



Policy for Relationship and Sex Education (RSE)

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The Federation Vision and Values

The federation vision and values support a safe learning environment for RSE. RSE will, in turn, reflect the values of our schools.

We believe that our children should have the aspiration and opportunity to “Live life in all its fullness” John 10:10 and “Shine like stars in the sky” Philippians 2:15 and to have the courage to act with kindness, patience, peace and love in all the communities they serve in.

This Policy has been written to reflect current legislation and other school policies:

- The Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017
- Education Act 2002/Academies Act 2010
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
- PSHE Policy
- Science Policy
- Safeguarding Policy
- Keeping Children Safe in Education 2023
- Current teachers’ standards
- Current teaching assistant standards
- School’s Accessibility Plan



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Introduction:

1. This policy outlines all aspects of our Federation's approach to Relationship and Sex Education, in the teaching and also through the attitude of our staff and pupils alike. Our Christian ethos, approach and commitment to equality, both within and outside of the classroom is important, and we approach this subject with a clear and unified voice. It is equally important that we provide unambiguous guidance for the benefit of our staff, parents and carers, and especially, our children. We recognise all relationships that are founded in mutual and consensual love as being equal and valid in all respects. We recognise that individuals may identify with genders that differ from that assigned at birth, and we celebrate people's right to do so. In short, we promote a culture where the breadth of relationships, sexualities and genders are not merely tolerated but are celebrated as being integral to society. We believe that this culture will help and allow children to fulfil their potential in all aspects of their life: physically, academically, socially, morally and spiritually.
2. This policy was produced following guidance from the Department for Education (DfE), the Relationships and Sex Education and Health Education (England) Regulations 2019 and through consultation with our staff, governing body, and most importantly with our pupils and parents. It will be reviewed on a regular basis (every two years after initial engagement with stakeholders: pupils, staff, parents, governors) to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from the Government and the DfE, but also remains relevant to the experiences of our pupils. This policy reflects our school's overarching vision and values for our pupils by striving for all children to achieve their full potential and to have high aspirations for the future – in all aspects of life.
3. We recognise that as a school we have a legal responsibility under The Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum *which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life*.
4. We acknowledge that in order for children 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. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.



5. We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.
6. Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as naming their body parts, puberty, menstruation, the variety of family structures, marriages, civil partnerships, gender identity, gender equality, sexuality and forced-marriage. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.
7. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Defining Relationships Education

8. The Department for Education defines relationships education as, ***teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults***. However, we believe relationships education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.
9. Our Federation is fully inclusive and we ensure that our pupils are aware of Lesbian, Gay, Bisexual, Transgender (LGBTQ+) relationships and family structures as part and parcel of everyday life. We ensure that this is integrated into our programmes of study for PSHE rather than delivered as a standalone unit or lesson. Whilst we usually introduce LGBTQ+ more explicitly to our Year 5 and Year 6 pupils, we will introduce it earlier if we think it is necessary. All of our teaching is sensitive and age appropriate in both our approach and content of lessons.



10. Relationships education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is special and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch them in a way they don't like but also the difference between public and private behaviours.
11. It is important for children to know the names and functions of their body parts and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private body parts, children are proven to be safer from abuse.
12. In addition, we believe that relationships education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Defining Sex Education at Primary School

13. Our federation of schools define Sex Education as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. Although the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools, Sex Education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.
14. The federation takes the approach that Relationships and Sex Education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other. RSE is not about the promotion of sexual activity, sexual orientation or identity.
15. As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so. Our Sex Education lessons, which are supplementary to the statutory learning outcomes set out in the Key Stage 2 Science curriculum, are solely for children in Year 6 (or Years 5 and 6 depending on the needs of cohorts) and are delivered through the **HSE Busy Bodies materials**. These sessions answer the question: How are babies made? In an age-appropriate way, they explain sexual intercourse, how



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conception occurs, pregnancy and birth. Parents are always invited to view these materials prior to the lessons starting should they wish to do so.

16. We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.
17. In both our schools, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle which is covered through the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.
18. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Starting learning in primary school is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.
19. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.
20. Where parents/carers choose to withdraw their child(ren) from the Sex Education content of RSHE, every effort will be made to discuss, understand and document the reasons for their decision. Support, advice and signposting will be offered to parents in such cases so that they are equipped to meet the needs of their child(ren) at home.

Subject Content:

21. In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach, following the PSHE Association Programme Builders for PSHE Education.
22. The content of the RSE curriculum can be found on the school websites within the PSHE curriculum areas of Relationships and Health and Wellbeing. Effective provision is ensured for all learners (regardless of SEND, ethnicity,



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faith, sexual orientation) through knowledge of pupils and differentiation of teaching (See appendix 2 for RSE in the Curriculum, including within the Science Statutory Programme of study and the PSHE Non-Statutory Framework.)

Relationships Education covers:

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and friendships
- Safe relationships
- Respecting ourselves and others
- Online relationships

Health Education covers:

Health Education focuses on teaching the characteristics of good physical health and mental wellbeing including:

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Changing Adolescent Body
- Correct Terminology for Body Parts (See Appendix 3)

Sex Education covers:

- Sexual intercourse
- How conception occurs
- Pregnancy
- Birth

These areas of learning are taught within the context of a healthy and loving relationship/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).



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- 23.** Relationship, Sex and Health Education is delivered by classroom teachers. The local authority delivers ongoing support and training to ensure that RSE subject leaders are confident and competent in supporting class teachers to deliver lessons appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.
- 24.** We believe it is important that lessons are delivered by classroom teachers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.
- 25.** We believe that by tackling children's questions around sex as part of a wider programme focused around relationships, family, self-awareness, emotional literacy, consent and personal boundaries, children will feel better able to engage in discussion and ask questions without embarrassment. Equally, tackling sex and reproduction in this way helps to promote positive messages and values around sex as well as children's relationship with their own bodies without shame or guilt and will develop respect for other people's body autonomy.
- 26.** We do not separate our classes into girls and boys for any of the sessions, including lessons around puberty. We believe it is important for both girls and boys together to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are included without feeling vulnerable.
- 27.** There are regular opportunities to learn about e-safety and healthy relationships online. This is because the framework integrates online behaviours as it explores relationships, secrets, personal boundaries, rights and responsibilities, etc. It does not tackle online and offline as two separate entities. For our children, growing up in a digital world, there is an ever-increasing blurring of the lines between the two.

Answering Children's Questions:

- 28.** We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.



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29. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet, peers or older children/siblings. In the age of information, where primary school children have regular access to the internet (often unsupervised), it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
30. By tackling the topic in a matter of fact manner means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be, it is far better than the alternative. For children, these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing, therefore removing the stigma before it has had chance to form.
31. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better that we, as safe adults, take responsibility and tackle the question safely and age appropriately.
32. Dealing with children's questions age appropriately will be carried out as follows:
- Children will be praised for asking questions - we wish to encourage children to seek answers from safe adults.
 - If a question is relevant to the whole class, we will answer it to the whole group.
 - However, as with any other subject, there may occasionally be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
 - If a child asks a question that is not necessarily suitable for the entire class, teachers will respond, by saying: *"That is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*
 - If the member of staff does not have an answer or does not know, they will say so. **There is no shame in not knowing the answer** but the member of staff should make an effort to help the child to find the answer later.
 - If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*
 - This will allow teaching staff time to think, seek help, advice or support from colleagues or to speak to senior management.



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- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs.
- Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupil that could make either parties vulnerable.

Parents and parental rights to withdraw:

- 33.** We believe that successful teaching around RSE can only take place when parents and school work together. Both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE, as we recognise it can be a sensitive subject for some families for a number of reasons.
- 34.** We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. Parents should talk to classroom teachers for more information about the lessons to be taught.
- 35.** We recognise under the new draft guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. **There is no right to withdraw from the National Curriculum, including the Relationships Education and Health Education aspects of the statutory PSHE Curriculum.**
- 36.** Any parents who wish to discuss this should first speak to the classroom teacher to discuss their concerns. We will happily show parents all of the teaching materials and context of any of our lessons and explain the reasons why any material is included. We will also highlight that, whilst parents have the right to withdraw their child from these lessons, they do not have the right to prevent other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their classmates at break-time.
- 37.** If parents do decide to withdraw their child, we would ask that they speak to Mrs Taylor (headteacher) who will find other provision for the child to engage in during the lesson. Currently, headteachers must comply with requests to withdraw from any non-statutory lessons in the RSE programme.



Policy on Menstruation:

- 38.** We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.
- 39.** We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our schools and will make every reasonable effort to support children to access their education and enjoy school.
- 40.** Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school. For this reason, we deliver puberty lessons to all children in Year 4 with further lessons in Years 5 and 6. As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.
- 41.** Menstruation is a healthy biological function. It should not be something that a person is made to feel embarrassed, shameful or be teased about. We need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.
- 42.** In school we always have menstruation essentials available, such as sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware of where these are kept and how they can be accessed in school. This may not always be during a puberty lesson as we may require to address this sooner than planned due to circumstances: new pupils, changes of classes, prolonged absences from school, etc.
- 43.** When school trips or residential visits are arranged (especially for years 4, 5 & 6), provisions to deal with a child's period needs to be considered and added to the risk assessment and planned for by class teachers/visit leaders, in consultation with parents where relevant.



Safeguarding Children:

44. The Federation is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. All pupils are informed that we have a Designated Safeguarding Lead and Deputy with responsibility for child protection and who these are: Mrs Taylor and Mrs Wolfe/Miss Mandelson.
45. We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. (Please refer to our Child Protection Policy for further details.)
46. When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.
47. All members of staff who deliver any of our Relationship and Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.
48. It is our practice to review safeguarding procedures in whole staff meetings. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.
49. We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, there may be a need to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them to develop skills and resilience to keep them safe in future.

Pupils with Special Educational Needs and Disabilities (SEND)

50. We ensure that Relationships Education, RSE and Health Education are accessible for all. Careful thought is given when planning teaching for pupils with SEND to ensure that the starting point is high quality teaching which is differentiated and personalised as required.
51. We recognise that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subject for some pupils, for example those with social, emotional or mental health needs. Such factors are taken into consideration when designing and teaching these subjects.



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52. Our teaching of Relationships Education and RSE is sensitive, age-appropriate and developmentally appropriate for all pupils, which sometimes entails tailoring teaching and content to specific needs of pupils at different developmental stages.

Assessing, monitoring, reviewing and evaluating:

53. RSE will be assessed in accordance with the school's procedures for assessment, monitoring, evaluating and reviewing of curriculum subjects.
54. Assessment of PSHE and RSE is not about assessing someone's 'character or behaviour' but the extent to which they are progressing in their learning, their on-going learning needs and the impact the learning is having on the pupils. It is important that the children's learning is assessed because assessment increases *"motivation and improves learning; it provides feedback about pupils' progress and achievements, and how their learning might be improved; it helps pupils to reflect on and identify what they have learned and what they need to do to continue their learning; it allows the leadership team, governors and school inspectors to see the impact the provision is having for pupils and whole school outcomes"* (PSHE Association 2016).
55. Assessment in RSE needs to establish: What children already know and understand? What they have misunderstood? What gaps they have in their knowledge and what preconceptions/prejudices may have to be challenged.
56. The PSHE Association argues that the model of assessment that is most meaningful for PSHE/RSE is 'ipsative assessment' when a pupil compares their own results against their previous results in a similar way to an athlete measuring today's performance against their own previous performance.
57. Assessment for Learning (formative assessment) - regular assessment of pupils' progress against the intended learning outcomes is important to ensure that learners are making expected progress and to inform planning for subsequent lessons and units of work. The children are continually assessed against the intended learning outcomes. The PSHE Association programme builder is structured in such a way that each concept is revisited at least on an annual basis, in an age-appropriate way (a spiral approach) which allows for all children's needs to be addressed effectively based on previous assessment information.
58. Class teachers update assessment sheets at the end of every unit to help other teachers plan effectively for future learning.
59. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis.
60. The policy will be formally reviewed every two years for the following purposes:
- to review and plan the content and delivery of RSE
 - to review resources and renew as appropriate



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- to update training in line with current guidance and staff needs

Roles and Responsibilities:

61. The PSHE/RSE Subject Lead: Leonie Mandelson

The school has a subject leader whose responsibilities include to:

- ensure the implementation and quality of long term and medium term RSE schemes of work
- ensure that all staff are confident in the skills to teach and discuss RSE issues
- consider the needs of all pupils, and to achieve this, recognise that the school might need to address some issues specific to the school community
- consult with staff, pupils and parents to inform RSE provision
- access appropriate training
- monitor and advise on RSE organisation, planning and resourcing across the school
- ensure procedures for assessment, monitoring and evaluation are implemented.
- Liaise with the named governor for PSHE/RSE. This is our safeguarding governor.
- Liaise with any service provision to support aspects of sexual health
- Review/update the policy on a two-year cycle (one year in the first instance).

62. The Headteacher: Sarah Taylor

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- liaise with the PSHE/RSE Subject leader
- keep the governing body fully informed of provision, issues and progress in RSE
- act upon any concerns which may arise from pupil disclosure during RSE sessions.

63. The Governing Body

The governing body has responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE outside of the national curriculum requirements for science. The policy should also clearly reference any on-site sexual health services. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that RSE addresses the needs of pupils, local issues and trends.

- 64.** The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils.



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65. A named link governor for PSHE/RSE (governor for safeguarding) liaises with the headteacher/subject leader and governors on all aspects of the PSHE/RSE curriculum.

66. The governing body will continue their involvement through regular evaluation of provision and policy.

67. Parents and Carers

The school aims to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the headteacher with any queries or concerns.



Appendix 1: Example letter to parents plus information leaflet

Dear Parent / Carer

As a school we are committed to providing all pupils with a planned Personal, Social, Health, Education (PSHE) programme to enable them to acquire the knowledge, understanding, skills and strategies they need to develop an understanding of themselves and the ability to work and empathise with others. Our aim is that pupils will be able to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. A full outline of our PSHE curriculum is published on our school website.

The Government made Relationships Education and Health Education statutory for all schools from September 2020. They have produced a guide for parents to explain what the new curriculum consists of and is trying to achieve. Please find a copy of the guide attached (see below) or click here for further information: [Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guides/relationships-sex-and-health-education-guides-for-parents)

As part of the school's planned programme we teach pupils about Relationships, Living in the Wider World and Health and Wellbeing. Each of these areas covers aspects of Relationships Education and Relationships and Sex Education. The aim is to ensure pupils learn about the emotional, social and physical aspects of growing up, healthy relationships and keeping themselves safe both on and offline.

Key aspects of this curriculum area also include:

- Year 1 being taught the names for different body parts which include the names for external genitalia.
- Years 2/3 are taught about what physical contact is acceptable or unacceptable. This is vital to support the work we do in keeping all pupils safe. Pupils need to have the language to describe the private parts of their body and learn that their body belongs to them, they have a right to say no both on and offline (consent), and that they should tell an adult if they are upset or worried. To support us in delivering this message to the pupils we use information from the NSPCC Underwear Rule campaign. You can find out more at <http://www.nspcc.org.uk/>
- In Year 4 pupils start to learn that their body and emotions will change as they get older and continue to build on learning about the key components of a healthy relationship and how to keep themselves safe both on and off line. This learning continues in Year 5 and 6.
- In Year 5 pupils continue to learn about all the external and internal genitalia and the ways in which children grow and develop in puberty both physically and emotionally.
- In Year 6 pupils further develop their understanding of the physical and emotional changes they go through at puberty and about human reproduction. We use some of the **Busy Bodies** age/content appropriate resources to teach pupils about puberty and reproduction at Year 5/6. You can view the resources here: http://www.healthpromotion.ie/health/inner/busy_bodies
- Throughout all year groups pupils learn about 'Different Families', which includes LBGTQ+ partnerships. In KS2 units also include work on gender identity and information about transgender children and young people.



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Teaching staff approach this aspect of the curriculum very sensitively and are aware of how it contributes to pupil's development, supporting them to develop healthy relationships, keep themselves safe and have the factually correct information and the skills to positively manage the physical and emotional changes that will happen as they grow into hopefully happy, confident and responsible teenagers.

Parents and carers also play a vital role in talking to their child(ren) about this important part of growing up and keeping themselves safe. To help you understand the type of questions children of different ages may ask and how to best respond to them further information can be obtained from the family planning association website – parent/carers section at <https://www.fpa.org.uk/helpmums-dads-and-carers>

Some aspects of this curriculum are delivered through the National Curriculum for Science and some through the PSHE/RSE curriculum. Parents and carers do have the right to withdraw their child(ren) from the sex education curriculum, but we would ask that you contact the school to further discuss any queries you may have. As a school we have decided to teach sex education predominantly in Year 6, although this may include Y5 pupils depending on the needs of individual cohorts. Parents and carers will always be contacted prior to any lessons so that information can be shared.

If you would like to see the school's Relationships and Sex education policy, any of the teaching resources or have any further questions about this aspect of the curriculum, please contact Mrs Taylor.



Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.



Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Click here for further information:

[Relationships, sex and health education: guides for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guides/relationships-sex-and-health-education-guides-for-parents)



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Appendix 2: Curriculum for Relationships and Sex Education

Year Group	Families and Friendships	Safe Relationships	Respecting Ourselves & Others	Growing and Changing	Key Questions (Sex Education Forum)
YR	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>See themselves as a valuable individual.</p> <p>Name and describe people who are familiar to them, including police, fire service, doctors and teachers.</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>	<p>Manage their own needs.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>Who is in my family? How are other families similar or different to mine? What does my family do for me? What do I like about my friend? What does my friend like about me? What can other people do to make me feel good? Who do I look after? Why shouldn't I tease other people?</p> <p>Why are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies?</p>
Y1	<p>Roles of different people; families; feeling cared for.</p>	<p>Recognising privacy; staying safe; seeking permission</p>	<p>How behaviour affects others; being polite and respectful</p>	<p>Recognising what makes them unique and special; feelings; managing when things go wrong.</p>	<p>Where do babies come from? How much have I changed since I was a baby? How are other children similar and different to me?</p> <p>Which parts of my body are private? When is it OK to let someone touch me? How can I say 'no' if I don't want someone to touch me? Who should I tell if someone wants to touch my private parts?</p>
Y2	<p>Making friends; feeling lonely and getting help</p>	<p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</p>	<p>Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>Growing older; naming body parts; moving class or year</p>	<p>Who can I ask if I need to know something? Who can I go to if I am worried about something?</p>



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Y3	What makes a family? Features of family life.	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Personal strengths and achievements; managing and reframing setbacks	How have my relationships changed as I have grown up? Why do friendships change? How can I be a good friend? Why can it be fun to have a friend who is different to me? What are some of the bad ways people can behave towards one another? How do I know when I am being bullied? What do I do if I am being bullied? How can I make up with my friend when we have fallen out? Why are some parents married and some not?
Y4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	<p>How has my body changed since I was a baby? Why is my body changing? Why are some children growing quicker than others? Why are some girls in my class taller than the boys? How do girls and boys grow differently? Why are we all different? Is it ok to be different? What are similarities and differences between boys and girls? Should boys and girls behave differently?</p> <p>Why does having a baby need a male and a female? What are eggs and sperm? How do different animals have babies? How do different animals look after their babies before and after birth? What happens when people get older?</p> <p>What makes me feel good? What makes me feel bad? How do I know how other people are feeling? Why are my feelings changing as I get older? How do I feel about growing up and changing? How can I cope with strong feelings?</p> <p>What are good habits for looking after my growing body? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable? When is it good or bad to keep secrets?</p> <p>Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up?</p>



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Y5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Personal identity; recognising individuality and different qualities; mental wellbeing	<p>What are the important relationships in my life now? What is love? How do we show love to one another? Can people of the same sex love one another? Is this ok? What are the different kinds of families and partnerships? What do the words 'lesbian' and 'gay' mean? Why does calling someone 'gay' count as bullying? What should I do if someone is being bullied or abused? Are boys and girls expected to behave differently in relationships? Why? Can some relationships be harmful? Why are families important for having babies and bringing them up?</p> <p>What is puberty? Does everyone go through it? At what age? What body changes do boys and girls go through at puberty? Why are some girls 'tomboys' and some boys a bit 'girly'? Is my body normal? What is a 'normal' body? How will my body change as I get older?</p> <p>What is sex? What is sexual intercourse? How many sperm does a man produce? How many eggs does a woman have? How do sperm reach the egg to make a baby? Does conception always occur or can it be prevented? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? What does a new baby need to keep it happy and healthy?</p>
Y6	Attraction to others; Romantic relationships; civil partnership and marriage.	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Human reproduction and birth; increasing independence; managing transition	<p>What kinds of feelings come with puberty? What are sexual feelings? What are wet dreams? What is masturbation? Is it normal? How can I cope with these different feelings and mood swings? How can I say 'no' to someone without hurting their feelings? What should I do if my family or friends don't see things the way I do? What do families from other cultures and religions think about growing up? Can I believe everything I see on the TV about perfect bodies/ relationship/girls and boys to be true?</p>



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					<p>How can I look after my body now I am going through puberty? How can girls manage periods (menstruation)? How can people get diseases from sex and can they be prevented? What is HIV, how do you get it and how can you protect yourself from it?</p> <p>Who can I talk to if I want help or advice? Where can I find information about puberty and sex? How can I find reliable information about these things safely on the internet?</p>
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Statutory Requirements for Science

Year 1	Identify, name, draw and label the basic body parts of the human body and say which part of the body is associated with each sense.
Year 2	Notice that animals, including humans, have offspring which grow into adults.
Year 5	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
	Describe the life process of reproduction in some plants and animals.
	Describe the changes as humans develop to old age.
Year 6	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.



Appendix 3: Correct Safeguarding Terminology for Body Parts

Correct Safeguarding Terminology	♂	<u>Early years</u>	<u>Primary years +</u>
		Penis	Penis Testicles
		Testicles	Gland Foreskin Scrotum
'Private body parts'	♀	Vulva	Vulva
			Lips/Labia
			Clitoris Vagina
			Breasts
	♂	Nipples	Nipples
		Bottom	Bottom Anus



More information relating to vocabulary will be included when this policy is reviewed.