

# Forest Hall Primary School



## Relationships and Sex Education (RSE) Policy

Version	Date	Review
1.0	October 2021	October 2023
1.1	February 2024	February 2026

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## Relationships and Sex Education (RSE) policy

This policy has been written in consultation with our whole school community. In July/September 2021 it was shared with our staff during an INSET day/staff meeting and following on from that shared with our Governing Body. This policy, our PSHE policy and RSE and PSHE curriculum was shared with parents via our website in July 2021 and parents were invited to give feedback. Parents were also encouraged to fill out a questionnaire as feedback. The coordinator had planned to run two parental engagement workshops (one for KS1 and one for KS2) but due to Covid 19 this was unable to take place. Further consultation took place in September 2021. During the month of July 2021, the coordinator met with 2 pupils from each class to discuss this policy, RSE and PSHE. All feedback was incorporated into this policy.

### 1). Purpose

The National Curriculum states that Relationship Education is “compulsory in all primary schools in England.” and that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” (National Curriculum Guidance 2019)

#### **Defining Relationships and Sex Education:**

At Forest Hall Primary School, Relationships Education (RE) is about helping pupils understand what a healthy, safe and respectful relationship is and is not. Relationships Education (and RSE) is also focused on teaching pupils about positive emotional and mental wellbeing and how friendships and family relationships can support this. In the statutory guidance for Relationships and Sex Education (RSE) the Department for Education (DfE) states that in primary schools Relationships Education (and RSE) should provide “the key building blocks of healthy, respectful relationships, focussing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.” This would include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

#### **Statutory Curriculum Requirements:**

We are legally required to teach all aspects of Relationships Education (RE) and those aspects of Relationships and Sex Education (RSE) which are statutory parts of National Curriculum for Science. However, the reasons for our inclusion of RSE go further.

**Rationale:**

We are living in a society where we are spending increasing amounts of time online. Although there are many positives to the internet and social media they can also have a negative impact upon our relationships, mental health, safety and general wellbeing. To have positive emotional and mental wellbeing we need to feel that we can be who we are without judgement and fear and understand what a positive and respectful relationship is. We want our children to grow into confident, tolerant, respectful adults who are 'happy in their own skin'. With this in mind at Forest Hall Primary School we will teach the following aspects of Relationships and Sex Education (RSE).

- In Key Stage 1 pupils will be taught the correct biological names of external genitalia. (vagina and penis) The children will be taught that the parts of their bodies covered by underwear are private and that they have rights over their own bodies. The DfE guidance 2019 states that "schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies."
- In Upper Key Stage 2 pupils will be taught that gender identity is part of personal identity and for some people does not correspond with their biological sex.
- In Upper Key Stage 2 pupils will be taught about puberty. Boys and girls will be prepared for the changes that adolescence brings. Areas covered include; menstruation, menstrual wellbeing, erections, wet dreams, how puberty can affect emotions and feelings, hygiene routines during puberty and how to ask for advice and support about growing, changing and puberty.
- In Upper Key Stage 2 pupils will be taught how a baby is conceived and born. They will also be made aware that there are ways to prevent a baby being conceived.
- In Upper Key Stage 2 pupils will be taught that there are different types of relationships including romantic and/or intimate relationships.
- In Upper Key Stage 2 pupils will be taught that people who are attracted to, love and care for each other can be of any gender, ethnicity or faith.

**2). Aims**

The overall aim of Relationships Education (and RSE) at Forest Hall Primary School is to help pupils to develop positive and respectful relationships with others, know what is and is not a positive or safe relationship and to understand how to lead a safe and healthy life now and in the future. This will enable our children to make a positive contribution to modern society and their physical and emotional wellbeing.

Within our Relationships Education we teach our pupils:

- 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.
- That marriage in England and Wales is available to both opposite sex and same sex couples.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- 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.
- 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.
- 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.
- 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.

Within our Sex Education we teach our pupils about:

- Respect for the dignity of every human being – in their own person and in the person of others;
- Male and female body parts and their various functions
- The development of the baby in the womb
- The internal and external changes which happen in puberty
- Sexual development as a natural part of human growth
- The purpose of the menstrual cycle
- How human life is conceived
- Male and female reproductive organs

In the Science curriculum the pupils at our school learn:

- That animals, including humans, move, feed, grow, use their senses and reproduce;
- That humans and animals can produce offspring and these grow into adults;
- To describe the basic needs of animals, including humans, for survival;
- To describe the importance of humans for exercise, eating the right amounts of different types of food and hygiene;
- To describe the changes as humans develop to old age including puberty
- To recognise similarities and differences between themselves and others and treat others with sensitivity

### **3).Teaching and Learning**

#### **a). Relationship Education in Early Years**

We teach Relationships Education (RE) in Early Years as an integral part of topic work and general day to day activities. As Nursery and Reception classes follow the Early Years Foundation Stage Curriculum, we relate the RE aspects of the children's work to the objectives set out in the 'Development Matters' statements and the Early Learning Goals (ELGs). Our teaching of Relationships Education runs alongside developing a child's personal, social and emotional development (PSED) as set out in the Developmental Matters and ELGs.

Relationships Education in Early Years is taught largely through;

- Circle time activities
- SEALs activities
- Stories
- Themes/topics. E.g. Who am I? – talking about different types of family
- NSPCC PANTS rule - Pantasaurus

#### **b). Relationship and Sex Education (RSE) in Key Stage One**

Throughout Key Stage One, pupils explore a variety of topics from the perspective of themselves and their immediate family and friends. RSE is taught largely within PSHE lessons but can be taught as opportunities arise within the school day. Our PSHE curriculum coverage is based on the question based programme builder provided by the PSHE Association. This programme builder is structured around an overarching question for each half term. These begin in key stage 1 as 'What?' and 'Who?' questions. The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World.

Pupils will cover the following;

- What is the same and different about us?
- Who is special to us?
- What makes a good friend?
- What is bullying?
- How do we recognise our feelings?

Teaching of these topics is varied and can include discussions, drama, artwork, debates and practical activities.

#### **c). Relationship and Sex Education (RSE) in Key Stage Two**

Throughout Key Stage Two, pupils explore a variety of topics from the perspective of themselves, their immediate family and friends, their local community and the wider world

they live in. RSE is taught largely within PSHE lessons but can be taught within science lessons and as opportunities arise within the school day. Our PSHE curriculum coverage is based on the question based programme builder provided by the PSHE Association. This programme builder is structured around an overarching question for each half term or term. These progress from the 'What?' and 'Who?' questions in Key Stage 1 into 'Why?' and 'How?' questions. The three core themes from the Programme of Study are fully covered - colour-coding highlights whether the overall topic focus is Health and Wellbeing, Relationships or Living in the Wider World.

Pupils will cover the following;

- How can we be a good friend?
- What keeps us safe?
- What are families like?
- How do we treat each other with respect?
- How can we manage our feelings?
- What makes up a person's identity?
- How can friends communicate safely?
- How will we grow and change?
- What will change as we become more independent?
- How do friendships change as we grow?

Teaching of these topics is varied and can include discussions, drama, artwork, debates, practical activities, mini projects and workshops/visits from external visitors.

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of illegal activity or other doubtful, dubious or harmful activity. At Forest Hall Primary School we believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The DfE guidance 2019 states that "given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information". The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. Some questions may raise issues which it would not be appropriate for staff to answer in front of a whole class. Staff may wish to respond at a more appropriate time or seek further advice and support from other colleagues.

### **d).Cross curricular links**

We teach RSE through different aspects of the curriculum. While we carry out the main Relationship Education in our PSHE curriculum, we also recognise that other subjects are suitable vehicles for delivering RSE objectives. In particular, Science and RE. Elements of sex education are taught as individual lessons (E.g. puberty) usually within a timetabled PSHE or Science lesson.

Relationships Education within our school is also woven through every aspect of school life. Below are some of the ways that RSE is addressed outside of PSHE lessons.

- All National Curriculum subjects and especially Literacy, Science, P.E, R.E and Computing .
- Assemblies - class assemblies and assemblies led by the senior management team and other teachers in school.
- Extracurricular activities, e.g. lunchtime and after school clubs.
- Visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community.
- Within classes pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts.
- Our Tribe system which links to our reward system. Children have a sense of identity and belonging to their tribe. They are encouraged to work together as part of a team and value the contributions of others
- We emphasise active learning by including the children in discussions through class meetings or circle time, investigations and problem solving activities.
- Our Big Friends system where the oldest children support the youngest of children in school with different aspects of school life.
- Healthy Schools. Forest Hall Primary School has achieved the Healthy School Status.

#### e) Time Allocation

PSHE within Key Stages One and Two is taught as a planned timetabled lesson at least fortnightly, if not weekly. In Early Years Foundation Stage PSHE is taught and planned regularly throughout the year linking in with topic work and PSED opportunities.

#### **4. Inclusion.**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own identity, sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion/behaviour policy). Pupils with SEND will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

#### **5.Resources**

There are various resources used to teach RSE at Forest Hall Primary School. The main one being;

- The PSHE Association Programme of study – question based model for Key Stages 1 and 2.

As a school we pay an annual subscription to the PSHE Association. This enables all members of staff who teach RSE to access and use PSHE Association accredited resources to help deliver our RSE curriculum. Other resources we use include but are not limited to;



- NSPCC PANTS rule – privacy, abuse
- MindEd – Children and young people’s mental health
- Forest Hall Primary School’s adapted version of Education for a Connected World – framework of digital knowledge and skills
- Betty for schools – Betty Education - puberty
- SEALs – Resources linked to feelings and emotions
- ThinkUknow – online safety
- Channel 4 Living and Growing resources.

The teaching of RSE is sometimes supported by outside agencies. For example, visits from the school nurse or NSPCC. All visitors support school policies about the role of external visitors. There is regular monitoring of the appropriateness of the use of these agencies supporting RSE in school.

## **6.Assessment**

Assessment will be in line with school policy. Pupil achievements in RSE/PSHE are reported to parents annually. This is done formally at Parents’ Evening and in annual reports to parents. Staff teaching RSE will be responsible for assessing children during their learning and evidence of taught RSE and PSHE will be recorded within the pupils PSHE books.

## **7.Monitoring**

It is the responsibility of the Headteacher, Senior Leadership Team (SLT) and the subject lead to regularly monitor the teaching and learning that takes place across the school within RSE/PSHE.

## **8.Roles and Responsibilities**

### **a).Governing Body**

The Governing Body has:

- to delegate authority and responsibility to the headteacher to ensure all school staff and stakeholders are aware of and comply with this policy
- responsibility for ensuring that the school complies with all equalities legislation (The Equality Act 2010 and schools)
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school an
- Ensure that parents know of their right to withdraw their children
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used
- Ensure that the policy provides proper and adequate coverage relevant National Curriculum science topics and the setting of RSE within PSHE.

The Nominated Governor will:

- work closely with the headteacher and subject lead as nominated governor for RSE/PSHE
- ensure this policy and other linked policies are up to date
- report to the Governing Body on the success and development of RSE/PSHE
- champion RSE/PSHE within school

b). Headteacher

The Headteacher and the SLT will:

- ensure all school staff, pupils and parents are aware of and comply with this policy
- monitor the effectiveness of this policy;
- provide strong leadership with high expectations and demonstrate best practice to staff (SLT)
- provide guidance, support and training to all staff
- work closely with the link governor and subject lead

c). Subject Lead

The PSHE lead will:

- lead the development of this policy throughout the school
- work closely with the nominated governor
- monitor the provision for, and teaching of RSE/ PSHE throughout the school, and take steps to address any weaknesses identified
- report to the Governors as required and advise where appropriate
- provide training for staff when the need arises
- keep up to date with new approaches, developments and resources and feed back to staff

d). Teachers and Teaching Assistants

School Staff will:

- comply with all aspects of this policy
- plan for and teach regular RSE/PSHE lessons
- embrace themed weeks or initiatives involving RSE/PSHE
- See the opportunities for RSE/PSHE within other areas of the curriculum

e). Parents/Carers

Parents / Carers will:

- Be encouraged to take an active role in the life of the school by attending events and activities including parent/teacher appointments, open afternoons, class assemblies,
- Follow and contribute to school policy

- Support school policy and/or activities/events which promote the health and wellbeing of their child
- Encourage effort and achievement within RSE/PSHE
- Read letters and review resources when appropriate to determine whether they give their permission for their child to take part in activities/workshops. E.g. how a baby is conceived and born.

Parents have the right to withdraw their child from all or part of the Sex Education element of the RSE curriculum we teach in school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the headteacher and make it clear which aspects of the lessons they do not wish their child to participate in. The school will provide support by providing material for parents to help the children with their learning. Children cannot be withdrawn from those aspects of the curriculum covered by the Relationships Curriculum or the Science National Curriculum.

#### f).Pupils

Pupils will:

- Be encouraged to become respectful, tolerant members of society who appreciate difference and diversity
- Join in with school activities and/or events which promote their health and wellbeing
- Treat others with respect
- Follow school rules, expectations and boundaries
- Be respectful of 'ground rules' created within RSE lessons
- Try their best within RSE/PSHE lessons

#### **Confidentiality**

All governors, the head teacher and SLT, the PSHE/RSE lead, all school staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality. All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of how to be safe and healthy and how to manage their personal and social lives in a positive way. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Staff will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Staff should explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. If a child makes reference to being involved (or being likely to be involved in) sexual activity, then the member of staff will take the reference seriously and deal with it as a matter of child protection. Staff will respond in a similar way if a child indicates that they have been victims of other forms of abuse. They will not try to investigate, but will immediately inform DSL/DDSL as outlined within Keeping Children Safe in Education (KCSIE) /Child Protection policy.

## **9.Links to other policies**

There are links to the following policies;

- PSHE Policy
- Behaviour Policy
- Child Protection Policy/KCSIE Policy
- Race Equality Policy
- Policy for the acceptable use of the internet
- Anti bullying Policy
- Equality Policy
- RE Policy
- SEN Policy

## **10.Review date**

1.0 reviewed February 2024

2.0 1.1 to be reviewed by February 2026 or sooner if deemed necessary.