

Bentley CEVC & Copdock Primary School Partnership

Relationships and Sex Education (RSE) policy

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1. 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 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It should equip young people with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off-line. Relationships Education will enable young people to explore their own attitudes and those of others respectfully.

Through the delivery of Relationships Education, we intend to further our schools' aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

Our work in RSE is set in the wider context of our school values and ethos:

Our vision is for all children to be...

confident individuals, successful learners and responsible citizens

... who are well equipped for future life, whatever that may hold.

To achieve the above vision, we aim to:

- promote high aspirations in every child, encouraging determination and perseverance so they can confidently engage with the challenges of adult life
- inspire and enthuse children, through an enriched curriculum, to be active participants in their learning
- develop independence through the provision of well-resourced and accessible learning environments
- help our children to learn to respect themselves and others, sharing and celebrating successes and achievements of all members of the school community
- promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, and in the community
- provide opportunities to develop new skills and talents
- set and reinforce boundaries so children feel able to make positive choices in learning and behaviour, within a healthy, safe and caring environment
- work closely and in partnership with parents
- be reflective and responsive to the needs of our school community
- Have fun and be happy!

As a church school, Bentley also seeks to encourage the spiritual, social, moral and cultural development of the school family by embedding Christian values into the ethos of school life, knowing that 'God is with us always'.

Specifically, in relation to RSE we seek to enable our children to:

- be provided with a framework in which sensitive discussions can take place
- understand the nature of many types of personal relationships, including friendship, family relationships, love and conflict
- develop a healthy self-esteem and respect for their bodies and the bodies of others, have confidence and empathy
- respect themselves and others, their views, backgrounds, cultures and experiences
- create a positive culture around issues of sexuality and relationships, to develop loving, caring relationships based on mutual respect
- recognise and avoid exploitative relationships
- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- use the correct vocabulary to describe themselves and their bodies and develop the skills required to enable them to communicate with trusted adults and keep themselves safe, understanding they have rights over their own body
- be prepared for puberty and the emotional and physical effects of body changes, have an understanding of sexual development and the importance of health and hygiene
- understand the process of human reproduction
- promote the growth and development of gender equality, discuss gender roles and challenge gender stereotypes

- have opportunities throughout their schooling to address RSE in an age-appropriate way accessing additional advice and support, also taking account of their physical and emotional maturity
- develop positive values and a moral framework that will guide their decisions and behaviour
- develop communication skills – speaking, listening, negotiating and assertiveness
- understand the importance of sexual activity as part of a committed, long-term, and loving relationship/marriage
- understand the attitudes and skills needed to maintain their sexual health
- keep safe in friendships and relationships, including online

Safeguarding

We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationships Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'child-on-child' abuse.

In the case of RSE and personal safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and personal safety enable us to fulfil our duty in respect of Female Genital Mutilation (FGM).

In our school s we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers on the schools' website. The policy states that:

- Staff are unable to offer or guarantee absolute confidentiality and pupils must be aware of this.
- We will reassure children that staff will always act in their best interests and that this will involve sharing information with the DSL if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. In classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the schools' Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

All staff are aware of the Child Protection & Safeguarding Policy and procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are also required to provide health education. 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At our schools we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. It has also included gathering views on needs and priorities for the school community. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group 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/carers and any interested parties were invited to attend a meeting about the policy. A survey was undertaken and a working group created. Input was provided by the pupil council and a focus group
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

Parents/carers, governors and pupils have been consulted about Sex Education and, our schools have decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. The final decision on policy and delivery has been made by the schools, having listened to the needs and views of the schools' community.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years. The policy is monitored annually.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE 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/carers, pupils and staff, and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

RSE learning combines elements of Relationships Education (e.g. learning about families, friendships, relationships, personal safety and emotional wellbeing) with aspects of Health Education (e.g. mental wellbeing, internet safety and harms, physical health & fitness, healthy eating, drugs, alcohol & tobacco, health and prevention, basic first aid, the changing adolescent body as well as learning about the spread of illnesses). This combination offers the best location for our provision of the non-statutory areas of sex education. Relationship and Health Education are compulsory at primary school level, as is Sex Education taught within the Science subject under the national curriculum (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Year 5 and Year 6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort, for example if a child in Year 4 appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may exceptionally use single-sex groups, (whereas, as previously noted, we normally have mixed gender 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.

We will share all curriculum materials with parents and carers upon request.

Following guidance from the DfE, Sex Education in a Primary setting will focus on learning about how a (human) baby is conceived and born and also preparing boys and girls for the changes that adolescence brings. This extends to learning about sexual reproduction in 'some plants and animals', required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

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

6. Delivery of RSE

We recognise that Relationships and Sex & Education is best delivered as part of our wider provision of PSHE, which also includes statutory Health Education. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

We will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example; developing as a Healthy School, social skills interventions, road safety - including the Junior Road Safety scheme, peer mentoring, nurture groups, Head Pupils and an active School Council to promote pupil voice.

Primary sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

The content of our Sex Education programme will be gradually developed in an age-appropriate way and delivered as part of RSE.

Parents/carers will be informed by letter about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions. Children are encouraged to discuss the content of the lessons with their parent(s)/carer(s) and in Year 5/6 a booklet is sent home with each child to promote and encourage this discussion.

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

Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's viewpoints and working together are practised in all PSHE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. We will avoid resource-led approaches which rely on worksheets or lengthy audio-visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information.

Answering Questions: We acknowledge that sensitive and complex issues will arise in Relationships and Sex Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age-appropriate way, only to the students who have asked the question. Teachers may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE Co-ordinator / Designated Safeguarding Lead.

In some cases, the question may reach beyond the planned curriculum for Year 6 and the question may not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information immediately to the DSL, in line with the schools' Child Protection & Safeguarding Policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Relationships Education will be assessed in a variety of ways, including the use of the half-termly pupil self-assessment and reflection. Guidance provided in the Cambridgeshire Primary PDP will be used.

From time to time the PSHE Co-ordinator will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit.

Children will record key learning activities in a class floor-book alongside an individual PSHE Book in KS2, which follows them through school to show their development and progress. Their self-assessment sheets will be stuck within these books at the start of the unit and be referred to throughout the unit when each new objective is taught. The children will also complete an end of unit reflection on each unit taught at the end of the half term.

The PSHE Co-ordinator will liaise with the Governing Board, or designated RSE Governor to enable the latter to monitor and review pupil outcomes.

Communication with parents / carers:

Parents and carers have the primary role in supporting their children through the emotional and physical aspects of growing up, including providing guidance on relationships. We recognise that children may feel more comfortable to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We encourage this partnership by:

- a. Informing parents and carers by letters and share information of coverage of RSE topics.
- b. Inviting parents to learn more about the approach used in RSE.
- c. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed.
- d. Sharing the RSE Policy on the schools' website.
- e. Informing parents and carers about the RSE programme as their child joins the school through the schools' website.
- f. Providing supportive information about parents' role in RSE.
- g. Inviting parents to discuss their views and concerns about RSE on an informal basis.
- h. Encouraging children to discuss fully the content of their lessons with parents/carers. Children in Years 5 and 6 will take home a booklet to encourage the sharing of their RSE learning with their parents/carers.
- i. Sharing details of our curriculum on our website.
- j. Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that curriculum requirements are explained in age-appropriate ways.
- Where pupils come from families with different cultural or religious views about the family, relationships and /or behaviours, we will include these views to ensure that they are represented on an equal basis.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that all children can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage mutual respect and will outline and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to which they belong to their peers, unless they choose to do so.
- We will provide opportunities to discuss and reflect on local issues, such as County Lines and how relationships can be used for exploitation.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance

- Relate to the aims and objectives of this policy
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage, needs, linguistic proficiency, ability and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Are from credible sources and up-to-date in factual content
- Fit into our curriculum plan
- Are compatible with effective teaching approaches
- Encourage active and participative learning
- Are sensitive to pupils' experiences and won't provoke distress
- Avoid racial, gender, sexual, cultural and religious stereotyping

7. Use of external organisations and materials

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources, leaflets and videos thoroughly before using them.

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session

- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The Governing Board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation. The Board will liaise with the PSHE Co-ordinator to provide support and obtain regular feedback

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Joanne Austin

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.

The PSHE Co-ordinator for our schools is the Headteacher.

8.4 Pupils

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

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age, as well as their physical and emotional maturity. We will seek opportunities to discuss children's views about the content of their PSHE lessons.

- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.

- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from any non-statutory/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.

Before granting any exclusion request, the Headteacher will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher (where possible), same sex teaching group).

We will offer support to parents/carers who wish to deliver Sex Education at home. The Headteacher will seek assurances that their child will receive this element of their education to avoid misunderstandings if the child were to hear a version from peers, rather than from their teacher.

Alternative school work will be given to pupils who are withdrawn from non-science components of sex education.

The child's parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

10. 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.

11. Monitoring arrangements

Monitoring, review and evaluation of this Policy is the responsibility of the PSHE Co-ordinator and Headteacher. The Governing Board is responsible for approving the policy and will hold the Headteacher to account for its implementation.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views, comments and concerns of parents/carers, the level of pupil withdrawal from Sex Education.

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

12. Linked policies

Child Protection & Safeguarding

Equality

Anti-bullying

Behaviour

Curriculum

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Our PSHE curriculum is delivered as part of our two-year rolling plan. The units of work for each phase within school can be seen on our school website [here](#).

Vocabulary used within RSE

School is a place where all children should be able to develop good communication skills, confidence, positive body image and strong personal safety skills. SRE is one vehicle for enabling children to develop these skills in a safe and supportive environment. We know that having names for things is a way we can comfortably bring them into our experience and feel connection with them and a certain amount of control over them.

For many adults (teachers, parents, carers and governors included) the use of vocabulary to describe the human body and in particular the sexual parts of the human body, is a sensitive topic. Many people can personally feel uncomfortable using particular words and are anxious that teaching scientific words for sexual parts to children may challenge their innocence. However, we seek to explain how the sensitive, age-appropriate use of scientific vocabulary for sexual parts can contribute to positive body image, open discussion and questioning and the development of strong personal safety skills.

All schools hold in common some very basic aims that children will learn to value themselves and their bodies, communicate their feelings and emotions, engage in positive and rewarding relationships and to keep themselves safe. The sensitive, age-appropriate use of scientific vocabulary for sexual parts supports these aims. The basic skill of being able to confidently name parts of our own bodies without feelings of embarrassment or shame is one of the key building blocks needed to achieve each of these aims. Feeling connection and confidence with our own bodies contributes to a positive body image, a feeling of ownership and control and is the basic mechanism for being able to communicate about our bodies.

'Research with children has shown that they are often confused in their understanding of their bodies and how they work. It is important that teachers use correct terms when introducing new topics. Family names or common names (for sexual parts) can be acknowledged, but it is good practice to use words such as ovum and sperm (new terms for new concepts). Early and accurate naming of children's body parts is vital.

If children haven't been equipped with the words for parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection. Boys' genitals do generally get named, even if the words used are family names or slang, at least it is acknowledged that they exist. In comparison, girls' genitals often don't get named. This absence deprives girls of a comfortable language about themselves.

(‘SRE for Primary aged children’ 2002, Sex Education Forum publication)

Young children will, of course, use familiar words from home to describe their body parts. These words should be acknowledged and used alongside the scientific words until children are able to use the scientific words confidently. When children use words for sexual parts which are offensive, their offensive nature should be explained and the situation monitored, e.g. ‘That word does describe the penis, but lots of people find that word rude and they are upset when they hear it. Can you think of another word which is not rude?’

The following table shows the range of vocabulary which will be taught in each of the RSE units of work in the Primary Personal Development Programme.

Year group	Key areas of learning	Feelings/relationships	Body parts and processes	Other
Foundation	External body parts	Range of feelings words <i>e.g. happy, pleased, calm, sad</i> baby child girl boy	size shape range of simple external body parts <i>e.g. hands, head, teeth</i> penis testicles vulva bottom	range of action words <i>e.g. run, jump</i> growing up germs

Year 1 and 2 (KS1)	External body parts	same similar different unique special responsibility	birth death range of more specific external body parts <i>e.g. stomach, chest</i>		male female man woman teenager adult
Year 3 and 4 (KS2)	External body parts Differences between male and female	love dependent independent	breast nipple anus		toiletries bacteria infection hygiene
Year 5 and 6 (KS2)	Puberty Sexual reproduction Internal body parts	commitment marriage stable relationship	puberty development period menstruation cervix labia fallopian tube clitoris ovary ovum vulva vagina uterus ovulation Sperm scrotum	sperm duct seminal vesicle urethra pubic hair voice breaking arousal erection sexual intercourse sex ejaculate conception pregnancy	sanitary towel tampon body odour deodorant

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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
Respectful relationships	• 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

TOPIC	PUPILS SHOULD KNOW
	• The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• 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
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

Appendix 3: Parent/carers form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		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/carers	