



THE DISTRICT
CE PRIMARY SCHOOL

Relationships and Sex Education Policy (RSE)

Chair of Governors	Frank Maguire
Headteacher	Mrs L Shelford
Date adopted: SEPTEMBER 2023	Review Date: September 2024

The caring path to achievement, reflecting the values of Christ.

“I am the vine; you are the branches.”

John 15:5

Just as the branches need the vine to grow and bear good fruits, so we need each other. Within the District family, each person is valued and loved, reaching out throughout our school, homes, families and the wider community for a stronger future.

This subject statement reflects our Christian vision. We value the efforts of all pupils, supporting them in developing their skills and knowledge through positive reinforcement and constructive feedback. We inspire high standards and encourage ownership and independence to build long-term positive learning behaviours that will take our pupils beyond primary school and into the wider world.

Aim

The District CE Primary School aims to provide a programme that follows the statutory need to include RSE in their curriculum from September 2020 and within the ethos of our Christian school.

“The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.”

Our school’s vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through an agreed approach to RSE, we believe that we can promote the development of the whole child, so that children can grow in wisdom and stature, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life.

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school’s provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

The Purpose

The aims of relationships and sex education (RSE) at The District CE Primary school are to:

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

Statutory Requirements

At the District CE Primary School, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At the District CE Primary School, we teach RSE as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Gemma Davies, PSHE Subject Lead and Senior Mental Health Lead, reviewed all relevant information, including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties including the diocesan were invited to attend meetings about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

Curriculum

We have developed the curriculum in consultation with parents, pupils, staff and the Diocese considering the age, needs and feelings of pupils. We have adapted the PSHE Association Primary Scheme of Work and Primary toolkit. We also follow the Sex Education Forum's 'Twelve principles' of good quality RSE, which are supported by the PSHE Association, children's charities and education unions (published November 2017).

If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

After consultation with parents, our primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
(Appendix 1)

Delivery of RSE

RSE is taught within the Personal, Social, Health, & Economic Education (PSHE) curriculum, and will be delivered through discrete PSHE lessons. There are also links between RSE and Science (appendix 2), amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

Our RSE will ensure that content is relevant to the age, experience and maturity of pupils.

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 and there is no stigma based on pupils' home circumstances (families could include single parent families, lesbian, gay, bisexual and trans (LGBT+) parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a support structure around them (for example: looked after children or young carers).

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

In Year 6, the children will take part in a series of puberty lessons delivered by highly skilled, experienced staff from the external agency, HH Kids. Lesson content will include:

- A joint session on the physical and emotional changes during puberty and how the male and female reproductive systems work.
- A girls only session on the menstrual cycle, sanitary products and breast development
- A boys only session on male body functions, testicular awareness and personal hygiene
- A final joint session on general health including spots, sleep and personal hygiene

The sessions delivered by HH Kids fulfil our legal requirement to deliver key facts about puberty and the changing adolescent body set out in the Department of Education Statutory Guidance (2020).

Equal Opportunities

As a school, we promote equality of opportunity and foster good relations. Our school environment uniformly applies values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

All pupils have access to the RSE curriculum. Where pupils have specific educational needs, arrangements for support from outside agencies and support staff are made to ensure these pupils have an appropriate, differentiated curriculum.

Roles and Responsibility

The Governing Body

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

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/non-science components of RSE.

Staff

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.

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education.

Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action.

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

Monitoring arrangements

The delivery of RSE is monitored by PSHE Lead, Gemma Davies, through: learning walks, staff and pupil consultations, planning scrutinies and questionnaires.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be agreed annually by the governors and reviewed every three years.

Resources

www.stonewall.org.uk

www.pshe-association.org.uk

www.unicef.org.uk

www.ecpublishing.co.uk

www.twinkle.co.uk

www.childnet.com/resources/pshe-toolkit/myth-vs-reality/healthy-relationships

www.hhkids.co.uk

Early Years Foundation Stage

Getting Started – Early Years

Stonewall 2017

education@stonewall.org.uk

www.stonewall.org.uk/get-involved/education

PANTS (The Underwear Rule) <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

Key Stage One

Love and Sex Matters KS1

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

Growing up with Yasmin & Tom

<https://www.fpa.org.uk/schools-and-teachers/online-sre-and-pshe-primary-schools>

Interactive RSE resource for Primary schools

Key Stage Two

Love and Sex Matters KS2

The Salisbury Diocesan Board of Education

www.salisbury.anglican.org

The Christopher Winter Project

www.tcwp.co.uk

CEOP – National Crime Agency Command

www.thinkuknow.co.uk

Appendix 1

Primary Relationships Education Statutory Learning Opportunities

Families and people who care for me

That families are important for children growing up because they can give love, security and stability	Year 1, 2, 3, 4
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	Year 5, 5, 6
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	Year 1, 2, 3, 5, 5
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	Year 3, 5
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Year 6
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Year 1, 2, 3, 4, 5, 6

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends	Year 1, 2, 3, 4
The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,	Year 1, 2, 3, 4, 5, 5, 6, 6

sharing interests and experiences and support with problems and difficulties	
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Year 1, 2, 3, 4
That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	Year 1, 2, 3, 4, 5, 6
How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	Year 1, 2, 4, 5, 6

Respectful relationships

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Year 1, 2, 4, 5, 6
Practical steps they can take in a range of different contexts to improve or support respectful relationships	Year 3, 5, 6
The conventions of courtesy and manners	Year 1, 2, 3, 4, 5, 6
The importance of self-respect and how this links to their own happiness	Year 3, 4, 5, 6
That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Year 2, 3, 4, 5, 6
About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	Year 2, 3, 4, 5, 6
What a stereotype is, and how stereotypes can be unfair, negative or destructive	Year 4, 5, 6
The importance of permission-seeking and giving in relationships with friends, peers and adults	Year 1, 2, 4, 6

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not	Year 2, 4, 5, 6
That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous	Year 2, 5, 6
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Year 2, 4, 5, 6
How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Year 4, 5, 6
How information and data is shared and used online	Year 6

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Year 5, 6
About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	Year 1, 2, 3, 4, 5, 6
That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Year 1, 2, 4
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Year 1, 2, 3, 4, 5, 6
How to recognise and report feelings of being unsafe or feeling bad about any adult	Year 1, 2, 3, 4
How to ask for advice or help for themselves or others, and to keep trying until they are heard	Year 1, 2, 3, 4, 6
How to report concerns or abuse, and the vocabulary and confidence needed to do so	Year 3, 4
Where to get advice from e.g. family, school and/or other sources	Year 3

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health	Year 1, 2, 3, 4, 5, 6
That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	Year 1, 2, 3, 4, 5, 6
How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	Year 1, 2, 3, 4, 6,
How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Year 1, 2, 3, 4, 6,
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	Year 5, 6
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Year 1, 2, 3, 5
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Year 1, 2, 4, 5, 6
That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Year 3, 4, 5, 6
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	Year 3, 5, 6
It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Year 5, 6

Internet safety and harms

That for most people the internet is an integral part of life and has many benefits	Year 2, 4, 5, 6
About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	Year 1, 2, 4, 5, 6
How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Year 1, 2, 5, 6
Why social media, some computer games and online gaming, for example, are age restricted	Year 2, 4, 5, 6
That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Year 5, 6
How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Year 4, 5, 6
Where and how to report concerns and get support with issues online	Year 1, 2, 4

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle	Year 1, 2
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	Year 1, 2, 4, 6
The risks associated with an inactive lifestyle (including obesity)	Year 6
How and when to seek support including which adults to speak to in school if they are worried about their health	Year 3, 4, 5, 6,

Healthy eating

What constitutes a healthy diet (including understanding calories and other nutritional content)	Year 1, 2, 5
The principles of planning and preparing a range of healthy meals	Year 1, 2
The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Year 2, 4, 5, 6

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Year 1, 2, 4, 5, 6
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Health and prevention

How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Year 5
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About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Year 1, 2, 6
The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Year 1, 2, 4, 5, 6,
About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Year 1, 2, 4
About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Year 1, 2
The facts and science relating to allergies, immunisation and vaccination	Year 5, 6

Basic first aid

How to make a clear and efficient call to emergency services if necessary	Year 1, 2, 4, 5
Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Year 4, 5, 6

Changing adolescent body

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Year 5, 6
About menstrual wellbeing including the key facts about the menstrual cycle	Year 5, 6

PSHE Learning Opportunities in the PSHE Association Programme of Study 2019 **(Not Directly Covered in the Statutory Outcomes)**

KS1 – Health and Wellbeing

H3. to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals	Year 1, 2
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H5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends)	Year 1, 2
H8. about the process of growing from young to old and how people's needs change	Year 1, 2
H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring	Year 1, 2
H10. the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls	Year 1, 2

KS1 – Relationships

R2. to recognise that their behaviour can affect other people	Year 1, 2
R4. to recognise what is fair and unfair, kind and unkind, what is right and wrong	Year 1, 2
R5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class	Year 2
R7. to offer constructive support and feedback to others	Year 1, 2
R11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)	Year 1, 2

KS1 – Living in the Wider World

L1. how they can contribute to the life of the classroom and school	Year 1, 2
L2. to help construct, and agree to follow, group, class and school rules and to understand how these rules help them	Year 1, 2
L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)	Year 1
L6. that money comes from different sources and can be used for different purposes, including the concepts of spending and saving	Year 2
L7. about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices	Year 2
L8. ways in which they are all unique; understand that there has never been and will never be another 'them'	Year 1, 2
L9. ways in which we are the same as all other people; what we have in common with everyone else	Year 1, 2
L10. about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency	Year 1, 2

KS2 – Health and Wellbeing

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals	Year 3, 4, 5, 6
H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement	Year 3, 5, 6
H9. to differentiate between the terms, 'risk', 'danger' and 'hazard'	Year 4, 5
H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience	Year 5
H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe	Year 6
H16. what is meant by the term 'habit' and why habits can be hard to change	Year 5, 6
H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)	Year 5, 6

KS2 - Relationships

R1. to recognise and respond appropriately to a wider range of feelings in others	Year 3, 4
R6. that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves	Year 5, 6
R11. to work collaboratively towards shared goals	Year 4, 5, 6
R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	Year 3, 5, 6
R15. to recognise and manage 'dares'	
R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation	Year 5, 6
R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership	
R20. that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others	Year 5, 6

KS2 - Living in the Wider World

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people	Year 4, 5, 6
L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child	Year 5

L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices	Year 6
L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	Year 5
L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	
L9. what being part of a community means, and about the varied institutions that support communities locally and nationally	Year 3, 4, 6
L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	Year 6
L12. to consider the lives of people living in other places, and people with different values and customs	Year 5
L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer	Year 3, 4, 5, 6
L14. to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)	Year 5, 6
L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world	Year 5, 6
L16. what is meant by enterprise and begin to develop enterprise skills	Year 3, 4, 6

Appendix 2

Statutory Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- To identify, name, draw and label the basic parts of the human body
- That animals, including humans, have offspring that grow into adults

In Key Stage 2 children learn:

- The differences in the life cycles of a mammal, an amphibian, an insect, and a bird
- To describe the life process of reproduction in some plants and animals
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- The different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals