



**PARKSIDE COMMUNITY
PRIMARY SCHOOL**

Relationships and Sex Education Policy (RSE)

Approved on:

Review:

1. Our vision

All pupils are uniquely talented individuals, finding fulfilment through their love of learning and the exploration of the furthest reaches of their intellectual, creative, physical and emotional capabilities. Our overarching vision here at Parkside Community Primary School is to nurture and inspire young minds towards a bright future.

2. Aims

Through a structured programme of learning, we aim to provide our children with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. At our school we embrace the British Values of: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form effective and fulfilling relationships that are an essential part of life and learning. We believe in working in partnership with parents and carers and understand the importance of sharing our RSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

Through this policy aim to:

- To provide the knowledge and information to which all pupils are entitled;
- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Foster an understanding and acceptance that relationships can be formed in diverse and varied ways.

3. Statutory Requirements

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

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](#).

This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019.

At Parkside Community Primary School, we teach RSE as set out in this policy.

4. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – 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 and any interested parties were invited to attend a meeting about the policy September 2020
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.

5. Definition

Relationship and Sex Education (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.

6. Curriculum

Here at Parkside Community Primary School we teach RSE through different aspects of the curriculum and carry out the main RSE teaching in our PSHE curriculum. We also teach RSE through other subject areas (eg Science, PE and R.E.), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body and how it is changing and developing. We are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE. Effective Relationships and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat. We provide RSE through a spiral programme known as Jigsaw, from Early Years Foundation Stage to Year 6. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach.

In RSE we teach the children:

- The importance of family life, moral questions and relationship issues;
- The physical development of their bodies as they grow into adults and how humans reproduce;
- Respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship;
- Respect for the views of other people;
- What they should do if they are worried about any sexual matters, including possible abuse
- (See Appendix 1 and 2 for further details).

7. RSE through the Science Curriculum

EYFS

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum children are taught to play co-operatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings.

Whilst learning about Understanding the World, children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1

- That animals including humans, move, feed, grow and use their senses and reproduce;
- To recognise and compare the main external parts of the bodies of humans;
- That humans and animals can reproduce offspring and these grow into adults;
- To recognise similarities and differences between themselves and others;
- To treat others with sensitivity.

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction;
- About the main stages of the human life cycle.

In Year 5 we teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. Through the Computing curriculum, children in Year 6 will learn about appropriate use of social media, cyber-bullying and what to do if they are asked to send inappropriate content via a social media platform. This module supports the children in preparation for their secondary school transition and for the advance demands of social media. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

8. Delivery of RSE

We teach RSE as part of the ongoing PSHE weekly lessons. We use Jigsaw as our main resource. A range of teaching strategies are used to ensure that learning is purposeful, active and exciting. All pupils will work within a safe, secure climate to enable them to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning to give them scope to work to their full potential. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak;
- We use kind and positive words;
- We listen to each other;
- We have the right to pass;
- We only use names when giving compliments or when being positive.

9. Pupils' Questions

Staff members are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead. Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. Where RSE is delivered through the Jigsaw programme, it should be taught in such a way pupils are offered the opportunity to learn about peoples' sexual orientation regardless of their developing sexuality. Lessons should be clear in the way they are able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

Equal Opportunities

The RSE programme will be delivered in conjunction with The Equality Policy; consequently pupils will learn from an early age that there are many different types of family. In KS2, pupils will be taught that the term "relationship" may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not be given preference over any other.

Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies.

10. Links with Other Policies

We recognise the clear link between RSE and the following policies, and staff are aware of the need to refer to these policies when appropriate

- Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Online Safety Policy
- Intimate Care Policy
- RE Policy
- Safeguarding Children Policy
- SEND Policy
- Learning and Teaching Policy

11. Roles and Responsibilities

11.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the Headteacher to account for its implementation.

11.2 The Headteacher

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

11.3 Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

11.4 Pupils

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

12. Parents' / Carers' right to withdraw

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

Parents have the right to withdraw their children from the 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.

Alternative work will be given to pupils who are withdrawn from sex education.

13. Training

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies. The Headteacher will also invite visitors from outside the school such as school nurses to provide support and training to staff teaching RSE.

14. Monitoring arrangements

The delivery of RSE is monitored by the PHSE lead Cora Banton through:

Observations of lessons as part of the monitoring schedule, scrutiny of books/files at Staff Meetings and with SLT, learning walks, Pupil Voice activities that capture learning and understanding e.g. questionnaires

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

This policy will be reviewed by Simon Salem - annually. At every review, the policy will be approved by [the governing board/committee name/governor name/the headteacher].

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year Group	Summer 1 – Topic/theme details	Summer 2 – Learning Intentions – Pupils will be able to:
	Relationships	Changing Me
Foundation 1 and 2	Family life, Friendships, Breaking friendships, Falling out Dealing with bullying, Being a good friend	Bodies, Respecting my body, Growing up, Growth and change, Fun and fears, Celebrations
Year 1	Belonging to a family, Making friends/being a good friend, Physical contact preferences, People who help us, Qualities as a friend and person, Self-acknowledgement, Being a good friend to myself, Celebrating special relationships	Life cycles – animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies (correct terminology), Linking growing and learning, Coping with change, Transition
Year 2	Different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships	Life cycles in nature, Growing from young to old, Increasing independence, Differences in female and male bodies (correct terminology), Assertiveness Preparing for transition
Year 3	Family roles and responsibilities, Friendship and negotiation, Keeping safe online and who to go to for help, Being a global citizen, Being aware of how my choices affect others, Awareness of how other children have different lives, Expressing appreciation for family and friends	How babies grow, Understanding a baby's needs, Outside body changes, Inside body changes, Family stereotypes, Challenging my ideas, Preparing for transition
Year 4	Jealousy, Love and loss, Memories of loved ones, Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals	Being unique, Having a baby, Girls and puberty, Confidence in change, Accepting change, Preparing for transition, Environmental change
Year 5	Self-recognition and self-worth, Building self-esteem, Safer online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers of online grooming, SMARRT internet safety rules	Self- and body image, Influence of online and media on body image, Puberty for girls, Puberty for boys, Conception (including IVF), Growing responsibility, Coping with change, Preparing for transition
Year 6	Mental health, Identifying mental health worries and sources of support, Love and loss, Managing feelings, Power and control, Assertiveness, Technology safety, Take responsibility with technology use	Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Sexting, Transition

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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 • 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

TOPIC	PUPILS SHOULD KNOW
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
Being safe	<ul style="list-style-type: none"> • 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

DRAFT

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

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			