



# **RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

Policy adopted by Full Governing Board  
20th October 2022

## Policy Review History

<b>Length of policy cycle:</b>	Annually
<b>Date of last review:</b>	20.10.22
<b>Governor:</b>	Chris Trengove
<b>Next review:</b>	Autumn 2023

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# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

## Rationale and ethos

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, 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.

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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, protect themselves and ask for help and support

Newton Poppleford Primary School considers that Relationships and Sex Education (RSE) is a subject in its own right, but is also a carefully planned element of the Personal, Social, Citizenship, Health and Economic (PSCHE) Education curriculum. We aim to offer pupils a carefully planned programme within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. These aims complement those of the Science curriculum in KS1 and KS2.

## Legislation (statutory regulations and guidance)

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, however, we do need to teach the elements of sex education contained in the statutory 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 Newton Poppleford we teach RSE as set out in this policy. Should you like to see the guidance from the government please visit: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

## Roles and responsibilities

**Teachers** need to be open and honest in answering questions, as they are in other subjects, answer pupil's questions factually in terms which are age appropriate and provide materials

that are age appropriate and matched to the children's level of understanding. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Teachers do not have the right to opt out of teaching RSE. Teachers who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

**The Headteacher** has a responsibility to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The head teacher liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

**Governing boards** have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Schools should always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that relationships and sex education must be sensitive to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

## **Curriculum design**

At Newton Poppleford we use Kapow Primary RSE, PSHE and Wellbeing schemes of work. The main elements of the RSE scheme of work for each year group (1-6) are:

## YEAR 1

### Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	What is family?
Lesson 3	What are friendships?
Lesson 4	Recognising other peoples' emotions
Lesson 5	Working with others
Lesson 6	Friendship problems and how to overcome them
Lesson 7	Healthy friendships
Lesson 8	Stereotyping - gender

### Safety and the changing body

Lesson 1	Communicating safely and effectively with adults at school
Lesson 2	Communicating safely and effectively with adults outside of school
Lesson 3	What to do if I get lost
Lesson 4	Making a call to emergency services
Lesson 5	Appropriate contact - acceptable and unacceptable physical contact
Lesson 6	Safety with substances - what should and shouldn't go on or in the body
Lesson 7	Safety at home - potential hazards in the home
Lesson 8	People who help to keep us safe in our local community

### Health and wellbeing

Lesson 1	Understanding my feelings
Lesson 2	What am I like? - identifying strengths and qualities
Lesson 3	Ready for bed - effects of good quality sleep
Lesson 4	Relaxation - laughter and progressive muscle relaxation
Lesson 5	Hand washing & personal hygiene
Lesson 6	Sun safety
Lesson 7	Allergies
Lesson 8	People who help us stay healthy

## YEAR 2

### Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Families offer stability and love
Lesson 3	Families are all different
Lesson 4	Other peoples' feelings
Lesson 5	How to deal with unhappy friendships
Lesson 6	Introduction to manners and courtesy
Lesson 7	Introduction to change and Loss
Lesson 8	Stereotyping - gender

### Safety and the changing body

Lesson 1	Introduction to the internet
Lesson 2	Communicating online - not sharing personal information
Lesson 3	The difference between secrets and surprises
Lesson 4	My Private Parts - the concept of privacy and the correct vocabulary for these (vocabulary: <i>penis and vulva</i> )
Lesson 5	My private parts are private - safe and unsafe touches (vocabulary: <i>penis, vulva, testicles</i> )
Lesson 6	Road Safety 1
Lesson 7	Road Safety 2
Lesson 8	Safety with medicines

### Health and wellbeing

Lesson 1	Experiencing different feelings
Lesson 2	Being active
Lesson 3	Relaxation - breathing exercises
Lesson 4	Steps to success - setting achievable goals
Lesson 5	Growth mindset - overcoming difficulties
Lesson 6	Healthy diet
Lesson 7	Looking after our teeth



## YEAR 3

### Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Healthy families
Lesson 3	Friendship - conflict and resolution
Lesson 4	Friendship - conflict v bullying
Lesson 5	Effective communication to support relationships
Lesson 6	Learning who to trust
Lesson 7	Stereotyping - in everyday life
Lesson 8	Where do stereotypes come from?

### Safety and the changing body

Lesson 1	Emergencies and calling for help
Lesson 2	Basic first aid - bites & stings
Lesson 3	Communicating safely online
Lesson 4	Cyberbullying
Lesson 5	Fake emails
Lesson 6	Making choices for myself
Lesson 7	Who and what can influence my decisions and how to make the right choices for me  <i>(there is an optional scenario which features a character being persuaded to try some alcohol whilst at a friend's house)</i>
Lesson 8	Road safety

### Health and wellbeing

Lesson 1	My Healthy diary - physical activity, rest and diet
Lesson 2	Relaxation - stretches
Lesson 3	Wonderful me!
Lesson 4	My superpowers
Lesson 5	Breaking down problems
Lesson 6	Diet and dental health

## YEAR 4

### Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Respect and manners
Lesson 3	Healthy friendships - physical and emotional boundaries
Lesson 4	How my behaviour affects others
Lesson 5	Bullying - the effects of bullying and the responsibility of the bystander
Lesson 6	Stereotypes - in fictional characters
Lesson 7	Stereotypes - negative effects of
Lesson 8	Families in the wider world - respecting differences
Lesson 9	Change and loss - bereavement

### Safety and the changing body

Lesson 1	Internet safety - age restrictions
Lesson 2	Internet safety - share aware
Lesson 3	Basic first aid - asthma
Lesson 4	Privacy and secrecy - the difference between the two
Lesson 5	Consuming information online - being a discerning consumer of online information
Lesson 6	Growing up - that the changes from being a child to an adult is called puberty
Lesson 7	Introduction to puberty <i>(vocabulary: breasts, genitals, penis, testicles)</i>
Lesson 8	Tobacco - the risks of smoking

### Health and wellbeing

Lesson 1	Looking after our teeth
Lesson 2	Relaxation - visualisation
Lesson 3	Celebrating mistakes
Lesson 4	My role - my strengths and helping others
Lesson 5	My happiness
Lesson 6	Emotions
Lesson 7	Mental health



## YEAR 5

### Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Build a friend - what makes a good friend
Lesson 3	Friendship skills
Lesson 4	Marriage - different types of marriage and the history of marriage
Lesson 5	Respecting myself
Lesson 6	Family life
Lesson 7	Bullying - the effects of bullying and what might motivate a bully
Lesson 8	Stereotyping - how attitudes to gender have changed over time
Lesson 9	Stereotyping and discrimination

### Safety and the changing body

Lesson 1	Online friendships
Lesson 2	Staying safe online
Lesson 3	Puberty <i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, urethra, labia, penis, bladder, testicle, sperm, duct, scrotum, breasts, nipples, menstruation)</i>
Lesson 4	Menstruation <i>(vocabulary: menstruation, egg, ova, ovaries, fallopian tube, uterus, womb, sanitary products (towels, tampons, period pants, cups), voice breaking, erections, wet dreams, ejaculation)</i>
Lesson 5	Emotional changes in puberty
Lesson 6	First Aid - bleeding
Lesson 7	Drugs, alcohol and tobacco - understanding the influence others can have on us <i>(includes cigarettes and alcohol)</i>

### Health and wellbeing

Lesson 1	Relaxation - yoga
Lesson 2	The importance of rest
Lesson 3	Embracing failure
Lesson 4	Going for goals
Lesson 5	Taking responsibility for my feelings
Lesson 6	Healthy meals
Lesson 7	Sun safety

## YEAR 6

### Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Respect - how this can be gained and lost
Lesson 3	Developing respectful relationships
Lesson 4	Challenging stereotypes
Lesson 5	Different types of stereotyping
Lesson 6	Resolving conflict - negotiation and compromise
Lesson 7	Change and loss - the emotions relating to grief

### Safety and the changing body

Lesson 1	The risks associated with alcohol
Lesson 2	Critical digital consumers
Lesson 3	Social media
Lesson 4	Physical and emotional changes of puberty  <i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, labia, penis, bladder, testicle, scrotum, sperm duct, breasts, nipples)</i>
Lesson 5	Conception <i>(vocabulary: sperm, egg, erection, fertilise, conception, sexual intercourse)</i>  <i>*(parents/carers have the right to withdraw their child from this lesson)</i>
Lesson 6	Pregnancy and birth <i>(vocabulary: sperm, egg, erection, fertilise, conception, sexual intercourse, relationship, pregnancy, commitment, baby, love, care)</i>  <i>*(parents/carers have the right to withdraw their child from this lesson)</i>
Lesson 7	First Aid - choking
Lesson 8	Basic life support

### Health and wellbeing

Lesson 1	What can I be? - setting long term goals
Lesson 2	Relaxation - mindfulness
Lesson 3	Taking responsibility for my health
Lesson 4	Resilience toolbox
Lesson 5	The facts about immunisation
Lesson 6	Physical health concerns - where to get help
Lesson 7	Habits - positive and negative

## **Safe and Effective practice**

It is essential that lessons are sensitive to a range of views but the school must ensure that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals. This should include clear, impartial scientific information as well as covering the law in relation to forced-marriage, female genital mutilation and abortion. It should also cover the concept of, and legislation relating to, equality and inclusion.

We set ground rules at the start of a lesson to reduce anxieties and embarrassment when discussing such issues as puberty. For example: No one (teacher or pupil) will have to answer a personal or embarrassing question, only the correct names for body parts will be used and meanings of words will be explained in a sensible and factual way.

Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting; If a question is too personal, the teacher should remind the pupils of the ground rules and /or refer her or him to the appropriate person such as a school nurse or outside agency.

It is important that children feel able to ask any questions that they wish and that their questions are valued. If necessary teachers also need to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.')

Depending on the cohort, levels of maturity and content, boys and girls may be split for certain lessons.

## **Safeguarding**

Teachers conduct relationships and sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of a designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL). Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## **Engaging stakeholders**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective we will:

- Send documents to parents informing them of the content of the RSE curriculum
- Inform parents about the school's sex education policy and practice
- Use a Google Form to gather parents views and encourage them to be involved in reviewing the school policy and suggesting modifications to it as necessary (\*Google Form sent out to parents from December 2020 - Jan 2021 had 40+ responses)

- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.
- When more sensitive or specific aspects of this work are covered we will notify parents and carers so that they can answer their children's subsequent questions or simply talk together about their children's learning, if they wish

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents have the right to withdraw their child from all or part of the sex education lessons in the RSE curriculum that we teach in our school (please see above lessons 5 & 6 of the 'Safety of the changing body' - Conception and Pregnancy & Birth). If a parent wishes their child to be withdrawn from these sex education lessons, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

### **Monitoring, reporting and evaluation**

The delivery of the RSE curriculum will be monitored by the SLT by carrying out a 'deep dive' to include planning scrutinies, learning walks, lesson observations and hearing the pupils' feedback. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

### **RSE policy review date**

This policy will be reviewed bi-annually by the Headteacher (Anthony Pope), PSHE & RSE Lead (Mandy Pulling) and the Governing Body Teaching & Learning team. At every review, the policy will be approved by the staff, governing body and the parents or carers, through consultation.

In conjunction with this policy, please also see:

Behaviour policy and procedures  
 Child Protection and Safeguarding policy  
 Anti-bullying policy and procedures  
 Mental health and wellbeing policy  
 Online safety policy