



## Relationship and Sex Education Policy (RSE)

Effective relationship and sex education is essential if young people are to make responsible and informed decisions about their lives and be prepared for life beyond primary school. It helps young people learn to respect themselves and others, and to move with confidence from childhood to adulthood.

### 1. Intention

The aims and intention of relationships and sex education (RSE) at our school are to:

- 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

Parents and carers are the key people for their child's learning about relationships and schools should always work in partnership with home. Parents and carers need to know that the school's RSE programme will complement their role and support them in the education of their child regarding relationships. We will ensure that parents' and carers' views are heard and that taught RSE is culturally appropriate and inclusive of all of our children.

There are three main elements to our RSE programme:

- Gaining knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Hallaton Primary, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

## 2. Legal Requirements

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

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Hallaton Primary we teach RSE as set out in this policy.

## 3. Implementation

As part of the personal, social and health education work in school, children in Reception to Year 6 are helped to develop a confidence in talking, listening and thinking about feelings and relationships. As part of the science curriculum children learn to know the names of the different parts of the body and how their bodies work.

*Parents do not have the right to withdraw their child/children from these aspects of the Science 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 School sex education ensures that by the end of their primary education they will:

- Be prepared for the changes that adolescence brings
- Know how a baby is conceived and born

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

### **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions which may be delivered by a trained health professional.

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

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).

PSHCE and RSE at Hallaton are taught primarily by the class teacher in both KS1 and KS2. Discussion and age appropriate resources and video clips are used. The children have the opportunity to ask questions which are dealt with sensitively and can be anonymous if they wish.

Teachers set clear parameters for what is appropriate discussion in a whole class situation e.g. no one (including the teacher) has to answer personal questions and the children are given opportunities to ask questions anonymously. *If at any time a teacher or health professional is concerned that a pupil is at risk of sexual abuse they report it to the Senior DSL (the Head Teacher) immediately* (see Child Protection Safeguarding Policy).

At Hallaton School, we agree that it is important that children should understand the biological facts about human reproduction before they leave primary school, so we teach the Growing Up units from Twinkl PSHCE programme in Summer Term and also as part of our statutory Science Curriculum, in Biology within the Animals including Humans and the Human Development units. **The content of our Sex Education programme** will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6.

As our school has classes with mixed ages, our Year 5 and 6 year groups will be divided, so that the curriculum contact can be taught in age-appropriate groups.

Our RSE Ground Rules, which we share with the children:

- G** Giggling is okay!
- R** Respect what others say; no put-downs.
- O** Okay to pass on a question or activity if something feels too private.
- U** Understand others' feelings, be sensitive, listen and respect their differences.
- N** No personal questions or stories from pupils or teachers.
- D** Discuss puberty topics responsibly outside the classroom.
- R** Remember to ask questions if you are unsure about anything.
- U** Use the correct names for body parts - ask if you can't remember.
- L** Let the teacher know if you want to speak to them privately.
- E** Encourage others to participate and get involved.
- S** Speak for yourself; use 'I' statements and don't refer to others by name or by pointing.

#### 4. 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 – teaching staff have carefully planned a progressive scheme of lessons and reviewed teaching taking into account relevant national and local guidance, as well as the needs of their children
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 given the opportunity to look at the policy and invited to discuss it with the Headteacher if needed
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Equal Opportunities/Special Educational Needs**

Teachers are aware of and treat sensitively any pupils who come from cultures where it is only acceptable to speak about the body in single gender groups. In such cases parents will be consulted to establish what is appropriate and acceptable for them. Both boys and girls have access to the same information. However, where the staff feel that either group may be more likely to talk freely and ask questions, some information may be delivered separately. Children with SEN have access to sex education at an appropriate level. This may be done as part of the whole class with extra adult support, or, if appropriate in a smaller group. Parents of children may be consulted if staff consider that there are issues relating from sex education.

#### **5. Resources**

- The Twinkl PSHCE scheme of work
- Books, pictures, models
- Sex education materials

#### **6. Roles and responsibilities**

##### **The governing board**

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

## **The headteacher**

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

## **Staff**

Staff are responsible for:

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

## **Pupils**

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

## **8. 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-science 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.

## **9. Training**

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE if deemed appropriate.

## 10. Monitoring and Evaluation

The delivery of RSE is monitored by the PSHCE leader through:

- planning scrutinies,
- learning walks,
- work in books

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

This policy will be reviewed every three years or in the light of changes to legal requirements. At every review, the policy will be approved by the governing board.

This policy should be read in conjunction with the following school policies:

- PSHCE Policy
- Child Protection Policy
- SEND Policy
- Equal Opportunities Policy

Relationships and sex education curriculum map- taught as a block of six sessions

YEAR GROUP	TERM	TOPIC/THEME DETAILS
EYFS	Ongoing	Children learn about the concept of male and female and about young animals. In ongoing PSHCE work, they develop skills to form friendships and think about relationships with others. Topics such as 'My Family and Friends' consider relationships with people close to us. Relationships are also explored through stories, games, small world and role-play activities. Physical development activities help children to develop an awareness of basic body parts.
Year 1 (Year A)	Summer 1	<p><b><u>It's My Body:</u></b> The It's My Body unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p> <ol style="list-style-type: none"> <li><b>1. My Body, My Business</b> - I know I can choose what happens to my body</li> <li><b>2. Active and Sleep</b> - I can make healthy choices about sleep and exercise.</li> <li><b>3. Healthy Happy Food</b> - I can make healthy choices about food and drink.</li> <li><b>4. Clean as a Whistle</b> – I know how to keep my body clean</li> <li><b>5. Can I Eat It?</b> - I know what is safe to eat or drink.</li> <li><b>6. I Can Choose</b> - I can choose to keep my mind and body healthy and safe.</li> </ol>
Year 2 (Year B)	Summer 1	<p><b><u>Growing Up:</u></b> This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.</p> <ol style="list-style-type: none"> <li><b>1. Our Body</b> - I can name the main parts of boys' and girls' bodies.</li> <li><b>2. Is it Ok?</b> - I understand how to respect my own and other people's bodies.</li> <li><b>3. Pink and Blue</b> - I understand that we are all different and different people like different things.</li> <li><b>4. Your family, My Family</b> - I can talk about my family and others' families.</li> <li><b>5. Getting older</b> - I can describe how I will change as I get older</li> <li><b>6. Changes</b> - I can describe things that might change in a person's life and how it might make them feel.</li> </ol>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3/4 Year A	Summer 1	<p><b><u>It's My Body:</u></b> explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p> <ol style="list-style-type: none"> <li>1. <b>My Body, My Choice</b> - I can choose what happens to my body and I can get help with any concerns (including recap of body parts from KS1).</li> <li>2. <b>Fit as a Fiddle</b> - I know how to keep my body healthy.</li> <li>3. <b>Good Night, Good Day</b> - I know why it is important to get enough sleep.</li> <li>4. <b>Cough, splutter, sneeze</b> - I understand the importance of hygiene and what to do if I feel unwell.</li> <li>5. <b>Drugs: Healing or Harmful</b> - I know how to take medicine safely and keep safe around drugs.</li> <li>6. <b>Choices Everywhere</b> - I know how to make better choices and choose healthy habits.</li> </ol>
Year 3/4 Year B	Summer 1	<p><b><u>It's My Body:</u></b> In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.</p> <ol style="list-style-type: none"> <li>1. <b>Your Body is Your Own</b> - I know that my body belongs to me and that I have control over what happens to it (including recap of body parts from KS1).</li> <li>2. <b>Exercise Right, Sleep Tight</b> - I understand why getting enough exercise and enough sleep is important.</li> <li>3. <b>Taking Care of Our Bodies</b> – I understand how to take care of my body.</li> <li>4. <b>Harmful Substances</b> - I understand the harmful effects of using drugs, including alcohol and tobacco.</li> <li>5. <b>How We Think and Feel About Our Bodies</b> - I understand what a positive body image is.</li> <li>6. <b>Healthy Choices</b> - I can make informed choices in order to look after my physical and mental health.</li> </ol>
<p><b>Plus:</b> Year 3 children will have a 6 week Energise Club linked to Healthy Lifestyles run by Rutland School Sports Partnership (RSSP).</p>		

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Summer 1	<p><b>Growing Up</b> - This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.</p> <ol style="list-style-type: none"> <li>1. <b>Human Reproduction</b> - I can describe male and female body parts and explain what these are for.</li> <li>2. <b>Changes in Boys</b> - I can describe how boys' bodies will change as they go through puberty.</li> <li>3. <b>Changes in Girls</b> - I can describe how girls' bodies will change as they go through puberty.</li> <li>4. <b>Changing Emotions</b> - I can describe the feelings that some people experience as they grow up.</li> <li>5. <b>Relationships and Families</b> - I understand that there are many different types of relationships and families.</li> <li>6. <b>Where Do I Come From?</b> - I can describe how babies are made and how they are born.</li> </ol>
Year 6	Summer 1	<p><b>Growing Up</b> - This topic builds on children's knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.</p> <ol style="list-style-type: none"> <li>1. <b>Changing Bodies</b> - I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.</li> <li>2. <b>Changing Emotions</b> - I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</li> <li>3. <b>Just the Way you Are</b> - I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.</li> <li>4. <b>Relationships</b> - I understand what a loving relationship is and that there are many types of relationships.</li> <li>5. <b>Let's Talk About Sex</b> - I understand what a sexual relationship is and who can have a sexual relationship.</li> <li>6. <b>Human Reproduction</b> - I can describe the process of human reproduction, from conception to birth.</li> </ol>
<p><b>Human reproduction will also be covered in the 5/6 Science Units of: Living things and Habitats and the Human Lifecycle in Humans and Other Animals</b></p> <p><b>Plus:</b> Visit to The Warning Zone – Life Skills Centre in either Year 5 or 6.</p>		

## Progression of Vocabulary

KS1	LKS2	UKS2
<b>It's My Body</b>	<b>It's My Body</b>	<b>Growing Up</b>
bacteria, choice, consent, coughs, dentist, diarrhoea, diet, disease, doctor, emergency, exercise, germs, healthy, heart, medicine, muscles, permission, pharmacist, poisonous, uncomfortable, unhealthy, unsafe, virus, warning, wash	addiction, alcohol, allergies, balanced, boundaries, breasts, caffeine, cigarettes, consent, consequence, contagious, drugs, e-cigarettes, habit, hormones, hydrated, hygiene, illegal, immunisation, infection, legal, media, nicotine, penis, prescription, testicles, tobacco, vaccinations, vagina, vaping	adopted, Adam's apple, asexual, attracted, biological sex, blended family, breasts, commitment, civil partnership, crush, egg, embryo, erection, fallopian tube, foetus, fostered, gay, gender, hormones, identity, lesbian, married, menstruation, oestrogen, orphaned, ovaries, penis, period, puberty, pubic hair, reproduction, sex hormones, same-sex, single-parent, sperm, testes, testicles, testosterone, umbilical cord, uterus, vagina, womb
<b>Growing Up</b>		
adulthood, breasts, change, childhood, comfortable, consent, curious, differences, emotions, female, genitals, male, penis, private parts, similarities, stereotype, testicles, trusted adult, uncomfortable, vagina		

## Appendix 1: 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"> <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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

TOPIC	PUPILS SHOULD KNOW
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>

## Appendix 2: 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	Include notes from discussions with parents and agreed actions taken. Eg: