

# Relationships and Sex Education (RSE) Policy



## Thorn Grove Primary School

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| Approved by the Governing Body on: | 26 September 2024                       |
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## Introduction

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly both on, and offline. This presents many positive and exciting opportunities, but also challenges and risks.

Thorn Grove Primary School considers that Relationships & Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum.

- PSHE makes a significant contribution to the promotion of young people's personal and social development.
- Through the promotion of PSHE, skills our pupils need to grow and flourish as individuals and members of society are developed.
- PSHE contributes to the building of the personal identities, confidence, and self-esteem of our pupils.
- PSHE enables pupils to recognise and manage their emotions and to communicate positively in a range of different scenarios.

We believe that Relationships and Sex Education includes supporting young people in developing self-confidence to prepare them for the physical and emotional changes into adulthood.

It promotes an understanding of the range of family types and others who contribute to providing children with the care, love and support they need to grow and develop.

We passionately believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and will prepare children and young people for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe.

## The Purpose of this policy

- Clarify the legal requirements and responsibilities of the school.
- Clarify the school's approach to relationships and sex education (RSHE) for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the RSHE education programme.
- Provide a basis for evaluating the effectiveness of the school RSHE programme.
- Reinforce the role of the schools in contributing to local and national strategies.

## We aim to achieve this by

- Providing a clear and progressive PSHE curriculum that is dynamic, relevant, and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children.
- Teaching children about equality and diversity as is our duty within the Equalities Act (2010).
- Teaching about different family structures including single parent families, LGBT parents, adoptive parents, foster parents/carers amongst other structures.
- Ensuring that our vision and values are fully embedded into our PSHE curriculum.

### [PSHE/Wellbeing Subject on a page](#)

- Providing our pupils with Relationships and Sex Education that is age appropriate and contributes to lifelong learning and pupil well-being.
- Having a strong commitment to confidentiality and to providing a safe learning environment where all feel respected and confident to make contributions whilst safeguarding vulnerable pupils.
- Informing and working with parents and families to support and promote our work in school by making policies and schemes of work available in school, and on our website and supporting them should they have questions or concerns about RSE.
- Working collaboratively with partners and agencies, such as healthcare professionals, to enrich and support pupil's learning in Relationships and Sex education where appropriate.
- Providing outstanding pastoral care.

## Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Children and Social Work Act 2017
- DfE 'Keeping Children Safe in Education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'National curriculum in England: science programmes of study'

## This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equality and Diversity Policy
- RE Policy
- PSHE/wellbeing curriculum statements
- Anti-Bullying Policy

## Definition of Relationships Education

The focus in primary school is teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.)

Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

## Definition of Sex Education

Although it is not statutory to deliver Sex Education outside of the Science curriculum in Primary schools, the DfE recommends that all Primary schools should have a Sex Education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on the knowledge of the human life cycle. At Thorn Grove, we do teach pupils sex education beyond what is required of the Science curriculum. The content is tailored to the age, and physical and emotional; maturity of pupils at Thorn Grove. Our Sex Education programme is incorporated into our timetabled PSHE curriculum and is taught in the context of our Relationships and Health Education curriculum.

## Aims of Relationship and Sex Education

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to:

- To give children the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening, and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand what a healthy relationship is both on and offline
- To ensure children know how and where to access appropriate support

## Safeguarding & Confidentiality

Everyone involved in the teaching of RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue.

*If a staff member has any concerns or a child discloses information giving cause for concern, this must be reported to the DSL and the schools safeguarding policy must be followed.*

## Equality & Diversity

Thorn Grove understands its responsibilities in relation to the Equality Act 2010, meaning that the school cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoid discrimination.

We ensure our Relationships and Sex education programme is sensitive to the needs of all our pupils and their families by:

- Being aware of pupils' individual characteristics, backgrounds, attitudes, and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Sex education for all our pupils including those with SEND or EAL.
- Understanding that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- Ensuring freedom from all forms of bullying including homophobic, biphobia and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice.
- Ensuring that all children are familiar with the characteristics of effective learning and these are present in every classroom and referred to where appropriate.

## Role of the Headteacher

It is the responsibility of the Head of School to:

- Ensure that parents and staff are informed about the school's RSE policy.
- Implement the policy effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy.
- Meet regularly with the PSHE lead to keep a breast of any changes and address any issues that may arise.

## Role of Subject Lead

It is the responsibility of the PSHE Lead to:

- Oversee the delivery of the subjects.
- Complete regular learning walks and book scrutinies to ensure the curriculum is being effectively and consistently delivered.
- Ensure the subjects are age-appropriate and high-quality.
- Provide teachers with adequate resources to support teaching of the subjects.
- Ensure the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensure the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Work with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the National Curriculum.
- Monitor and evaluate the effectiveness of the subjects and provide reports to the headteacher.
- Deliver staff meetings to develop staff CPD and deliver up dates on any subject changes.
- Complete staff and pupil voice to gauge the effectiveness of this scheme and the teaching and learning of PSHE across school.

# Role of the Governing Body

It is the responsibility of the governors to:

- Ensure all pupils make progress in achieving the expected educational outcomes.
- Ensure the curriculum is well led, effectively managed and well planned.
- Evaluate the quality of provision through regular and effective self-evaluation.
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND.
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn.
- Ensure subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

## Organisation of the Curriculum

RSE will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Thorn Grove, we have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of all our pupils

At the point we consider it appropriate to teach pupils about LGBT, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

- All teachers will have responsibility for planning and delivering RSE.
- Everyone involved in the teaching of RSE will follow the school policy.
- A balanced and non-judgmental approach will be taken, and the personal beliefs and attitudes of teachers will not influence the teaching of RSE. .

At Thorn Grove, a number of teaching strategies will be used to deliver an inclusive RSE curriculum, including:

- Establishing ground rules with pupils.
- Using 'distancing' techniques (e.g. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and age appropriate materials.
- Encouraging reflection

At Thorn Grove RSHE is an integral part of our whole school PSHE education provision. As a school we use the 'One Decision' scheme of work to ensure we cover the statutory guidance which also includes the units of Sex Education for KS2. Lessons from the scheme will be delivered weekly.

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


Our Health Education has a very strong focus on emotional and mental health and wellbeing. This is taught through the following content:


- Mental wellbeing
- Internet Safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Our curriculum overview is attached below as has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Y5)
- How a baby is conceived and born (Y6)

Our teaching is adaptive to meet the needs of the children but the curriculum is mapped out to ensure that all the units we cover are underpinned by the statutory expectations as set out by the DFE. This scheme is progressive and provides a set of skills that the children will develop from year 1 up to 6.

 [PSHE whole school overview](#)

 [progression of skills PSHE 24.pdf](#)

## Curriculum Links

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. As a school we always seek opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty. (Y5)
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support. (Across school)
- PSHE – pupils learn about respect and difference, values and characteristics of individuals. (Across school)

## Assessment

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge individuals' progress. Pupils have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways, including: - reflective diaries, class discussions, group work, questionnaires / surveys, and peer assessment. At the end of every unit the children's learning will be assessed by producing a piece of work set by the teacher. This will allow next steps in learning to be planned for.

Pupil voice will also be used to inform future planning for PSHE and RSE, to ensure it is both relevant and effective.

## Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE with teaching staff to ensure consistent and coherent curriculum provision including -

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Lesson planning scrutiny
- Pupil and teacher voice.
- Book scrutiny

## Consultation & the Role of Parents & Carers

Here at Thorn Grove we are aware that the primary role in children's Relationships and 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 cooperation. Similarly, we also understand how important parents/ carers' views are in shaping the curriculum. In promoting this we:

- Will consult and inform parents/carers about RSE through the school prospectus, letters, school website and information sessions.
- Inform parents about our school's Relationships and Sex Education policy and practice.
- Answer any questions that parents may have about the Relationships and Sex Education of their child.

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in our school.

## Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child/ parent. If the staff member is concerned, they must discuss the matter with the Designated Safeguarding Lead, Parent/Carer if appropriate and always follow the schools safeguarding policy.

All questions will be handled sensitively, and consideration will be given to religious or cultural factors, and to parents' wishes before questions are answered.

## Language

At Thorn Grove we believe it is important that acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will always be used for teaching.

*Teaching children common terminology to describe genitals is important in relation to safeguarding. This aspect of teaching may link with elements of the Science curriculum around naming body parts.*

## Right of Withdrawal

Relationships and Health Education are statutory at primary school and there is no right to withdraw from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

As sex education is not statutory at primary level (other than what is taught as part of the science curriculum), parents/ carers have the right to request to withdraw their child from all or part of the sex education curriculum.

Before considering this option, we would always encourage parents to come and talk to us.

- The head teacher will grant withdrawal requests; however, the head teacher/class teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The head teacher/class teacher will discuss with the parent the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- The head teacher/class teacher will keep a record of the discussion between themselves, the pupil and the parent. The head teacher will grant a parent's request to withdraw their child from Sex Education, other than the content that must be taught as part of the Science curriculum.
- The parent will be informed in writing of the head teacher's decision.
- Where a pupil is withdrawn from Sex Education, the head teacher will ensure that the pupil receives appropriate alternative education.

(For more information, please go to

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>)

## The Role of External Agencies

The school may liaise with external agencies to support and complement the schools PSHE/RSE programme of study. All agencies will be aware of the schools policies and procedures and their role within them.

Any matters reported by visitors will be dealt with in line with the our Safeguarding Policy

We ensure that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.



## Review

- The policy will be reviewed annually.
- The policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- The governing board is responsible for approving this policy.
- Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

# Appendix 1: By the end of primary school children should know

## Relationships Education

|                                     |   |
|-------------------------------------|---|
| Families and people who care for me | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security, and stability.</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>how to recognise if family relationships are making them feel unhappy</li> </ul>   |
| Caring friendships                  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>   |
| Respectful relationships            | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative, or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships                | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online</li> </ul>  |
| Being safe                          | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>   |