



RSE Policy

Approval Requirements	Headteacher
Approval/Ratification Date	April 2023
Review date	April 2026
Signed – Headteacher	

1. 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

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

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 Park Way we teach RSE as set out in this policy.

3. Policy development

You **must** consult with parents when making changes to your RSE policy and it's good practice to consult with staff and pupils too. The text below is an example of how schools may do this. You'll need to adapt this section to reflect your own policy development process. For example, you may want governors to be involved earlier in the policy development process.

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

1. Review – a member of staff or working group pulled together 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 were invited to attend a meeting 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

4. Definition

The DfE defines Sex and Relationship Education as:

“learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of

personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.”

5. Curriculum

Our curriculum is set out as per the curriculum progression document provided by Kapow Education. All videos and resources for SRE are adapted from this programme to ensure all core elements of SRE are covered over the school year, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our skills and progression document.

6. Delivery of RSE

RSE will be developed alongside the PSHE curriculum. The PSHE and RSE progression document details the progression of skills incorporating elements of PSHE and RSE. Lessons are taught to whole classes with each documented progression skill forming the basis for one lesson or a whole week focus.

Scientific elements of the curriculum will be taught in Year groups to ensure that content is age appropriate and relevant.

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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

PSHE and RSE will be currently under the leadership of Richard Saunders who is the coordinator for these subjects, and responsible for monitoring the teaching of PSHE/RSE

7.4 Pupils

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

8. Parents' right to withdraw

Park Way Primary School's:

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 components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The subject coordinator will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Richard Saunders, PSHE/SRE subject leader, through:

Monitoring of planning

Monitoring of learning evidence – all classes will have a scrap book specifically for the subject, all lessons should be evidenced in this book through photographs, learning activities or written summaries.

Pupil voice

Lesson observations

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

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 2: PSHE and RSE progression document:

	EYFS	Year 1 & 2		Year 3 & 4		Year 5 & 6	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Families and Relationships	Areas for learning and development:	Understand what a family is and who is in your family.	Understand the role of the family in their lives.	Understand that all families love and support each other, and how to deal with issues that may arise.	Understand the importance of courtesy, respect and manners.	Understand what makes a good friend and why friendships are important.	Understand how respect can be won and lost.
	Personal, social and emotional development:	Recognise that all friendships are different.	Understand families are all different.	Develop strategies to overcome friendship problems.	Understand physical and emotional boundaries in friendships.	Explore solutions to possible friendship problems.	Understand that respect is two way.
	Initiate conversations, attend to and takes account of what others say.	Understand other peoples' emotions and how they can be shown differently.	Recognise how people show feelings in different ways and learn strategies to respond.	Understand what bullying is and how to deal with it.	Understand how my behaviour impacts others.	Understand the different types of marriage and its history.	Understand how to challenge unfair attitudes and beliefs.
	Explain own knowledge and understanding, and ask appropriate.	Understand how to work and listen to others.	Understand some friendships can make us feel unhappy.	Understand different ways of communicating.	Understand the impact of bullying and bystanders.	Understand the importance of self-respect.	Understand how the media can promote stereotypes and that these can be negative.
	Ask questions of others. Take steps to resolve conflicts with other children.	Understand the friendship problems can be overcome.	Understand the conventions of courtesy and manners.	Identify people we can trust and what to do if we don't trust someone.	Explore how fictitious characters can promote stereotypes.	Understand that sometimes family relationships can make children feel unhappy.	Understand how to resolve conflict through negotiation and compromise.
	Develop confidence to speak to others about own needs, wants, interests and opinions.	Understand what friendly behaviour is.	Understand how loss and change can affect us.	Understand the importance of respecting peoples' differences.	Understanding the term disability and stereotypes associated with the term.	Understanding what could cause someone to become a bully.	Understand the process and emotions relating to grief.
	Describe self in positive terms and talk about abilities.	Understand what a stereotype is and how it can be unfair.	Understand how stereotypes can affect job/career choices.	Understand stereotypes are present in our lives – children's toys/age.	Understand that families around the world can be different.	Understand the development of stereotypes and how gender stereotypes have changed over time.	
	Understand that own actions affect other people.				Understand the term bereavement.		
	Show awareness of the boundaries set,					Understand how people are	

	and of behavioural expectations in the setting.					stereotyped by race and religion.	
Health and Wellbeing	Begin to be able to negotiate and solve problems without aggression.	Understand and describe a range of feelings and emotions.	Recognise and talk about their emotions and the emotions of others.	Understand and plan for a healthy lifestyle.	Identify things that make them feel calm and how this can help with relaxation.	Recognise why relaxation is important	Identify long term goals and how to work towards them.
	Physical development.	Identify their own areas of strength and areas for personal development.	Understand the benefits of physical activity and exercise.	Develop a range of relaxation stretches.	Develop a growth mind-set and understand that mistakes can be useful.	Understand the benefits of good quality sleep.	Understand the importance of mindfulness techniques for relaxation.
	Eat a healthy range of foodstuffs and understands need for variety in food.	Understand the effects of good quality sleep.	Develop a range of breathing techniques for relaxation.	Explore their identity through hobbies, community and groups they belong to.	Understand how their strengths could positively affect others.	Understand the purpose of failure	Understand the importance of taking ownership of their diet, health and hygiene.
	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Develop strategies for relaxation and why this is important.	Identify achievable goals, based on their strengths.	Identify personal strengths and how they could impact others.	Identify things that are important to them and how this can influence their own happiness.	Set short, medium and long term goals.	Understand the impact of technology on mental and physical health.
	Show understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Understand the importance of handwashing and hygiene.	Develop resilience by identifying strategies to manage difficult emotions.	Understand that problems can be overcome by breaking issues into smaller goals.	Identify that people can feel differently in different situations.	Understand that we are responsible for our feelings and actions.	Understand the importance of taking ownership of their diet, health and hygiene.
		Understand the dangers of sun exposure and how to avoid the risks.	Identify achievable goals, based on their strengths.	Understand that problems can be overcome by breaking issues into smaller goals.	Identify things that are important to them and how this can influence their own happiness.	Understand that we are responsible for our feelings and actions.	Understand the impact of technology on mental and physical health.
	Understanding the world:	Understand the term allergy and identify common allergens.	Develop resilience by identifying strategies to manage difficult emotions.	Identify the food groups which make up a balanced diet.	Understand that people can feel a range of emotions.	Plan a range of healthy meals.	Identify strategies for developing resilience.
	Enjoy joining in with family customs and routines.	Understand the dangers of sun exposure and how to avoid the risks.	Understand what a healthy diet is.	Identify the food groups which make up a balanced diet.	Identify that people can feel differently in different situations.	Understand risks of sun exposure and take independence in staying safe.	Understand how to prevent becoming ill, and how to seek support.
		Understand the term allergy and identify common allergens.	Understanding how to keep our teeth strong and healthy.		Understand the term mental health and how to seek help.		Understand habits can be healthy or unhealthy.
		Identify people in the local community who help keep me					

	Plays alongside other children who are engaged in the same theme.	healthy.					
Safety and the Changing Body		Understand who the adults in school are and how to speak to adults in school.	Understand what the internet is and how it can help us.	Understand the role we can take in emergencies.	Understand that age restrictions are designed to protect us.	Understand some issues related to online friendships including the impact of their actions.	Understand the risks of alcohol.
		Understand what to do if we get lost.	Identify rules for staying safe online.	Identify first aid response for:	Understand the benefits and risks of sharing material online.	Become a discerning consumer of information online.	
		Understand what an emergency is and how to make emergency phone calls.	Understand the difference between secrets and surprises.	Stings Bites	Learn about staying safe online.	Understand the physical changes during puberty.	Understand that online relationships should be treated in the same way as face to face relationships.
		Understand the difference between acceptable and unacceptable physical contact.	Understand the concept of privacy.	Understand the importance of being kind online.	Identify first aid response for:	Understand the emotional changes in puberty.	Understand the process of conception and birth.
		Understand what is safe to go on or in the body.	Use the correct terminology for body parts.	Recognise the signs of cyberbullying.	asthma	Understand the menstrual cycle.	Understand the development of the baby during pregnancy.
		Identify common household hazards.	Understand about safe and unsafe touches.	Understand how to identify fake emails.	Develop understanding of privacy and the difference between secrets and surprises.	Identify first aid response for:	Understand how to help someone who is choking.
		Identify people in the community who keep us safe.	Understand how to keep safe near and on roads (pedestrian crossings).	Identify choices made by ourselves and others.	Understand that not all information on search engines is valuable.	bleeding	Understand how to help someone who is unresponsive.
				Recognise things that influence our decisions.	Understand that change is part of growing up.	Understand the influence others may have on us – smoking and alcohol.	
				Develop understanding of staying safe on roads (zebra crossings).	Recognise the physical differences between children and adults		
					Understand the risks of smoking and the benefits of being a non-smoker		

Citizenship		Understand the importance of rules.	Understand the importance of rules beyond school.	Understand the UN convention on the rights of the child.	Understand the Human Rights convention.	Understand what happens when the law is broken.	Understand human rights, including the right to education.
		Understand that animals have different needs and how to care for them.	Recognise the role people play in looking after the environment.	Understand the responsibilities of both children and adults to help all children benefit from their rights.	Understand how reusing items benefits the environment.	Explore the links between rights and responsibilities.	Understand some environmental issues relating to food and food production.
		Begin to understand the needs of babies and young children.	Begin to understand the roles people have in the community.	Understand the environmental benefits of recycling.	Understand the role of groups in the wider community.	Understand how reducing our use of materials and energy will help the environment.	Understand how to show care and concern for others.
		Begin to recognise ways in which we are the same and different to other people.	Recognise similarities and differences between people in the local community.	Understand the groups which make up the community.	Understand the contribution groups make to a community.	Understand how we recognise and value the contribution people make to the community.	Recognise prejudice and discrimination and learn how this can be challenged.
		Understand the range of groups people belong to.	Begin to understand how democracy works in school.	Understand that charities care for others and how people can support them.	Understand the value of diversity in a community.	Recognise the role of pressure groups.	Understand diversity and the value different people bring to a community.
		Begin to understand how democracy works.	Understand ways to share an opinion.	Understand how democracy works in the local area.	Develop an understanding of the role of local government.	Understand how parliament works.	Understand how government works.
				Understand why we have rules and the consequences of breaking rules at school and home.			
Economic Wellbeing		Understand what money is and where children get it from.	Understand what money is and where adults might get it from.	Understand the different ways to pay for things and	Understand what makes something good value for money.	Understand that a loan can be a way to pay for things but	Understand attitudes and feelings around money

		<p>Understand how to keep money safe.</p> <p>Understand that banks and building societies keep our money safe.</p> <p>Understand that we make choices about what to do with money.</p> <p>Understand jobs that exist in the school.</p>	<p>Begin to understand the difference between wants and needs.</p> <p>Understand how saving can help to buy the things we want.</p> <p>Understand how banks look after money and the benefits of bank accounts.</p> <p>Understand that skills and interests will help someone decide what job to do</p>	<p>why people might choose them.</p> <p>Understand how to put together a budget.</p> <p>Recognise that money has an impact on how we feel.</p> <p>Recognise how ethics can influence our spending decisions.</p> <p>Understand that there are a range of jobs available and to think about what job they might want to do.</p> <p>Understand that there are stereotypes in the workplace and these should not limit people's career aspiration.</p>	<p>Understand the importance of keeping track of money.</p> <p>Understand ways money can be lost and how this makes people feel.</p> <p>Understand that people's decisions about their careers can be influenced by a variety of things.</p> <p>Understand that many people will have more than one job or career.</p>	<p>that it needs to be repaid.</p> <p>Understand income and expenditure and how to track money.</p> <p>Understand some risks associated with money.</p> <p>Understand how to put together a weekly budget.</p> <p>Understand that stereotypes can exist in the workplace but they should not affect people's career aspirations.</p>	<p>Understand how to keep money in bank accounts safe</p> <p>Understand the risks associated with gambling</p> <p>Understand the range of jobs people might do</p> <p>Understand the different routes available into careers</p>
Identity							<p>Understand what factors contribute to identity.</p> <p>Understand gender identity and sexual orientation.</p>

							Understand that the media manipulates images.
Tier 3 vocabulary	Friends, teachers, parents, sibling, grandparents, relatives, families, Safe, restrictions, online, trust, feelings, help, safe, unsafe, Behaviour, kind, polite, rules, sharing , Healthy, hygiene, care, unhealthy	Accident, Allergy , Banks and building societies , Democracy , Drug , Election , Emergency , Emotions , Environment , Germs , Goal, Growth mindset, Hazards , Identity , Ill (poorly), Medicine , Opinion , pedestrian, penis, Physical contact , Priority, Role , Rule , School council , Stereotype , testicles/testes, Trust , Unique , vagina , Volunteer , Vote , vulva		Act of kindness, Age restriction , Authority , Balance (bank), Bank statement , Barriers , Bereavement , Breasts , Budget, Bullying , Bystander , Cabinet , Charity , Communication , Community , Council , Councillor , Debit card, Diversity , Empathy, Genitals , Human rights , Law , Law , Local government , Mental health , Puberty , Qualification , Recycling , Resilience , Similar , Solve , Stereotype , Sympathy , Tobacco , United Nations/ UN ,		Bladder , Cervix , Clitoris , Conflict , Cyberbullying , Defendant , Discrimination , Egg/ova , Ejaculation , Erection , Expenditure , Fallopian tube , Freedom of expression Government , Gambling, Grief , Habit , House of Commons , Income , Internet trolling , Judge, Jury, Labia , Member of Parliament (MP) Menstruation/period , Nipples , Ovary/ovaries , Parliament , PIN, Pregnant , Prejudice , Pressure group , Prime Minister , Protected characteristics, Pubic hair , Scrotum , Sperm duct , Trial, Urethra, Uterus , Vaccination, Wet dreams , Womb	