



Relationships and Sex Education Policy

Review Date: May 25

Next Review Date: May 27

1. Developing the RSE Policy

This policy was written by the PSHE lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at Uplands Community Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. What is RSE?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and health. RSE aims to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships which will help them go on, beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DfE 2019 Guidance, the focus of RSE will be on teaching the fundamental building blocks and characteristics of positive, healthy, respectful relationships, with particular reference to friendships, family relationships and relationships with other children and adults in all contexts, including online.

The key elements of Relationships Education have been divided into the following sections:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

3. Why Teach RSE?

At Uplands Community Primary School, our overall aim is to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life.

Research has shown that a comprehensive RSE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationships looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be discerning in their relationships and sexual behaviours and also more likely to have healthy, safe and fulfilling relationships.

Keeping Children Safe in Education (KCSIE) 2022 states that all schools should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

4. Statutory Requirements

The Relationships Education, RSE, and Health Education Regulations 2016 have made Relationships Education compulsory in all schools from September 2020. Sex Education is not compulsory in primary schools, however, puberty is covered in the Relationships and Health Education content and the

Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional needs of the pupils. The National Curriculum for Science includes naming 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.

If a parent wishes to withdraw their child from sex education beyond the national curriculum for science, we uphold that right and would welcome a discussion around any concerns.

5. Equal Opportunities

The law states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs.

- **Ethnic and cultural diversity**
The school will consult pupils and parents/ carers about their needs, take account of their views and promote respect for the views of different ethnic and cultural groups.
- **Varying home backgrounds**
Our pupils come from a variety of family situations and home backgrounds. We will ensure that children are not stigmatised as a result of their home circumstances.
- **Sexuality**
Some of our pupils will eventually define themselves as lesbian, gay, bi-sexual, transgender or questioning (LGBTQ). Pupils may also have LGBTQ family members. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality and will actively tackle homophobic or sexist bullying.
- **Special educational needs**
We will take into account that some of our pupils may have learning, emotional, behavioural or physical needs that result in particular RSE needs.

6. A Whole School Approach

Teaching staff are all involved in the school's RSE provision; as well as delivering the curriculum, they play an important pastoral role by offering support to pupils. Teachers have been consulted about the school's approach to RSE and will be provided with appropriate resources, background information, training and advice.

Non-teaching staff may be involved in a supportive role in some RSE lessons and will also play a pastoral role.

Governors have responsibility for the RSE policy and provision.

Parents and carers have a legal right to information about the school's RSE provision. They may have access at any point to the programme of work and are invited to discuss the content of the lessons and to view the resources used.

Outside agencies and speakers may be involved in contributing to RSE lessons.

Pupils have an entitlement to RSE and pastoral support appropriate to their age and circumstance.

7. The RSE Programme

RSE is taught across the year within our SCARF (Safety, Caring, Achievement, Resilience, Friendship) – programme, (refer to Appendix on page 5) within the topics of Me and My Relationships, Keeping Myself Safe and Growing and Changing. At Uplands, we believe that RSE should be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.

7.1a By the end of Key Stage 1 pupils will:

- know the basic rules for keeping themselves safe and healthy
- understand about safe places to be and safe people to be with
- know why families and carers are special for caring and sharing
- be able to recognise and compare the main external parts of human bodies
- know the names of the main external parts of the body including agreed names for reproductive organs

- know and understand the ways they are similar and different to others
- know and understand that they have control over their actions and bodies
- recognise the pressure of unwanted physical contact and know ways of resisting it

7.1b By the end of Key Stage 2 pupils will:

- be able to recognise and compare the main external parts of male and female human bodies including agreed names for reproductive organs
- know the names of the main internal parts of the body including agreed names for reproductive organs
- know about the physical changes that take place at puberty, why they happen and how to manage them
- understand why it is important to know how to keep themselves clean
- understand that safe routines can stop the spread of viruses
- understand genetic inheritance
- understand there are different types of families to theirs
- be able to challenge gender stereotyping
- be able to identify adults they can trust and ask for help
- be confident in a wide range of situations
- recognise their own worth
- be able to discuss moral questions
- recognise the pressure of unwanted physical contact and know ways of resisting it
- know how to keep themselves safe when involved in risky situations, including online

7.2 Ground Rules

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules are agreed upon to provide a common framework within which to teach.

Ground rules will ensure that:

- Pupils are given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- The school's confidentiality/safeguarding policies are adhered to.

7.3 Answering difficult questions

When delivering the RSE objectives (7.1a and b) teachers will always consider how children of the same age may be developmentally at different stages, leading to different types of question and behaviours. Teachers may choose to discuss specific issues on a one-to-one basis or in small groups. On occasion, an individual child will ask an explicit or difficult question in the classroom. In this situation it may be appropriate for the teacher to 'park' the question and answer it later.

- Teachers should establish clear parameters about what is appropriate in a whole-class setting.
- Pupils should be encouraged to write down questions anonymously. This will give the teacher time to prepare age- appropriate answers for the next session.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and attend to it later on an individual basis.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should take place between people who are mature enough to make informed decisions must be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the DSL must be informed.

8. Monitoring and Evaluation

The RSE programme and policy are regularly evaluated and reviewed by the PSHE subject leader. The views of pupils, parents, staff and governors are used to make changes and improvements to the programme on an ongoing basis.

9. Confidentiality and Safeguarding

Teachers conduct RSE lessons in a sensitive manner and in confidence. Good RSE practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children must be made aware how to raise concerns and how any report will be handled. School staff know that they cannot promise absolute confidentiality if approached by a pupil and this must be made clear. Should disclosures be made to a member of staff by a child regarding their (or a peer's) possible involvement in sexual activity or a concern about a friend or peer, the school's Confidentiality and Safeguarding Policies should be referred to.

10. Policy Review and Development Plan

The policy will be reviewed every two years, in consultation with parents, teachers and other school staff, governors and pupils.

11. Sources of Further Information

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationships Education Guidance DfE (0116/2000) (2011)

12. This policy should be read in conjunction with the following:

- Safeguarding/Child Protection policy (inc. responding to disclosures)
- Confidentiality policy
- Anti-bullying policy
- Equality, diversity and inclusion policy
- DfE 'Keeping children safe in education' (2020)

APPENDIX

SCARF Long Term Plan for PSHE (inc Relationships Education)

	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem