



Victoria Road Primary School

Relationships and Sex Education (RSE) Policy

Policy written by	Victoria Road Primary School
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Signed:..... Head Teacher

Signed:..... Chair of Governors

Context

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. However, the Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2020 and that content guidance will be published prior to that.

'Sex and Relationship Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish. *"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."* Report to the UN General Assembly - July 2010 | Item 69, paragraph 18.

Current RSE requirements state that all maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum.

What does the DfE statutory guidance expect children to know by the time they leave primary school?

Relationships Education:

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Health Education:

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand.

Sex Education:

The DfE Guidance 2019 (p.23) recommends that all primary schools *'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'* However, *'Sex Education is not compulsory in primary schools'*. (p. 23) Schools are to determine the content of sex education at primary school. Sex education *'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'*.

At Victoria Road Primary School, we believe children should understand the facts about human reproduction before they leave primary school so they can lead confident, healthy, independent lives and to become informed, active and responsible citizens. We intend to teach this both through Science and PSHE. When reproduction is taught in Science (Year 5) it is compulsory for children in which case parents can't withdraw their child/ren from this area of the curriculum. When Sex Education is taught as part of PSHE, parents have the right to withdraw.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

RSE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose.
- Value self and others.
- Form relationships.

- Make and act on informed decisions.
- Communicate effectively.
- Work with others.
- Respond to challenge.
- Become healthy and fulfilled individuals.

Content and Delivery

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). Lessons are taught by the class teacher or a member of staff who works closely with the class.

The Kapow programme is used to support the planning of RSE lessons. 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

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).

<p>In the Early Years children's Personal, Social and Emotional Development (including RSE) is developed through all strands of the Curriculum Triangle and is threaded throughout the Early Years Curriculum. Children are taught and encouraged to develop positive and respectful relationships and 'Favourite Five' books are carefully selected to promote wellbeing and promote diversity and inclusion.</p>	
<p>In Year One, children will explore the following topics and concepts:</p> <p><u>Families and relationships:</u></p> <ul style="list-style-type: none"> • Exploring how families can be different. • Characteristics and impact of positive friendships. • Learning that issues can be overcome. • People show feelings differently. • Issues around stereotyping. <p><u>Safety and the changing body:</u></p> <ul style="list-style-type: none"> • Learning how to respond to adults in different situations. • Distinguishing appropriate and inappropriate physical contact. <p><u>Health and wellbeing:</u></p> <ul style="list-style-type: none"> • Exploring personal qualities. • Strategies to manage feelings. <p><u>Puberty and human reproduction:</u></p> <ul style="list-style-type: none"> • Acceptable and unacceptable physical contact. • The differences between boys' and girls' bodies. 	<p>In Year Two, children will explore the following topics and concepts:</p> <p><u>Families and relationships:</u></p> <ul style="list-style-type: none"> • Learning that families are composed of different people who offer each other care and support. • How other people show their feelings and how to respond. • Looking at conventions of manners and developing an understanding of self-respect. <p><u>Safety and the changing body:</u></p> <ul style="list-style-type: none"> • Introduction to online safety. • Distinguishing secrets from surprises. • Naming body parts and looking at the concept of privacy. <p><u>Health and wellbeing:</u></p> <ul style="list-style-type: none"> • Exploring personal qualities. • Strategies to manage feelings. <p><u>Puberty and human reproduction:</u></p> <ul style="list-style-type: none"> • 'Boys' and girls' bodies. • Scientific names for body parts.

<p>In Year Three, children will explore the following topics and concepts:</p> <p><u>Families and relationships:</u></p> <ul style="list-style-type: none"> • How to resolve relationship problems. • Effective listening skills and about non-verbal communication. • Looking at the impact of bullying and what action can be taken. • Exploring trust and who to trust and that stereotyping can exist. <p><u>Safety and the changing body:</u></p> <ul style="list-style-type: none"> • Be a responsible digital citizen. • Cyberbullying, identifying unsafe digital content. • Influences and making independent choices. 	<p>In Year Four, children will explore the following topics and concepts:</p> <p><u>Families and relationships:</u></p> <ul style="list-style-type: none"> • Learning that families are varied and differences must be respected. • Understanding physical and emotional boundaries in friendships. • The roles of bully, victim and bystander. • How behaviour affects others. • Appropriate manners and bereavement. <p><u>Safety and the changing body:</u></p> <ul style="list-style-type: none"> • Building awareness of online safety and benefits and risks of sharing information online. • Difference between private and public. • Age restrictions. • Physical and emotional changes in puberty. <p><u>Health and wellbeing:</u></p> <ul style="list-style-type: none"> • Developing emotional maturity. • Learning that we experience a range of emotions and are responsible for these. • Appreciating the emotions of others. <p><u>Puberty and human reproduction:</u></p> <ul style="list-style-type: none"> • Learn about some of the physical changes pupils will experience as they go through puberty. • Understand that physical change is part of growing up. • Identify the changes that males and females go through as they grow and develop from being a child to an adult.
<p>In Year Five, children will explore the following topics and concepts:</p> <p><u>Families and relationships:</u></p> <ul style="list-style-type: none"> • Developing an understanding of families, including marriage, of what to do if someone feels unsafe in their family. • Issues can strengthen a friendship. • Exploring the impact of bullying and what influences a bully's behaviour. • Learning to appreciate our attributes. <p><u>Safety and the changing body:</u></p> <ul style="list-style-type: none"> • Exploring the emotional and physical changes of puberty, including menstruation. • Learning about online safety, influence. • Strategies to overcome potential dangers. <p><u>Puberty and human reproduction:</u></p> <ul style="list-style-type: none"> • The menstrual cycle and other changes that happen during puberty. • Emotional changes that occur during puberty. 	<p>In Year Six, children will explore the following topics and concepts:</p> <p><u>Families and relationships:</u></p> <ul style="list-style-type: none"> • To resolve conflict, through negotiation and compromise. • Respect. • Understanding that everyone deserves to be respected. • Grief. <p><u>Safety and the changing body:</u></p> <ul style="list-style-type: none"> • The reliability of online information. • The changes experienced during puberty. <p><u>Puberty and human reproduction:</u></p> <ul style="list-style-type: none"> • Further develop their understanding of the physical and emotional changes that happen during puberty. • Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.) • Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.)

Safeguarding

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed.

Parents' Right to Withdraw

From September 2020, Relationships and Health Education became compulsory in all primary schools and parents do not have the right to withdraw their children from these subjects. We believe that this work is an important part of safeguarding children as knowledge empowers them, helps them to stay safe and cope with puberty by understanding how and why their bodies will change.

At Victoria Road, we define 'sex education' to mean 'human reproduction'. Parents do have the right to withdraw their child from particular lessons which include human reproduction. If a parent wishes to withdraw their child from the human reproduction parts in Y6, the request must be put in writing to the Headteacher. Withdrawal requests can only be approved by the Headteacher.

Monitoring and Review

The Curriculum and Standards Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum and Standards Committee gives serious consideration to any comments from parents about the PSHE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, *"Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics... At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum"*.

At Victoria Road Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise.