



Children and learning at the heart of our CARE-ing community

Old Fletton Primary School

Relationships & Sex Education (RSE) Policy

Version 1 - May 2021

OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

RSE Relationships and Sex Education	RSE is an entitlement to learning about ourselves. It is about the emotional, social, health, moral and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. RSE involves a combination of teaching set information, and exploring issues and values. RSE is not about the promotion of sexual activity.
Teacher's Role	When delivering RSE and/or PSHE lessons, sensitivity to the child and the content is required, Difference and diversity must be taken into account when delivering and shaping lessons. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to and understanding of the content.
Parents' Role	RSE is most effective when provided in partnership with the school. Parents should familiarise themselves with the detail of the curriculum being taught and pre-teach if they feel it would be of benefit. Plan to have regular conversations with their child(ren) during the Block of delivery to be able to answer any questions.
Curriculum	The curriculum is wholly consistent with the National Curriculum, DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

Why is there a need for a RSE policy?	<ul style="list-style-type: none"> ✓ There is a legal requirement for Primary Schools to teach Relationships Educations as per section 34 of the Children and Social work act 2017. ✓ The Department for Educations continues, to recommend that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils and we agree and support this view. See guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf
What is the policy for?	<ul style="list-style-type: none"> ✓ Ensuring all members of the Old Fletton Primary School community have a common understanding and agreement about what to expect from the RSE curriculum content and delivery.
Who has devised and contributed to this policy	<ul style="list-style-type: none"> ✓ This policy has been initially devised by the Headteacher, following the guidance from DfE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf ✓ Direct consultations with: parents, staff, children and governors.
What evidence and advice has been used to inform this policy	<ul style="list-style-type: none"> ✓ DfE guidance (updated July 2020) see link above ✓ PSHE advisory service Cambridgeshire ✓ DfE Parental Engagement on Relationships Education ✓ The Key - checklist for RSE policies
How will this policy be communicated?	<ul style="list-style-type: none"> ✓ This policy is available in the head's office and is online on the school's website.
How will this policy be monitored?	<ul style="list-style-type: none"> ✓ Subject champion: Sarah Dudley will follow the school monitoring cycle activities per block, ensuring coverage and checking pupil and staff voice ✓ Policy will be reviewed in line with other linked policies as required ✓ Governors will be able to talk with subject champion to ensure the resources and curriculum is delivered ✓ Governors are able to speak with children regarding their learning experiences

Aims

The aims of Relationships and Sex Education (RSE) at Old Fletton is 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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support



These aims compliment the teaching of the Science Curriculum in both Key Stage 1 and Key Stage 2 and align perfectly with our values

Old Fletton Primary School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity.

Curriculum content

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum, that is primarily based on the PSHE Cambridgeshire Service curriculum which takes into account the age, needs and possible feelings of pupils. If pupils ask questions outside the scope of this policy and curriculum content, teachers will respond in an age appropriate manner to direct them to speak with their parents about that particular question.

Primary sex education will focus on:

- Sexual difference and naming body parts
- Preparing boys and girls for the changes that adolescence brings
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up
- How a baby is conceived and born, considered in the context of relationships

For more information about our curriculum, see the curriculum are on the school website.

Curriculum delivery

We carry out the main RSE curriculum in PSHE lessons (see appendix 1). Our topic, RSE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of

viruses). However we also teach RSE through other subject areas e.g. PE, RE, where we feel that they contribute significantly to a child's knowledge and understanding of their own body, and how it is changing and developing in order to make healthy and informed choices during their lives. The ICT curriculum also delivers the required elements of online safety.

Linked with RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Linked with PE, children learn about healthy lifestyles and the importance of exercise.

We will ensure that children receive teaching about puberty at Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including on the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The governing body

The governing body has delegated the approval of this policy to the STAR Committee.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The headteacher also:

- Ensures that members of staff are well supported, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

Staff

All staff are responsible for:

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

Class teachers are responsible for teaching Sex Education at Old Fletton Primary School.

Teachers will reply to, and answer, children's questions sensitively and openly where they fit with the curriculum content. Teachers will also facilitate the opportunity for children to ask questions anonymously or to raise issues through systems such as the Ask It Basket whereby the class teacher can answer questions and provide information when needed. Questions that are of a more sensitive note and go beyond the curriculum content, the child will be sensitively directed to their families for more information. They will ensure that balanced information is provided which will take into account the different faiths' views and

avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context of the curriculum.

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 subject champion in the first instance. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious, social or cultural factors, and to parents' wishes before questions are answered.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in line with the school's values of CARE.

Parents and Carers

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding our CARE values, we will:

- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents and carers have the right to withdraw their children from the non-statutory components of sex education within RSE. However, we hope this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons will be kept and distributed to all teachers involved

Parents' and Carers' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from. For more information see the curriculum area on the school website.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher. The headteacher will typically support the requests, however making the risks clear to parents that their child will then probably hear the content second hand from children chatting on the playground etc and this is far from ideal.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

Confidentiality

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

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

Special Educational Needs

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

Equal Opportunities

RSE will be given to all pupils to ensure equality of access for all pupils, regardless of gender, race, sexual orientation or disability, so giving equal opportunities and avoiding discrimination. Parents of known children with any protected characteristic will be able to work closely with the school to ensure the curriculum is as inclusive as possible.

Complaints

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Old Fletton Primary School complaints procedure if they feel things are not resolved, the form is available from the office upon request.

Linked policies

In conjunction with this policy, please also see:

- Behaviour and Expectations policy
- Safeguarding and Child Protection policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Old Fletton Primary School Curriculum

To provide opportunities that enable our children to have the skills, knowledge, understanding, confidence and desire to achieve the highest standards of which they are capable. Enabling them to play an active part as responsible and caring members of the school community and beyond.

Humanities			Arts & Culture				Sciences			
History	Geography	Languages	Art & Design	RE	PSHE	Music	Science	PE	Computing	DT

PSHE

An Old Fletton pupil will:

- Be able to respect and understand diversity and difference and apply this to their understanding of relationships
- Have knowledge and skills to make safe and informed decisions relating to their physical health, social and emotional wellbeing
- Understand the school's values of CARE and apply them to the best of their ability

Supporting community priorities:

- Being language rich
- Cultural and creative experiences
- Enjoying the outdoors and appreciating the locality

Year	Topic	End point
Y1	B1	Citizenship: Diversity and Communities Children will be able to identify some of the similarities and differences between families, community groups etc that they belong to as well as begin to explore and identify some stereotypes.
	B2	Myself and My Relationships: Me and My Emotions Children will be able to identify a range of emotions and know how to manage them. Identify ways of relaxing and sources of support.
	B3	Healthy and Safer Lifestyles: RSE Children will identify needs of babies and how they have changed as they have grown up. Understand how their responsibilities have changed.
	B4	Healthy and Safer Lifestyles: Personal Safety Children will develop strategies to identify and challenge inappropriate contact and secrets. They will identify their trusted adults and networks of support.
Y2	B1	Healthy and Safer Lifestyles: Managing Safety and Risk Children will begin to identify what is an emergency or 'risky' situation and be able to recall their personal information (address / phone number). They will identify risks associated with the sun and being lost and develop strategies to manage their own personal safety.
	B2	Myself and My Relationships: Anti Bullying Define bullying and identify strategies for dealing with it. Know sources of help and how to help others and identify how school keeps them safe.
	B3	Healthy and Safer Lifestyles: Drugs Education Children will be able to identify what is a drug and its different forms. They will know what is a medicine and recognise potentially dangerous situations at home.
	B4	Healthy and Safer Lifestyles: RSE Name main parts of the body, identify personal hygiene routines. How to stop catching diseases and stop them spreading. Understanding how amazing our bodies are.
Y3	B1	Myself and My Relationships: Friends and Family Explore 'healthy' friendships and strategies to manage breakdowns in communication. Identify their own personal boundaries and develop empathy with others. Identify their support network.
	B2	Me and My Relationships: Anti Bullying Understand the key characteristics of bullying and the 'power' dynamic. How bullying affects the way we think and behave and how to get help or how bystanders may help and intervene.
	B3	Healthy and Safer Lifestyles: Managing risk Explore basic first aid and how to contact relevant services in the event of an accident or emergency. Identify risks in their home as well as the local community and ways of keeping safe.

	B4	Healthy and Safer Lifestyles: RSE	Identify the main stages of human life and what it means to be a 'grown up'. Identify current responsibilities and how they may change? Understand how parents / carers look after babies.
Y4	B1	Myself and My Relationships: My Emotions	Children will explore the importance of mental wellbeing as well as strategies for dealing with emotions. They will explore their 'uniqueness' as well as feelings of pride in themselves and develop strategies to manage 'difficult' emotions and identify ways to support others as well as themselves.
	B2	Healthy and Safer Lifestyles: Personal Safety	Taking responsibility for own safety and understand how to keep safe in the community and manage risks. Identify appropriate physical contact and keeping secrets.
	B3	Healthy and Safer Lifestyles: Drugs Education	Broaden knowledge of different drug types (medicines) and deepen awareness of safety rules. Have an awareness of legal recreational drugs (nicotine / alcohol) and identify reasons why people use them and develop coping strategies for peer pressure.
	B4	Healthy and Safer Lifestyles: RSE	Knowing how to keep clean / Identifying and taking responsibility for some of the changes that happen to our bodies.
Y5	B1	Myself and My Relationships: My Emotions	Children will explore their identities as well as develop strategies to support their mental wellbeing and self care. They will begin to understand how to recognise when to access support and from whom.
	B2	Citizenship: Diversity and Communities	Examine the diversity in local community and challenge stereotypes. Identify different community groups, voluntary, charitable etc. Examine role of media in forming identity.
	B3	Me and My Relationships: Anti Bullying	Deepen understanding of reasons for bullying and characteristics. How to help ourselves and others. Explore how to keep safe from cyberbullying.
	B4	Healthy and Safer Lifestyles: RSE	Identify changes that happen in puberty and menstruation. Develop body image and identify changing personal hygiene routines.
Y6	B1	Healthy and Safer Lifestyles: Personal Safety	Children will be able to identify appropriate physical contact and secrets. They will be able to assess risk and identify strategies to keep safe at home, online and in the wider community.
	B2	Myself and My Relationships: Friends and Family	Children will explore the changing dynamics of friendships as well as continue to develop Networks of Support and examine trust in online and family relationships.
	B3	Healthy and Safer Lifestyles: Drugs Education	Understand the use of medicines and immunisations as well as explore how to stay safe in risky situations and the influence of media and friends in decision making.
	B4	Healthy and Safer Lifestyles: RSE	Children will learn about the human lifecycle, reproduction as well as marriage and civil partnerships. They will explore different families, love and care. They will begin to understand their changing emotions and relationships.

Appendix 2



RSE Withdrawal Form

Name of child:		Class:	
Term:			
Action: Teacher communicated with parent	Date:	Details:	Outcome:
Action: PSHE Subject Champion communicated with parent	Date:	Details:	Outcome:
Action: Letter received by Headteacher	Date:	Details:	Outcome:
Learning objectives covered			Removed (R) Included (I)
1.			
2.			
3			
4			
5			
Alternative resources / support provided for Home Learning	Details:		Outcome:

Withdrawal completed Date:

Signed: (Headteacher)