and ageing. Pupils should also learn about the changes experienced in puberty. The programmes of study are set out year by year, but content may be introduced earlier (but not later) if relevant to the pupils' needs.

Key Stage 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. It is important that pupils are taught the names of the external genitalia, and know the differences between boys and girls. This is vital for safeguarding, so that a child has the language to describe the private parts of their body, and to seek help if they are abused.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none"><li>• That animals, including humans, move, feed, grow, use their senses and reproduce.</li><li>• To recognise and compare the main external parts of the bodies of humans.</li><li>• That humans and animals can produce offspring, and they grow into adults.</li><li>• To recognise similarities and differences between themselves and others.</li><li>• To treat others with sensitivity.</li></ul>
Key stage 2	<ul style="list-style-type: none"><li>• That nutrition, growth and reproduction are common life processes for humans and other animals.</li><li>• About the main stages of the human life cycle (including puberty).</li></ul>

## Long Term Overview PSHE

	<b>Autumn: Relationships</b>			<b>Spring: Living in the wider world</b>			<b>Summer: Health and Wellbeing</b>		
	<b>Families and friendships</b>	<b>Safe relationships</b>	<b>Respecting ourselves and others</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>	<b>Physical health and Mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>
<b>Year 1</b>	Roles of different families; feeling cared for	Recognising privacy; seeking permission	How behaviour affects others; being polite and respectful	What rules are; Rights and responsibilities; caring for other's needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines	Recognising what makes them unique and special; feelings; managing when things go wrong. naming external body parts.	How rule and age restrictions help us; keeping safe online; how to contact people who help us
<b>Year 2</b>	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being in the same and different communities	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming external body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
<b>Year 3</b>	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievement; managing and reframing setbacks	Risks and hazards' safety in the local environment and unfamiliar places
<b>Year 4</b>	Positive friendships; including online	Responding to hurtful behaviour, managing confidentiality; recognising risks online	Respecting differences and similarities; discussing differences sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is target; different media types; their role and impact	Identifying job interests and aspirations; what influences career choices, workplace stereotypes	Puberty recap. Healthy sleep habits; sun safety; medicines; vaccinations; immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations; including responding to emergencies; first aid and FGM
<b>Year 6</b>	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view; including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## Appendix 3 – Glossary of terms



## Glossary of terms

**British values** - According to Ofsted, British values are: **democracy; the rule of law; individual liberty; mutual respect** for and **tolerance** of those with different faiths and beliefs and for those without faith.

**Democracy** - Can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.

**Equality Act** - The Act provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. It provides Britain with a discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

**Healthy relationships** - A healthy relationship is when two people develop a connection based on: Mutual respect. Trust. Honesty. Support.

**Holistic Education** – A philosophy of education based on the premise that each person find identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian values such as compassion and peace

**Inclusive** - Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the curriculum

**Liberty Individual liberty** - this suggests the free exercise of rights generally seen as outside Government control.

**LGBTQ+**- This acronym stands for lesbian, gay, bisexual, transgender and queer (or questioning) and others.

**Mutual Respect** - The proper regard for an individual's dignity, which is reciprocated.

**Protected Characteristics** - The Equality Act covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

**Sexual Orientation** – Sexual orientation is about who you're attached to and want to have a relationship with. Sexual orientation includes gay, lesbian, straight, bisexual and asexual.

**Rule of Law** - All people and institutions are subject to and accountable to law that is fairly applied and enforced.

**Tolerance of Those with Different Faiths and Beliefs** - A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.

## Appendix 4 – Parents right to withdraw

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## Parent withdrawal form



Statutory topics that you can not withdraw your child from
<p><b>Health Education</b></p> <ul style="list-style-type: none"> <li>• Physical health and fitness</li> <li>• Basic first aid</li> <li>• Changing adolescent body (including puberty &amp; menstruation)</li> <li>• Mental wellbeing</li> <li>• Internet safety and harms</li> <li>• Healthy eating</li> <li>• Drugs, alcohol and tobacco</li> <li>• Health and prevention</li> </ul>
<p><b>Relationships Education</b></p> <ul style="list-style-type: none"> <li>• Families and people who care about me (including different types of families)</li> <li>• Caring friendships</li> <li>• Being safe</li> <li>• Respectful relationships</li> <li>• Online relationships</li> </ul>
<p><b>National Curriculum Science (RSE related topics)</b></p> <p><b>Year 1:</b> The basic parts of the human including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.</p> <p><b>Year 2:</b> Notice that animals, including humans, have offspring which grow into adults.</p> <p><b>Year 2:</b> The importance of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Year 3:</b> The importance of eating the right types and amount of food.</p> <p><b>Year 5:</b> Reproduction in some plants and animals.</p> <p><b>Year 5:</b> The changes as humans develop to old age.</p> <p><b>Year 6:</b> The impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><b>Year 6:</b> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>

Non-Statutory topics that you can withdraw your child from
<p><b>Sex Education</b></p> <ul style="list-style-type: none"> <li>• Sexual intercourse</li> <li>• Contraception</li> <li>• Conception</li> <li>• Female Genital Mutilation (FGM)</li> </ul>

To be completed by parents	
<b>Date:</b>	
<b>Name of child and Class</b>	
<b>Which non-statutory lessons would you like your child to be withdraw from?</b>	
<b>Reason from withdrawing from lessons:</b>	
<b>Any other information you would like the school to consider:</b>	
<b>Parent Signature</b>	
To be completed by the school	
<b>Agreed actions after discussion with parents and Headteacher:</b>	
<b>Head Teacher signature: (Approving withdrawal)</b>	

## A guide for Parents/ Carers

### **How can I talk to my child about relationships, puberty and human reproduction?**

Whilst some parents/ carers may feel confident discussing relationships, puberty and human reproduction with their child(ren), some may not. Nevertheless, it is vital to remember the following key points:

- We all want our children to feel safe, to be happy and healthy.
- We need to consider their needs.
- We need to normalise talking about relationships, puberty and human reproduction so that we are discouraging taboos to exist.
- We should communicate openly and honestly with our children using age-appropriate language – they need us!

### **Here are some tips for talking to your child:**

- Be honest: if you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. Often, children just want/ need simple, matter-of-fact answer that are age- appropriate and an opportunity to ask further questions. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"
- Keep lines of communication open: having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use the correct terminology: it helps that children are not confused by hints, euphemisms and innuendo; use the correct terminology whenever you can, especially for body parts. This is important for safeguarding too.
- Respond to what children say they need: It is important to remember that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research constantly demonstrates that children want and need RHE that is age- appropriate and that teaches them about relationships and emotions. The teaching of RHE delays sexual activity, ensures children are safer and empowers them to make their own healthy choices.
- Answer questions and don't be afraid to say: 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as: 'That's a good question, and let's talk about it once we get home'. Then make sure you do!
- Always respond: if you don't, your child may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result they may stop confiding in you.
- If it feels too personal, you could try talking about people in books, films and favourite television programmes.
- Listen rather than judge. Try asking them what they think.
- Enjoy it. Laugh with each other.
- Work in partnership with the school.

### **Recommended book list**

- Usborne lift-the-flap questions and answers about growing up. Written by Katie Daynes.
- What's happening to me? Written by Alex Frith.
- Growing up. Written by Jen Green.
- Let's talk about where babies come from. Written by Robbie H Harris.

- Dr Christian's guide to growing up. Written by Christian Jessen.
- Dr Christian's guide to you. Written by Christian Jessen.
- How will I grow? Written by Mick Manning.
- Your growing body and clever reproductive system. Written by Paul Mason.
- What's happening to me? Written by Sue Meredith.
- Let's talk about the birds and the bees. Written by Molly Potter.
- Puberty & growing up. Written by John Wood.