



Relationships & Sex Education Policy

Approved by: Headteacher & SLT

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1. Introduction

This is the policy of Gaskell Community Primary School on the approach taken to Relationships, Sex and Health Education (RSHE) approved by the Governing Board on 12/10/23.

2. Statutory requirements

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what the children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches the children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for Science includes subject content in related areas; such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered.
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for Science and relationships education.

This RSE policy also supports legal requirements relating to the following:

- *The Equality Act 2010*.
- *The Education Act 1996*.
- *Statutory guidance, Keeping Children Safe in Education 2020*.

At Gaskell Community Primary School we teach RSE as set out in this policy.

3. Definition

As a Community Primary School, we aim to equip our children with the requisite skills and knowledge required within a broad and balanced curriculum. Our PSHE / RSE Curriculum has been written in accordance with statutory government guidance and adapted for the needs of our families and local community.

RSE is about the emotional, social and cultural development of children, 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.

RSE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Gaskell Community Primary school supports this through its strapline 'Together we shine' and also through our drivers that are promoted throughout school. These include Healthy Pioneers, Avid Adventurers, Confident Communicators, World Citizens and Creative Minds. This is also seen through our statement of curriculum intent: *To develop each of our pupils to become successful citizens in today and tomorrow's world.*

4. Aims

The aims of relationships and sex education (RSE) at Gaskell Primary School are to:

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

5. Roles and responsibilities

The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSE. (see section 10).

Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual children

Responding appropriately to any children 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.

Subject Leader

The subject leader is responsible for:

- Leading the development and delivery of effective RSE.
- Keeping up-to-date with the development of RSE.
- Supporting colleagues as required.
- Monitoring and evaluating RSE and necessary reports.
- Liaising with parents/carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSE.

6. Curriculum

Gaskell Community Primary School adopts the following approaches to organise the curriculum to ensure high quality delivery of RSE/PSHE.

Our RSE education is delivered as part of a wider programme of PSHE education and is delivered through the Kapow scheme of work which provides full curriculum coverage, including all the statutory content for each year group. These lessons are delivered weekly. Cross-curricular learning will contribute and links are recognised in planning. The curriculum is delivered by teachers across the school or teaching assistants during PPA time.

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of the children. If children 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.

Resources:

Teachers will select any additional resources carefully and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date
- Relevant to the children
- Consistent with the aims and values of the school

For more information about our curriculum, see our curriculum map in Appendix 1.

E Safety will be taught alongside the Computing Curriculum and is part of our assembly themes.

Stonewall will be taught in KS2 alongside the KAPOW PSHE Curriculum. Alongside this, there will be a whole school assembly on relationships in the Summer Term, where the book 'And Tango Makes Three' by Justin Richardson and Peter Parnell will be shared with the children. Real Love Rocks will be used in the Summer Term, in Years 5 and 6, to support the PSHE Curriculum.

7. Delivery of RSE

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). Our PSHE/RSE curriculum is taught through the Kapow scheme of work from EYFS to Year 6. This scheme has been written by PSHE & RSE specialists and has full curriculum coverage. At Gaskell Community Primary School all years cover the same topics at the same time so clear skills and knowledge progression can be seen.

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

- Family and Relationships
- Health and Well being
- Safety and the changing body
- Citizenship
- Economic wellbeing
- Identity (Year 6 only)

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of the 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).

8. Teaching and Learning

RSE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with the children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about the children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

9. Equality

Under the *Equality Act 2010*, Gaskell Primary School is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and Civil partnership
- Disability
- Race
- Religion and belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

10. Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the Science national curriculum.

Following government guidance, the following content is deemed to be sex education in the Kapow Primary lessons:

- Year 6: Safety and the changing body, Lesson 5: Conception.
- Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth.

Gaskell Primary School will inform parents of Year 6 children when the sex education lessons will be delivered to their children by letter.

The following process must be followed if a parent/carers wishes to withdraw their child from sex education:

- The parent/carers must go to speak to the headteacher, Miss Barlow.
- The parent/carers must fill out a parent form for withdrawal from sex education within RSE and this is to be handed in to the headteacher, Miss Barlow.

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

11. Safeguarding

RSE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead (Miss Turner – SENCO) any potentially sensitive topics. Appropriate steps must be taken to provide additional support for the children if required.

Staff should consider the timing of lessons to ensure that all children have the opportunity to report any concerns they may have either that day or the following day.

12. Support

RSE should not be a time for the children to make disclosures. It is important, however, to inform the children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to the children as appropriate:

- Class Teacher
- Senco
- Mental Wellbeing/Pastoral Teacher
- National agencies such as Childline.

13. 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 headteacher 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 if appropriate.

14. Monitoring arrangements

The delivery of RSE is monitored by Sarah Barlow (Headteacher) and the Subject Leader through:

Our monitoring and quality assurance overview which include: pupil voice, learning walks, evidence of learning, feedback from staff/children, lesson observations.

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

This policy will be reviewed by Vicky Turner (AHT) annually/Subject Leader Debbie Mercer. At every review, the policy will be approved by the Governing Board and Sarah Barlow, Headteacher.

15. Communication of Policy

This RSE policy will be available to read on and downloaded from the school website.

This policy has been developed in consultation with staff and the governing body.

Appendix 1: Curriculum Map: Relationships and Sex Education Curriculum Map

Phase	Topic/Theme Details
Early Years	Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop the skills required to form friendships and think about the nature of relationships with others.
Key Stage 1 (Years 1 & 2)	Through work in Science, the children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PSHE work, the children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth,

	<p>marriage and death and talk about the emotions involved.</p> <p>They should know and understand the names of the main external parts of the body, including agreed names for sexual parts.</p> <p>They begin to cooperate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They consider the ways in which they are alike and different to others and recognise that these similarities and differences must be addressed with sensitivity.</p>
<p>Key Stage 2 (Years 3 – 6)</p>	<p>In Science, the children build on their knowledge of life cycles and learn about the basic biology of human reproduction including the birth of a baby in Years 5 and 6. Children are taught about the physical, emotional and social changes at puberty, including the need to take care of personal hygiene.</p> <p>In PSHE work, they continue to develop an understanding of relationships within a family, friends and the community and that there are different patterns of friendship. They develop the skills needed to form relationships, to respect other people's relationships and to respect other people's emotions and feelings. They consider how to make simple and exercise some basic techniques for resisting peer pressure.</p> <p>RSE should focus on the development of skills and attitudes, not just the acquisition of knowledge.</p>

Appendix 2: By the end of primary school pupils should know:

Families and people who care for me

That families are important for the children growing up because they can give love, security and stability.

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.

That other people's 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.

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.

That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek advice from others if needed.

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends.

The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, 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.

That most friendships have occasional problems 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.

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.

Respectful relationships

The importance of respecting others, even when they're very different from them (for example, physically, in

character, personality or backgrounds) or make different choices or have different preferences or beliefs.

Practical steps they can take in a range of different contexts to improve or support respectful friendships.

The conventions of courtesy and manners.

The importance of self-respect and how this links to their own happiness.

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.

About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

What a stereotype is, and how stereotypes can be unfair, negative or destructive.

The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not.

That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we are anonymous).

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.

How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.

How information and data is shared and used online.

Being Safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

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).

That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact.

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.

How to recognise and report feelings of being unsafe or feeling bad about any adult.

How to ask for advice or help for themselves or others and to keep trying until they are heard.

How to report concerns or abuse, and the vocabulary and confidence they need to do so.

Where to get advice (e.g. family, school and other sources).

*Source: These expectations are set out in the Department for Education's guidance for schools on relationships, education, RSE and health education.

Appendix 3: 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	