



WEST CHINNOCK and NORTON SUB HAMDON CHURCH OF ENGLAND PRIMARY FEDERATION

RELATIONSHIP and SEX EDUCATION (RSE) POLICY

Last Reviewed	May 2020
Review Period	3 years
Review Due	May 2023
Committee Responsible	Governing Body
Person Responsible	Head teacher
Date ratified by Governing Body	May 2020

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	2
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Roles and responsibilities.....	4
8. Parents' right to withdraw	4
9. Training.....	4
10. Monitoring arrangements.....	Error! Bookmark not defined.
Appendix 1: Curriculum map	6
Appendix 2: By the end of primary school pupils should know	12
Appendix 2: By the end of secondary school pupils should know	Error! Bookmark not defined.
Appendix 3: Parent form: withdrawal from sex education within RSE	14

1. Aims

The aims of relationships and sex education (RSE) at our Federation 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
- › To be encompassed within our aims of the Federation

2. 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](#).

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](#).

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 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 – a small group of parents were consulted about the policy
4. Pupil consultation – we investigated what pupils want from their RSE via School Council
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 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.

Primary sex education will focus on:

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

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).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

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

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 has delegated the approval of this policy to the head teacher.

7.2 The headteacher

The head teacher 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).

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/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 head teacher.

All Teaching Staff and TA's are involved in the delivery of the RSE programme.

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 have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Parents do not have the right to withdraw their children from relationships education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

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

9. 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 head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring

The SLT including the DHT at Norton will be responsible for monitoring the delivery of the RSE programme. This will include learning walks, observations and pupil and parent voice.

Appendix 1: Curriculum map



LONG TERM PLANNING OVERVIEW

KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 1/Year A Outline content	This unit is all about a fresh start with a new class, nurturing a sense of belonging, recognising diversity and establishing class rules and rewards.	This unit could link to a topic about 'People who Help Us'. It incorporates work on road, fire and fireworks safety and anti-bullying.	This unit discusses different things children enjoy and how they like to learn. It explores jobs people do, with a focus on goal setting.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as loss.	This unit focuses on developing personal responsibility and teamwork. Children learn more about medicines, sun safety and healthy lifestyles	This unit is about safety. The children will develop ways of keeping safe in everyday situations, playing outside, cyber / road safety.
Year 1/Year A Assessment outcomes	I know why we have rules in school I can tell you how I am the same and different from my friends I have thought about how to talk about my feelings	I know how to be careful when walking on the pavement I can listen well to other people when they are talking I have thought about how to keep myself safe	I can tell you about the different types of work people do I can tell you some of my strengths as a learner I have thought about how I learn and how I can achieve a goal	I know who my friends and family are I can make people I care about happy I have thought about people who are important to me and how I feel about them	I know that exercise keeps me fit and healthy I know not to touch medicines and that substances in the house can be dangerous I can tell you something that makes me feel proud I have thought about different ways to keep myself healthy	I know my friends can help me and I can help them in times of change I know that some changes are natural and "happen by themselves" I have thought about working with other people to overcome obstacles.
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change



LONG TERM PLANNING OVERVIEW

KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 2/Year B Outline content	This unit is about a fresh start with a new class, learning to work and play together and establishing class rules and rewards.	This unit focuses on learning to consider and help others, including contacting emergency services. It also links to National Anti-Bullying week.	This unit focuses on jobs, money and enterprise. The children collaborate on a project to raise funds for a charity or school project of their choice.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as growing and changing and personal hygiene.	This unit focuses on the food we eat. The children are introduced to the choices that can be made regarding the provenance of food and how to budget.	This unit helps children explore everyday changes and their feelings about them. It helps them to view change as a positive aspect of their lives and to develop strategies to cope with it and build resilience.
Year 2/Year B Assessment outcomes	<p>I know how I can help make my classroom a safe and happy place</p> <p>I can welcome someone into my class</p> <p>I have thought about how my behaviour can affect others</p>	<p>I know about stranger danger including meeting strangers online</p> <p>I can work well in a group</p> <p>I have thought about what I should do if I meet dangerous situations</p>	<p>I know that you can choose to spend or save money</p> <p>I can choose between my ideas and give reasons</p> <p>I have thought about the best way to use money</p>	<p>I know the stages of a life cycle</p> <p>I can identify some of the people who care for me</p> <p>I have thought about ways of keeping my teeth healthy</p>	<p>I know why I should eat 5 portions of fruit and veg a day</p> <p>I know what makes me feel relaxed and what makes me feel stressed</p> <p>I have thought about the importance of a balanced diet</p>	<p>I know how to cope with changes that can be exciting or worrying</p> <p>I can plan to overcome obstacles that might get in the way</p> <p>I have thought about how to make sensible choices</p>
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change

LONG TERM PLANNING OVERVIEW

Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 3/Year A Outline content	This unit focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1.	This unit begins with a focus on enabling the children to become better communicators. Later it tackles various aspects of personal safety .	This unit of work focuses on global citizenship. Pupils explore their learning styles and work collaboratively to set and achieve goals through an enterprise activity.	This unit focuses on relationships with friends and family. It further develops learning about sensitive issues such as personal hygiene.	This unit explores the management of some uncomfortable feelings. Children learn how to plan healthy meals as well as considering the effects and benefits of exercise.	This unit explores various aspects of personal safety. Children identify people they can trust to help them and learn how and where to get help.
Year 3/Year A Assessment outcomes	<p>I know something about everyone in my class</p> <p>I can work in a cooperative way with others</p> <p>I have thought about how everyone has to live by rules</p>	<p>I know how to take turns when talking</p> <p>I can spot dangers in the home including dangers online</p> <p>I have thought about how to stay safe</p>	<p>I know some enterprising ways I can support a charity</p> <p>I know how others can help me achieve my goals and how I can help others</p> <p>I have thought about the importance of teamwork</p>	<p>I know that families can be different from one another</p> <p>I can say no to peer pressure</p> <p>I have thought about the importance of caring for myself and keeping myself clean</p>	<p>I know that eating too much salt, sugar and fat is bad for me</p> <p>I can recognise when I find something difficult and do something about it or cope with how that makes me feel</p> <p>I have thought about how to keep my body healthy</p>	<p>I know some people who I can turn to for help at difficult times</p> <p>I know that everybody goes through many sorts of change all the time</p> <p>I have thought about ways of keeping myself safe including how to contact Childline</p>
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change

LONG TERM PLANNING OVERVIEW

Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 4/Year B Outline content	Building on previous learning and growing maturity children re-establish class ground rules. They also consider how to manage difficult situations.	This unit begins with a focus on solving problems and anger management. Later, pupils learn about staying safe during the darker nights and investigate bullying issues.	In this unit pupils undertake another enterprise activity focused on Fair Trade. The emphasis is on responsibility and teamwork.	This unit focuses on relationships. It tackles sensitive issues such as personal hygiene and puberty, recognising that changes we experience are natural and can be embraced positively.	This unit explores coping with feelings, such as stress and anxiety. Children learn about the effects of smoking, risk and the importance of making healthy choices.	This unit explores change, where and how to get help, eg when playing outdoors, as well as e-safety and keeping personal information safe.
Year 4/Year B Assessment outcomes	<p>I know what it feels like to be unwelcome</p> <p>I can work with others to achieve a shared goal</p> <p>I have thought about how to develop and maintain a positive learning environment</p>	<p>I know how to enjoy fireworks safely</p> <p>I can use peaceful problem solving to sort out difficulties</p> <p>I have thought about ways to manage difficult feelings</p>	<p>I know what can influence how people spend or save</p> <p>I know I am responsible for my own learning and behaviour</p> <p>I have thought about why people spend and save</p>	<p>I know the names for male and female body parts</p> <p>I can take responsibility for what I choose to do</p> <p>I have thought about how and why my body will change</p>	<p>I know I am responsible for taking exercise to look after my body</p> <p>I know how to say no, if offered a cigarette</p> <p>I can stop and think before I act</p> <p>I have thought about how to make sensible choices</p>	<p>I know some ways of dealing with changes that make me feel uncomfortable</p> <p>I know some ways of dealing with the feelings that arise from changes</p> <p>I have thought about ways to keep myself safe when I am out with my friends</p>
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change

LONG TERM PLANNING OVERVIEW

Upper KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 5/Year A Outline content	As in previous years children will be establishing ground rules. The focus is on taking personal responsibility for behaviour and working with others.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore stereotyping and discrimination.	This unit gives pupils the opportunity to explore choices that have to be made regarding money. The concepts of saving and budgeting and earning money are developed.	This unit is about the physical and emotional changes that occur in puberty. It covers conception, birth and parenting issues, while helping to allay embarrassment.	This unit explores healthy lifestyles, looking at managing both physical and mental health to promote wellbeing.	This unit explores difficult changes, particularly feelings around loss and bereavement. Children also learn about keeping safe and responding to emergencies.
Year 5/Year A Assessment outcomes	<p>I know that I am valued at school</p> <p>I can identify my strengths and how I can contribute to a group</p> <p>I have thought about the importance of rules and keeping them</p>	<p>I know that different ways of behaving are appropriate in different types of relationships</p> <p>I can protect my personal safety</p> <p>I have thought about how stereotyping can affect people in different ways</p>	<p>I can explain how people manage their money</p> <p>I know the skills and attributes of a successful learner</p> <p>I have thought about how to save up for an item, and how to restrict my other spending to do so</p>	<p>I know some things to do when I feel embarrassed</p> <p>I can describe some of the physical changes of puberty</p> <p>I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings</p>	<p>I know that alcohol is a drug</p> <p>I can describe the Eat Well plate and a balanced diet</p> <p>I can stand up for what I think after listening to others and making my own choice</p> <p>I have thought about how I can have a healthy mind and body by.....</p>	<p>I know how people often respond to difficult changes</p> <p>I can take responsibility for my own safety</p> <p>I have thought about how to deal with difficult feelings to do with loss</p>
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change



LONG TERM PLANNING OVERVIEW

Upper KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 6/Year B Outline content	Pupils will create ground rules to establish a constructive learning environment based on principles from previous years.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore how to identify and manage risk.	This unit gives pupils the opportunity to explore choices that have to be made regarding money, developing concepts of saving, budgeting and earning money.	This unit looks at how people deal with sensitive issues such as loss, self image, stereotyping and media influence. It looks at choices people make and their consequences.	This unit explores managing risk and building resilience as well making choices and decisions around drugs and work/life balance.	This unit explores transition to secondary school and the thoughts and feelings that accompany change. Pupils reflect on their achievements and plan their 'legacy'.
Year 6/Year B Assessment outcomes	<p>I know how to work well in a group</p> <p>I can listen to and show respect for other people's views when working in a group</p> <p>I have thought about what makes a group function well so that we can learn together</p>	<p>I know how to protect myself on-line</p> <p>I can use my skills for solving problems peacefully to help other people resolve conflict</p> <p>I have thought about strategies I can use to stay safe when faced with risky situations</p>	<p>I can help organize an enterprise activity</p> <p>I know it is up to me to get things done by taking the first step</p> <p>I have thought about how money affects the way I live</p>	<p>I know some of the feelings that people have when someone close dies or leaves</p> <p>I can recognise and challenge stereotyping and discrimination</p> <p>I have thought about how the media can influence the way we think and feel about people and situations</p>	<p>I know why I should exercise</p> <p>I know what addiction means</p> <p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes</p> <p>I have thought what I can do when I feel pressured such as...</p>	<p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially</p> <p>I can look for the positives in big changes I am facing</p> <p>I have thought about the positive aspects of moving on to secondary school</p>
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change

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 • 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

TOPIC	PUPILS SHOULD KNOW
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	