



Relationships and Sex Education (RSE) Policy

Naburn Primary School

Approved by:

Date:

Last reviewed on:

[Date]

Next review due by:

[Date]

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1. Aims

At Naburn C of E Primary School we are committed to promoting safe and healthy lifestyles. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. We provide PSHE and Citizenship education through a carefully planned programme of key skills. Additionally, our children are taught by developing interaction between PSHE education and other subjects for example science (biology) and computing (E-Safety).

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

Within our school, we teach a range of Christian values and our focus school values are 'aspiration, respect and community'. Likewise our Christian school vision is based around the idea of 'achieving, believing, caring and sharing'. Through this policy, we promote our focus values with a particular emphasis upon:-

Trust
Friendship
Respect
Caring
Sharing

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

Within our school, we follow the National Curriculum which includes 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.

3. Policy development

This policy has been developed in consultation with staff, parents, health professionals, other local schools and governors. The consultation and policy development process involved the following steps:

1. Review – All relevant information was gathered, including relevant national and local guidance, information from other local schools and sample teaching materials.
2. Governor consultation - Governors were consulted as to the content of the non-statutory parts of RSE and invited to comment ahead of developing the policy.
3. Parent consultation – Parents were informed of the key content of both the statutory and non-statutory curriculum and were invited to comment or question ahead of a Local Governing Body meeting at which this policy was to be discussed.
4. Staff consultation – All school staff were given the opportunity to look at the draft policy and make recommendations.
5. Governing Body approval of policy – The Local Governing Body met to discuss the outcomes of the consultation and make amendments to this policy prior to its adoption.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. At Naburn Primary School, Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. We provide PSHE and Citizenship education through a programme of activities within the resource, Jigsaw. Additionally, our children are taught by developing interaction between PSHE education and other subjects for example science (biology) and computing (E-Safety).

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum and delivery

We have developed the curriculum in consultation with parents, pupils and staff and governors, taking into account the age, needs and feelings of pupils. The statutory content of the curriculum is taught through our Jigsaw scheme in which the same overall themes are repeated each year throughout the whole school, with age appropriate learning provided for each class following our planning cycle. The Jigsaw content overview of topics are available via the link below.

[Jigsaw curriculum overview](#)

Appendix 1 shows the key content taught through these schemes.

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).

We teach the changes of puberty with the children in years 4, 5 and 6. This forms part of the statutory curriculum and is usually taught by health professionals visiting the school. Parents are made aware prior to this talk taking place.

In order to teach these changes in a sensitive and age appropriate forum, the children are taught these changes at the following times:-

Year 4/5 – Girls are taught about menstrual wellbeing including the key facts about the menstrual cycle.

Year 6 – Boys and girls are taught together about menstrual wellbeing including the key facts about the menstrual cycle. In addition, they are also taught key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Sex education relating to how a baby is conceived and born is non statutory and within our school, a basic knowledge of this is taught to the pupils in Year 6 usually by a health professional in an age appropriate way. Parents have the right to withdraw their child from this.

Our school's chosen level of information sharing is based on a consultation with parents, staff, health professionals and governors.

In promoting our objectives we:

- Consult and inform parents about this policy and our practice.
- Value communication in order that we may answer any questions that parents may have
- Listen and take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in our school.
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.

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. We inform parents about the best practice known with regard to relationships and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are appropriately informed in relation to their age and maturity and are less likely to seek answers online.

6. Roles and responsibilities

6.1 The Local Governing Body

The Local Governing Body will approve the RSE policy, and hold the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE (see section 7).

6.3 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. Within our school, the headteacher has overall responsibility for leading RSE.

6.4 Pupils

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

7. Parents' right to withdraw

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

If a parent wishes their child to be withdrawn from relationships and 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. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. Alternative work will be given to pupils who are withdrawn from RSE. In order to allow parents to make an informed decision in relation to the non-statutory elements of RSE, we will ensure that details of the curriculum are published on our website and we will write to parents prior to the non-statutory elements being taught. Many are comfortable with the school taking the lead on planned learning, but want to be prepared to answer their children's subsequent questions or simply talk together about their children's learning.

8. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through scrutiny of school planning, monitoring of pupils' work and discussions with pupils.

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

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the Local Governing Body or Policy Committee on behalf of the Local Governing Body.

Appendix 1

Coverage of relationships in the JIGSAW curriculum.

We have highlighted in green the areas which cover, in an age-appropriate way, aspects such as body parts using the correct terms, and / or cover part of the Sex Education curriculum, and the areas which parents / carers might wish to know more about.

Reception:

Lesson 1 – My Body

Lesson 2 – Respecting My Body

Lesson 3 – Growing Up

Lesson 4 – Fun and Fears 1

Lesson 5 – Fun and Fears 2

Lesson 6 - Celebration

Year 1:

Lesson 1 – Life Cycles

Lesson 2 – Changing Me

Lesson 3 – My Changing Body

Lesson 4 – Our Bodies

Lesson 5 – Learning and Growing

Lesson 6 – Coping with Changes

Year 2:

Lesson 1 – Life Cycles in Nature

Lesson 2 – Growing from Young to Old

Lesson 3 – The Changing Me

Lesson 4 – Our Bodies

Lesson 5 – Assertiveness

Lesson 6 – Looking Ahead

Year 3:

Lesson 1 – Life Cycles in Nature

Lesson 2 – Growing from Young to Old

Lesson 3 – Circles of Change

Lesson 4 – Family Stereotypes

Lesson 6 – Looking Ahead

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Year 4:

Lesson 1 – Unique Me

Lesson 2 – Puberty – including reference to menstruation

Lesson 3 – puberty (boys)

Lesson 4 – Circles of Change

Lesson 5 – Accepting Changes

Lesson 6 – Looking Ahead

Year 5:

Lesson 1 – Self-Image and Body Image

Lesson 2 – Puberty 1 including menstruation

Lesson 3 – Puberty (boys)

Lesson 4 – Looking Ahead 1

Lesson 5 – Looking Ahead 2

Year 6:

Lesson 1 – My Self Image

Lesson 2/3 – Growing Up and puberty (boys)

Lesson 4 – Sex education (intercourse) and Relationships

Lesson 5 – Real Self / Ideal Self

Lesson 6 – The Year Ahead

Content mapping and key content taught.

[Content mapping and key concepts - Jigsaw](#)

[DfES guide for parents and carers – RSE](#)

[Jigsaw – What does Jigsaw content include about LGBT / diversity](#)

Coverage in science curriculum summary

The following areas of are covered as part of the science curriculum:

- Year 1 – Explore the human lifecycle
- Year 3 - Describe the life process of reproduction in some plants and animals
- Year 3 - Know the right types of nutrition for healthy growth
- Year 5 - Explore the changes in humans as they grow and develop

DfE Introduction to Requirements

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The duties on schools in this area are set out in legislation.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

This guidance also sets out both the rights of parents and carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Many schools are choosing to deliver relationships or sex education as part of a timetabled PSHE programme, with good outcomes. Where that provision meets the requirements of this high level framework of core content they are free to continue with this model. Other schools may choose different curricular models for delivery. The lead teacher will need to work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.

It is important to check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary. Further information on links to national curriculum subjects can be found in delivery and teaching strategies.

Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.

More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (in other words, to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. Schools should take these factors into account when planning teaching of these subjects and consider the overlap with their wider curriculum to ensure pupils know how to keep themselves and their personal information safe.

Appendix 2



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	
Headteacher signature	
Date	