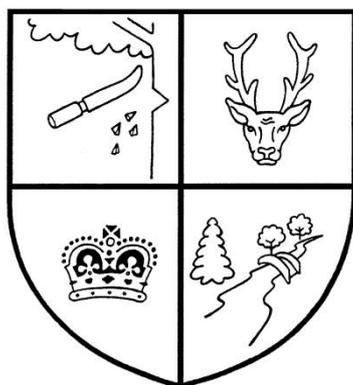


Thomas Willingale School and Nursery



Relationships and Sex Education Policy (RSE)

Approved by: [THE FGB] Date: [2022]

Last reviewed on: Spring 2024

Next review due by: Spring 2026

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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
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Promote pupils' self-esteem and emotional well-being, allowing them to form and maintain worthwhile and satisfying relationships

2. Statutory requirements

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

However, 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](#).

At Thomas Willingale School and Nursery we teach RSE as set out in this policy.

3. 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 read and respond to the policy
4. Pupil consultation – we investigated what exactly pupils want from their PSHE lessons including RSE by way of pupil survey
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

The teaching of RSE within our school is designed to equip children with the knowledge to make informed decisions about their wellbeing, health and relationships, as well as preparing them for a successful adult life.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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 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, 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. In addition to this, pupils' questions may be directed to their carers, where appropriate.

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).

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- › Families and people who care for me
- › Caring friendships
- › Respectful relationships
- › Online relationships
- › Being safe

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 ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher and Wellbeing PSED Working Party are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 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 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.

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents' have the right to withdraw their children from the non-statutory components of sex education within RSE.

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.

9. Training

Staff are trained on the delivery of RSE during the teacher training and through CPD.

The headteacher will also invite visitors from outside the school, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher and Wellbeing PSED Working Party through:

- › Learning walks
- › Lesson observations
- › Planning scrutinies
- › Book scrutinies
- › Pupils and teacher surveys
- › Modelling positive attitudes to RSE

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

This policy will be reviewed by Wellbeing- PSED working party every two years. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1	<ul style="list-style-type: none"> • Behaviour- How do we decide how to behave? 	
		<ul style="list-style-type: none"> • about group and class rules and why they are important • about respecting the needs of ourselves and others • about different types of behaviour and how this can make others feel • about listening to others and playing cooperatively 	
	Autumn 2	<ul style="list-style-type: none"> • that bodies and feelings can be hurt • Money- What can we do with money? 	
		<ul style="list-style-type: none"> • about where money comes from and what it is used for • about spending and saving money • about how to keep money safe 	
	Spring 1+2	<ul style="list-style-type: none"> • Keeping Safe- How do we keep safe? 	
		<ul style="list-style-type: none"> • that household products, including medicines, can be harmful if not used correctly • about rules for keeping safe (in familiar and unfamiliar situations) • how to ask for help if they are worried about something • about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • about appropriate and inappropriate touch 	
	Summer 1+2	<ul style="list-style-type: none"> • Feelings and friendships- How do we feel? • What makes us special? 	
		<ul style="list-style-type: none"> • about different kinds of feelings • simple strategies to manage feelings • about how it feels when there is change or loss • about the importance for respect for the differences and similarities between people • to identify their special people (family, friends, and carers), what makes them special and how special people should care for one another • that everybody is unique • about the ways we are the same as other people 	

Year 2	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>	<ul style="list-style-type: none"> • Rights and responsibilities- How can we help? • about group and class rules and why they are important • about respecting the needs of ourselves and others • about looking after the local environment • about privacy in different contexts • Bullying- What is bullying? • about the importance of not keeping secrets that make them feel uncomfortable • about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening • Health- How can we be healthy? • about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food) • about making healthy choices • about basic personal hygiene routines and why these are important • Identity- What is the same and different about us? • to recognise what they are good at and set simple goals • about growing, changing and becoming more independent • the correct names for the main parts of the body of boys and girls • about the importance of respect for differences and similarities between people • about groups and communities that they belong to • Feelings and friendships- How do we show our feelings? • about different kinds of feelings • simple strategies to manage feelings • about how it feels when there is change or loss • about recognising how other people are feeling • about sharing feelings their own feelings with others • Keeping safe- How can we keep safe in different places? • about rules for keeping safe (in familiar and unfamiliar situations) 	
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Year 3	Autumn 1	<ul style="list-style-type: none"> • Keeping safe- What are the rules that keep us safe? • about the importance of school rules for health and safety • that simple hygiene routines can prevent the spread of bacteria and viruses • about how to get help in an emergency • about keeping safe in the local environment • about people who help them stay healthy and safe • about the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • about the concept of keeping something confidential or secret • about when they should or should not agree to keeping a secret • Bullying- What can we do about bullying? • to recognise bullying • how to respond and ask for help • about people who help them stay healthy and safe 	
	Autumn 2	<ul style="list-style-type: none"> • Rights and responsibilities- What are we responsible for? • about their responsibilities, rights and duties (home, school and the environment) • how actions can affect ourselves and others • Feelings- How can we describe our feelings? • about a wider range of feelings, both good and not so good • that people can experience conflicting feelings at the same time • about describing their feelings to others 	
	Spring 1	<ul style="list-style-type: none"> • Health- How can we eat well? • about what makes a 'balanced lifestyle' • about making choices in relation to health • about what makes up a balanced diet • about opportunities they have to make their own choices about food • about what influences their choices about food 	
	Spring 2	<ul style="list-style-type: none"> • Money- What jobs would we like? • about what is meant by 'stereotypes' • about what it means to be 'enterprising' • about working collaboratively toward shared goals • to recognise their achievements and set personal targets for the future 	
	Summer 1		
	Summer 2		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 1	<ul style="list-style-type: none"> • Community- What makes a community? • about what it means to be a part of a community • about different groups / individuals that support the local community • about the role of voluntary, community and pressure groups • to appreciate the range of national, regional, religious and ethnic identities in the UK • about the lives, values and customs of people living in other places 	
	Autumn 2	<ul style="list-style-type: none"> • Discrimination- What does discrimination mean? • how actions can affect ourselves and others • about discrimination, teasing, bullying and aggressive behaviour and its effect on others • about the factors that make people the same or different • to recognise and challenge 'stereotypes' • about the correct use of the terms sex, gender identity and sexual orientation 	
	Spring 1	<ul style="list-style-type: none"> • Money- How can we manage our money? • about the role of money • ways of managing money (budgeting and saving) • about being a critical consumer • that images in the media do not always reflect reality 	
	Spring 2	<ul style="list-style-type: none"> • Health- What choices help health? • about what makes a 'balanced lifestyle' • about making choices in relation to health • about what is meant by a habit • how habits can be hard to change • about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) • about people who help them stay healthy and safe • how actions can affect ourselves and others 	
	Summer 1	<ul style="list-style-type: none"> • Online safety- How can we be safe online and using social media? • how to keep safe and well when using a mobile phone • about strategies for managing personal safety – online • what to consider before sharing pictures of themselves and others online about the importance of keeping personal boundaries and the right to privacy • to be critical of what they see and read in the media • to critically consider information they choose to forward to others 	
	Summer 2	<ul style="list-style-type: none"> • Enterprise- What makes us enterprising? • about different ways of achieving and celebrating personal goals • how having high aspirations can support personal achievements • what it takes to set up an enterprise • about what enterprise means for work and society 	

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
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

	<ul style="list-style-type: none"> • 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

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	Include notes from discussions with parents and agreed actions taken.