



Sussex Road Primary School
Relationships, Sex Education and Health Education Policy.

Introduction

This policy outlines Sussex Road Primary School's approach to delivering Relationships, Sex and Health Education to children within our school. The RSE policy has been developed in consultation with staff, pupils, parents and governors.

We define 'relationships and sex education' as an important part of the fundamental building blocks that sit within our PSHE curriculum. We aim to equip our pupils with the knowledge to create safe and meaningful relationships in an ever-changing world, with the growing pressures of the media and online community.

We view the partnership of home and school as vital in providing the secure context for the ongoing honest discussions about relationships and Sex Education that should continue as the children question, challenge and explore the challenges of creating a happy and successful adult life in a secure, respectful environment.

Statutory requirements

As a Primary School the revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education and sex education (in primary schools and in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education, which are not part of the Science curriculum.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017) Curriculum.
- The statutory Guidance for Relationship s Education, Relationships, Sexual Education (RSE), and Health Education (2019)

Aims

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

- Provide a framework in which sensitive discussions can take place.
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies from year 1 to 6 in our school and continue at Secondary School.

Pupils will put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts online and in the outside world. We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by adapting our lessons to suit their needs or giving them more time with an adult to discuss any concerns for them.

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Policy Development

Our policy has been developed through a process of consultation with staff, children, parents and governors.

The consultation and policy development process involved the following steps:

1. Review – a working group of staff, including PSHE lead, SLT and UKS2L pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
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

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 children from non-statutory components of RSE (see section 8).

Staff

The PSHE Subject Leader will lead the RSE programme and monitoring progress.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE and monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE. Staff do not have the right to opt out of teaching RSE.
- Class teachers are responsible for the delivery of sex education lessons.
- Staff will be supported to deliver effective RSE lessons through ongoing CPD; sharing of relevant resources, having access to the PSHE association and working alongside the PSHE coordinator to develop their practice.

Curriculum

Our curriculum is set out as per Appendix 1. However, our curriculum aims to continually respond to the needs of the pupils. We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

If children ask questions outside the scope of the RSE curriculum, as outlined in this policy, teachers will use their professional judgement and respond if they feel the information is appropriate. In an appropriate manner so they are fully informed and do not seek answers online. If a teacher identifies a question as inappropriate to answer within the context of school, parents will be informed of the question that has been asked and encouraged to address it at home.

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Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the computing and physical education (PE) curriculum. In year 1, children look at boys' and girls' bodies, identifying the correct anatomical names for part of their bodies. In year 5, Boys and girls receive standalone curriculum sessions, which focus on body changes, menstruation, wet dreams and hygiene. Children in Year 6 receive standalone curriculum sessions, which revise personal hygiene and puberty but focus on sexual education. Relationship's 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
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

Confidentiality

Teachers deliver sex education lessons in a sensitive manner and in confidence. However, if a child refers to being involved, or likely to be involved in sexual activity, then the teacher will follow the Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency following protocols laid down in the Safeguarding Policy. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead (DSL), The DSL will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy).

Engaging Stakeholders

A working party will be made up of the PSHE Subject Leader, SLT, Governors and parents. Teaching staff will receive RSE training on RSE in order to support all pupils including children with SEND.

Pupils

Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Children can only be withdrawn from some components of RSE teaching (see below) if their parents have expressed the wish that their child does so.

Parents

The school respects the fact that the primary role in children's sex education 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, trust and co-operation.

In promoting this objective, we:

- Inform parents about the school's sex education policy and practice.
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

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Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. If a parent wishes their child to be withdrawn from this part of the programme, they should discuss with the Headteacher, and make it clear which aspects they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Parents are required to confirm this in writing. Alternative work will be given to children who are withdrawn from sex education.

Monitoring arrangements

The PSHE lead will monitor the delivery of RSE through a range of methods including monitoring of planning, learning walks, pupil voice and discussion with teachers. Class teachers as part of our internal assessment systems monitor children's development in RSE.

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Appendix 1

Curriculum Map for RSHE and PSHE

Please note

Pink areas focus on RSE.

Green is Health including mental health

Blue is the wider world

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	In the EYFS, PSHE is encouraged through the 'Personal, Social and Emotional Development' strand of the curriculum, particularly Circle Time and specific activities related to the Enquiries.					
Year 1	What is the same and different about us?	Who is Special to us?	How can we look after each other and the world around us?	Who helps us keep safe?	What can we do with money?	What helps us stay healthy?
Year 2	How do we recognise our feelings?	What makes a good friend?	What jobs do people do?	What can help us grow and stay healthy?	What helps us to stay safe?	What is bullying?
Year 3	Why should we eat well and look after our teeth?	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up our identity?	How can friends communicate safely?	How can drugs, common to everyday life affects health?	What decisions can people make with money?	How will we grow and change?	What decisions can people make with money?
Year 6	How can we keep healthy as we grow?	How can we keep healthy as we grow?	How can the media influence people?	How can the media influence people?	What will change as we become more independent?	What will change as we become more independent?

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Appendix 2

By the end of primary school children should know Relationships Education

Families and people who care about me
<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability.• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships
<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends.• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• 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.
Respectful relationships
<ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• Practical steps they can take in a range of different contexts to improve or support respectful relationships.• The conventions of courtesy and manners.• The importance of self-respect and how this links to their own happiness.• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.• What a stereotype is, and how stereotypes can be unfair, negative or destructive• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships
<ul style="list-style-type: none">• That people sometimes behave differently online, including by pretending to be someone they are not.• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.• How information and data is shared and used online.

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Being Safe

- 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

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Appendix 3

An outline of specific RSE teaching at Sussex Road School

Please note that this is alongside the PSHE topics concerned with Health and Well-being and the Wider World.

<p style="text-align: center;">Year 1</p> <p><u>Term 1</u> What is the same and different about us?</p> <p><u>Relationships</u> Ourselves and others; similarities and differences; individuality; our bodies</p> <p><u>Term 2</u> Who is Special to us?</p> <p><u>Relationships</u> Ourselves and others; people who care for us; groups we belong to; families</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that those parts of bodies covered with underwear are private <p><u>Skills:</u></p> <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/ enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.
<p style="text-align: center;">Year 2</p> <p><u>Term 1</u> What makes a good friend?</p> <p><u>Relationships</u> Friendship; feeling lonely; managing arguments</p> <p><u>Term2</u> What makes a good friend?</p> <p><u>Relationships</u> Friendship; feeling lonely; managing arguments</p> <p><u>Term 6</u> What is bullying?</p> <p><u>Relationships</u> Behaviour; bullying; words and actions. respect for others</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy <p><u>Skills:</u></p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy <p><u>Skills:</u></p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.

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<p style="text-align: center;">Year 3</p> <p><u>Term 3</u> How can we be a good friend?</p> <p><u>Relationships</u> Friendship; making positive friendships, managing loneliness, dealing with arguments</p>	<p><u>Skills:</u> How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded how to recognise if others are feeling lonely and excluded and strategies to include them</p> <ul style="list-style-type: none"> • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.
<p style="text-align: center;">Year 4</p> <p><u>Term 3</u> How can we manage our feelings?</p> <p><u>Health and wellbeing</u> Feelings and emotions; expression of feelings; behaviour.</p>	<p><u>Skills:</u> How everyday things can affect feelings</p> <ul style="list-style-type: none"> • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings
<p style="text-align: center;">Year 5</p> <p><u>Term 4</u> How can friends communicate safely?</p> <p><u>Relationships</u> Friendships; relationships; becoming independent; online safety</p> <p><u>Term 5</u> How will we grow and change?</p> <p><u>Health and wellbeing</u> Growing and changing. puberty</p>	<p><u>Skills:</u> About the different types of relationships people have in their lives</p> <ul style="list-style-type: none"> • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety <p><u>Skills:</u> Puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <ul style="list-style-type: none"> • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty.
<p style="text-align: center;">Year 6</p> <p><u>Term 5</u> What will change as we become more independent?</p> <p><u>Relationships</u></p>	<p><u>Skills:</u> Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships

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Term 6

How do friendships change as we grow?

Relationships

- that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.

Skills:

- that adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
 - how puberty relates to growing from childhood to adulthood
 - about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
 - that there are ways to prevent a baby being made²
 - how growing up and becoming more independent comes with increased opportunities and responsibilities
 - how friendships may change as they grow and how to manage this
 - how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing will change as we become more independent?
- Different relationships, changing and growing, adulthood, independence, moving to secondary school
- that people have different kinds of relationships in their lives, including romantic or intimate relationships
 - that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another.

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Appendix 4

RSE Vocabulary list

Year 1-6

Respect

Friendship

Relationship

Adult

Child

Penis

Testicles

Vulva

Year 5-6

Consent

Breasts

Pubic hair

Puberty

Hormones

Period

Menstruation

Sanitary towel

Year 6

Sex

Sexual arousal

Wet dream

Ejaculate

Sexual intercourse

Pregnancy

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Appendix 5

Further reading

Suitable for KS1

- My Underpants Rule - Paperback – Large Print, 10 Jun. 2014
by Rod Power (Author), Kate Power (Creator)
This teaches children to protect themselves is CHILD'S PLAY! My Underpants RULE! empowers them through rhyming language, colourful illustrations, a super-hero theme and child-friendly humour.

Suitable for KS2

- What's Happening to Me? Boy (Facts of Life) Paperback – 17 Jun. 2013
by Alex Frith (Author), Nancy Leschnikoff (Illustrator)
This is a detailed and sensitive guide to male puberty. It tackles key subjects from the physical changes that occur at this time to the emotional upheaval this can cause.
- What's Happening to Me? Girls (Facts of Life) Paperback – 31 Mar. 2006
by Susan Meredith (Author), Nancy Leschnikoff (Illustrator)
A sensitive, detailed and informative guide to female puberty, this book is both for young girls and their parents alike, tackling key subjects from the physical changes that occur during this time to practical matters, such as buying your first bra.
- What's Happening to Tom? 1 (Sexuality and Safety with Tom and Ellie) Hardcover – Illustrated, 21 Aug. 2014 by Kate E. Reynolds (Author)
A book about puberty for boys and young men with autism and related conditions. This follows Tom as he begins to notice changes to his body, particularly helping parents and carers teach boys with autism or other special needs about puberty.
- What's Happening to Ellie? 4 (Sexuality and Safety with Tom and Ellie) Hardcover – Illustrated, 21 Jan. 2015 by Kate E. Reynolds (Author)
A book about puberty for girls and young women with autism and related conditions. This follows Ellie as she begins to notice changes to her body, this simple resource helps parents and carers teach girls with autism and related conditions about puberty.
- Lift-the-Flap Questions & Answers about Growing Up Board book – 11 July 2019
by Katie Daynes (Author), Shelley Laslo (Illustrator).
What's the point of belly buttons? When will my voice go deep? Why do I have to go to bed? Curious children can find out about growing up and puberty, hormones, periods, shaving and much more in this entertaining book with over 60 flaps to lift. There are helpful tips on coping with growing up, and links to websites with more information, too

Further information:

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf
- <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>
- <https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-puberty-whats-happening-to-my-body/znhdvk7>
- <https://www.childline.org.uk>

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