Millbrook Primary School

Relationships and Sex Education (RSE) Policy

Policy Creation & Review	
Author(s)	Jespy Pereira-Barker & Vanessa Cain
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Introduction:

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

•	Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society

•	Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. **This became active from September 2020.**

In schools, successful RSE is firmly rooted in personal, social and health education (PSHE) lessons.

Relationship and Sex Education (Relationships, Sex and Health Education) Definition of Relationships, Sex and Health Education (RSHE) From September 2020,

From September 2020, Relationships Education was made compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships and Sex Education 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. This is why the DfE recommend: "… that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Compulsory aspects of Relationships, Sex and Health Education.

At MPS, we follow the PSHE curriculum provided by SCARF. It is taught through termly themes covered by the class teacher. Please refer to Appendix A for details of content covered across the school with regards to Relationships and Health Education. End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019).

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

•	'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'

•	Children should learn 'how a baby is conceived and born' before they leave primary school.

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

•	Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).

• 		When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).

• 		It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014). RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy
- Sexual Violance and Harrasment Policy

The role of the Headteacher and Governing body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE
- RSHE is well led, effectively managed and well planned
- the quality of RSHE provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

Monitoring and Review

The Curriculum Committee of the governing body monitors the RSE 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 Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught at MPS.

Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RSHE and can do so by

prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."
"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

Pupils with special educational needs and disabilities:

At MPs we have a responsibility to ensure that:

Relationships education, RSE and health education must be accessible for all pupils. Some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND,
content is tailored to meet the specific needs of pupils at different developmental stages
Teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher or SLT in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed.
Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will ensure that girls have access to appropriate sanitary products during school time.

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Safeguarding

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

Assessment

Teachers will be eager to ensure children are making progress with their learning. They will informally assess children at the end of each termly unit. The PSHE subject lead will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

SCARF Progress

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further development. This both teacher and child to see what progress has been made over the course of each half-termly unit of lesson plans. **SCARF Success**

At the end of a unit we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

Wearing my SCARF

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject. The PSHE education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the

programme. Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme.

The Learning Environment
Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson

Teaching Sensitive and Controversial Issues
Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues
Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.
Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support.
Lessons that cover RSE provision, should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Relationships Education at MPS:

Theme:	Key Stage 1	Key Stage 2
Families and close positive relationships	**R1.** about the roles different people (e.g. acquaintances, friends and relatives) play in our lives **R2.** to identify the people who love and care for them and what they do to help them feel cared for **R3.** about different types of families including those that may be different to their own **R4.** to identify common features of family life **R5.** that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	**R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) **R2.** that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different **R3.** about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong **R4.** that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others **R5.** that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart **R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another **R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that

		families of all types can give family members love, security and stability **R8.** to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty **R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships	**R6.** about how people make friends and what makes a good friendship **R7.** about how to recognise when they or someone else feels lonely and what to do **R8.** simple strategies to resolve arguments between friends positively **R9.** how to ask for help if a friendship is making them feel unhappy	**R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing **R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships **R12.** to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face **R13.** the importance of seeking support if feeling lonely or excluded **R14.** that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them **R15.** strategies for recognising and managing

		peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others **R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends **R17.** that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely **R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable, how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying	**R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online **R11.** about how people may feel if they experience hurtful behaviour or bullying **R12**. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	**R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour **R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support **R21**. about discrimination: what it means and how to challenge it

Safe relationships	**R13.** to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by	**R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);

	underwear are private **R14.** that sometimes people may behave differently online, including by pretending to be someone they are not **R15.** how to respond safely to adults they don't know **R16.** about how to respond if physical contact makes them feel uncomfortable or unsafe to do and which may make them unsafe **R17.** about knowing there are situations when they should ask for permission and also when their permission should be sought **R18.** about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) **R19.** basic techniques for resisting pressure to do something they don't want **R20.** what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	**R23.** about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns **R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know **R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact **R26.** about seeking and giving permission (consent) in different situations **R27.** about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret **R28.** how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this **R29.** where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

| Respecting self and others | R21. about what is kind and unkind behaviour, and how this can affect others
R22. about how to treat themselves and others with respect; how to be polite and courteous
R23. to recognise the ways in which they are the same and different to others
R24. how to listen to other people and play and work cooperatively
R25. how to talk about and share their opinions on things that matter to them | R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships |

Health Education at MPS:

Theme:	Key Stage 1	Key Stage 2
Ourselves, growing and changing	H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike H24. how to manage when finding things difficult H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H30. to identify the external genitalia and internal reproductive

		organs in males and females and how the process of puberty relates to human reproduction **H31.** about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) **H32.** about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene **H33.** about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for **H34.** about where to get more information, help and advice about growing and changing, especially about puberty **H35.** about the new opportunities and responsibilities that increasing independence may bring **H36.** strategies to manage transitions between classes and key stages