

Relationships and Sex Education Policy (RSE)



NEW
SILKSWORTH
ACADEMY

ALLIANCE • AMBITION • ACHIEVEMENT

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Contents

| | |
|--------------------------------------------------------------------|----|
| 1. Aims | |
| 2. Statutory requirements | |
| 3. Policy development | 3 |
| 4. Definition | 4 |
| 5. Curriculum | 4 |
| 6. Delivery of RSE | 4 |
| 7. Parents' right to withdraw | 5 |
| 10. Training..... | 5 |
| 11. Monitoring arrangements..... | 5 |
| Appendix 1: Curriculum map | 7 |
| Appendix 2: By the end of primary school, pupils should know | 10 |

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

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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE is important in New Silksworth Academy as it helps to provide our pupils with a safe space to develop their learning and understanding of themselves and those around them, to help us create informed and prepared young people as they progress through primary school, into secondary school and beyond.

2. Statutory requirements

As a primary academy, we are required to provide relationships education to all pupils, as per Section 34 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

We also have regard to 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 New Silksworth Academy, 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. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information, including relevant national and local guidance
2. Staff consultation – all school staff were allowed to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to provide feedback and respond to the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

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.

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Class teachers have received training to deliver the content of the RSE curriculum in an age-appropriate manner using appropriate resources to support in class learning. Adaptations are made for those who may require additional support such as those with special educational needs and lesson slides and resources will be created and adapted by class teachers with the needs of the children within their class in mind.

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

In addition to the statutory information in the science curriculum, children in Upper Key Stage 2 will also learn about puberty and changes to the body which can occur during puberty as well as the importance of personal hygiene. This will be delivered by the school nursing team in an age-appropriate manner and parents will be informed by their child's class teacher before this happens so that any questions can be answered or resources shared if necessary.

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

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.

7. Parents' right to withdraw

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

8. 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 to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by our PSHE Lead and SLT through:

Planning scrutiny, book looks, learning walks and pupil discussions.

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

This policy will be reviewed on an annual basis. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

| EYFS | Relationships | Living in the wider world | Health and safety |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 Year Olds | <ul style="list-style-type: none"> Establish their sense of self Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on Develop friendships with other children Play with increasing confidence on their own and with other children, because they know their key person is nearby and available Engage with others through gestures, gaze and talk and use that engagement to achieve a goal. | <ul style="list-style-type: none"> Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front Look for clues about how to respond to something interesting Thrive as they develop self-assurance Express preferences and decisions. They also try new things and start establishing their autonomy Make themselves understood and can become frustrated when they cannot | <ul style="list-style-type: none"> Learn to use the toilet with help, and then independently Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person Look back as they crawl or walk away from their key person Find ways to calm themselves, through being calmed and comforted by their key person Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..." Safely explore emotions beyond their normal range through play and stories Feel strong enough to express a range of emotions Grow in independence, rejecting help ("me do it") - Sometimes this leads to feelings of frustration and tantrums Be increasingly able to talk about and manage their emotions Find ways of managing transitions, for example from their parent to their key person Start to say how they are feeling, using words as well as actions |
| 3- and 4-Year Olds | <ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions Start a conversation with an adult or a friend and continue it for many turns Develop their sense of responsibility and membership of a community Become more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Develop appropriate ways of being assertive Talk with others to solve conflicts. | <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them Begin to make sense of their own life-story and family's history Show interest in different occupations Continue developing positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly Make healthy choices about food, drink, activity and toothbrushing Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling |

PSHE/RSE Curriculum Themes

| | Autumn | Spring | Summer |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 1 | <p>Families and friendships – roles of different people; families; feeling cared for</p> <p>Safe relationships – recognising privacy; staying safe; seeking permission</p> <p>Respecting ourselves and others - how behaviour affects others; being polite and respectful</p> | <p>Belonging to a community - what rules are; caring for others' needs; looking after the environment</p> <p>Media literacy and digital resilience – using the internet and digital devices; communicating online</p> <p>Money and work – strengths and interests; jobs in the community</p> | <p>Physical health and mental well-being – keeping healthy; food and exercise, hygiene routines; sun safety</p> <p>Growing and changing – recognising what makes them unique and special; feelings; managing when things go wrong</p> <p>Keeping safe – how rules and age restrictions help us; keeping safe online</p> |
| Year 2 | <p>Families and friendships – making friends; feeling lonely and getting help</p> <p>Safe relationships – managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p> <p>Respecting ourselves and others – recognising things in common and differences; playing and working cooperatively; sharing opinions</p> | <p>Belonging to a community – belonging to a group; roles and responsibilities; being the same and different in the community</p> <p>Media literacy and digital resilience – the internet in everyday life; online content and information</p> <p>Money and work – what money is; needs and wants; looking after money</p> | <p>Physical health and mental well-being – why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>Growing and changing – growing older; naming body parts; moving class or year</p> <p>Keeping safe – safety in different environments; risk and safety at home; emergencies</p> |
| Year 3 | <p>Families and friendships – what makes a family; features of family life</p> <p>Safe relationships – personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Respecting ourselves and others – recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> | <p>Belonging to a community – the value of rules and laws; rights freedoms and responsibilities</p> <p>Media literacy and digital resilience – how the internet is used; assessing information online</p> <p>Money and work – different jobs and skills; job stereotypes; setting personal goals</p> | <p>Physical health and mental well-being – health choices and habits; what affects feelings; expressing feelings</p> <p>Growing and changing – personal strengths and achievements; managing and reframing setbacks</p> <p>Keeping safe – risks and hazards; safety in the local environment and unfamiliar places</p> |

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| Year 4 | Families and friendships – positive friendships, including online Safe relationships – responding to hurtful behaviour; managing confidentiality; recognising risks online Respecting ourselves and others – respecting difference and similarities; discussing difference sensitively | Belonging to a community – what makes a community; shared responsibilities Media literacy and digital resilience – how data is shared and used Money and work – making decisions about money; using and keeping money safe | Physical health and mental well-being – maintaining a balanced lifestyle; oral hygiene and dental care Growing and changing – physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Keeping safe – medicines and household products; drugs common in everyday life |
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| Reception | <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Develop social phrases. Build constructive and respectful relationships Talk about members of their immediate family and community Name and describe people who are familiar to them | <ul style="list-style-type: none"> See themselves as a valuable individual Recognise that people have different beliefs and celebrate special times in different ways | <ul style="list-style-type: none"> Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Manage their own needs. - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes |
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| E1G | <ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teachers and peers Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs Talk about the lives of people around them and their roles in society | <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions | <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Negotiate space and obstacles safely, with consideration for themselves and others |
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| Year 5 | <p>Families and friendships – managing friendships and peer influences</p> <p>Safe relationships – physical contact and feeling safe</p> <p>Respecting ourselves and others – responding respectfully to a wide range of people; recognising prejudice and discrimination</p> | <p>Belonging to a community – protecting the environment; having compassion towards others</p> <p>Media literacy and digital resilience – how information online is targeted; different media types, their role and impact</p> <p>Money and work – identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> | <p>Physical health and mental well-being – healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p>Growing and changing – personal identity; recognising individuality and different qualities; mental wellbeing</p> <p>Keeping safe – keeping safe in different situations, including responding in emergencies and first aid</p> |
| Year 6 | <p>Families and friendships – attraction to others; romantic relationships; civil partnerships and marriage</p> <p>Safe relationships - recognising and managing pressure; consent in different situations</p> <p>Respecting ourselves and others – expressing opinions and view, including discussing topical and financial risks</p> | <p>Belonging to a community – valuing diversity; challenging discrimination and stereotypes</p> <p>Media literacy and digital resilience – evaluating media sources; sharing things online</p> <p>Money and work – influences and attitudes to money; money issues</p> <p>Keeping safe – keeping personal information safe; regulations and choices</p> | <p>Physical health and mental well-being – what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p>Growing and changing – increasing independence; managing the transition respecting other points of view</p> <p>Keeping safe – keeping safe in different situations, including responding in emergencies and first aid</p> |

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

| PUPILS SHOULD KNOW | |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Families and people who care about me</p> | <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 |
| <p>Caring friendships</p> | <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 |
| PUPILS SHOULD KNOW | |

| | |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Respectful relationships</p> | <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 |
| <p>Online relationships</p> | <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

- 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 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 | |
| | |