

Relationships and Sex Education (RSE) policy

Perrymount School



Perrymount Primary School

Growing together, learning forever.

Approved October 2020

Next review due by: October 2023

Rationale

At Perrymount, we want our young people to grow up into healthy, safe and informed young people, who can make positive life choices and make a positive contribution to society. A caring and supportive Relationships and Sex Education (RSE) curriculum must support young people to developing self-confidence in preparing for the physical and the emotional changes they will encounter as they grow into adults.

Young people need reassurance about their self-image, behaviour, feelings and relationships. They also need knowledge appropriate to their levels of maturity. In order to place the biological aspects of sex education covered in the science curriculum into a moral and social context we need to provide a broader, balanced Relationships and Sex Education (RSE). In the teaching of RSE the role of the school is supportive and complementary to the role of the parents, and a partnerships needs to be entered into with parents. This policy has been written so that parents, carers and staff are clear about the statutory requirements regarding RSE, so that pupils receive their educational entitlement.

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

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 Perrymount we teach RSE as set out in this policy.

Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant and national and local guidance.
- Staff consultation – school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
- Pupil consultation – we considered what exactly pupils want from their RSE during the lessons.
- 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, 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

Our curriculum is set out as per Appendix 1 but we need to adapt it as and when necessary.

We have developed our curriculum 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 age appropriate manner so they feel informed and do not 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

Delivery of RSE

RSE is taught within and supported by Perrymount's personal, social, health and education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils will also receive stand-alone sex education sessions delivered by class teachers.

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

Sex education will be taught using the Channel 4 living and growing DVD's which will be used to support the RSE in years 2,3,4,5 and 6. We are aware that these DVD's are dated and we are looking to update our resources as and suitable when new ones become available. Parents will be informed when these programmes are to be shown and invited in to view them. (See Appendix 2)

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 families, 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)

Roles and Responsibilities

The governing body

The governing body has delegated the approval of the headteacher.

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.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to 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.

Pupils

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

Parent's Right to Withdraw

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

Parents do however, have the right to withdraw their children from non-statutory components of sex education with RSE. Before doing so, parents are encouraged to talk to the class teacher and/or the deputy headteacher and view the resources in order to inform any decisions regarding their child.

Requests for withdrawal should be put in writing and addressed to the headteacher/deputy headteacher. The headteacher/deputy headteacher will discuss the requests with parents and ask them to reflect on what alternative arrangement they will make to ensure that their children have access to sex education and advice.

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 can also invite visitors from outside school, such as school nurses or sexual health professionals, to provide support to staff teaching RSE.

Monitoring Arrangements

The delivery of RSE is monitored by the PSHE subject leader through planning and book look scrutinies, learning walks and pupil voice.

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

This policy will be reviewed by the PHSE subject leader biannually. At every review, the policy will be presented to and approved by the Governing Body.

Perrymount School PHSE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years: 1 3 5	<u>Be Friendly, Be Wise</u> <i>(Making and Sustaining Relationships)</i> <ul style="list-style-type: none"> • Community • Rights and responsibilities • Getting to know each other • Families and people who care for me • Caring friendships 	<u>Living Long</u> <i>(Mental Wellbeing)</i> <ul style="list-style-type: none"> • Mental Wellbeing • Internet safety and harm • Anti-bullying • Keeping safe at home and outdoors 	<u>Daring To Be Different</u> <i>(Identify and Self Esteem)</i> <ul style="list-style-type: none"> • Respectful relationships • Identity and self-esteem • Peer influences and assertiveness 	<u>Living Strong</u> <i>(Physical Wellbeing)</i> <ul style="list-style-type: none"> • Physical health and fitness • Eating healthy • Drugs, alcohol and tobacco • Health prevention • Basic first aid 	<u>Dear Diary</u> <i>(Keeping Safe)</i> <ul style="list-style-type: none"> • Comfortable and uncomfortable feelings Online relationships • Being safe • Anti-bullying 	<u>Growing Up</u> <i>(Keeping safe contd)</i> <ul style="list-style-type: none"> • Being safe contd • Changing and adolescent bodies • Managing change • Preparing for transition
Years: 2 4 6	<u>Be Friendly, Be Wise</u> <i>(Making and Sustaining Relationships)</i> <ul style="list-style-type: none"> • Community • Rights and responsibilities • Getting to know each other • Families and people who care for me • Caring friendships 	<u>Living Long</u> <i>(Mental Wellbeing)</i> <ul style="list-style-type: none"> • Mental Wellbeing • Internet safety and harm • Anti-bullying • Keeping safe at home and outdoors 	<u>Dear Diary</u> <i>(Keeping Safe)</i> <ul style="list-style-type: none"> • Comfortable and uncomfortable feelings Online relationships • Being safe • Anti-bullying 	<u>Growing Up</u> <i>(Keeping safe contd)</i> <ul style="list-style-type: none"> • Being safe contd • Changing and adolescent bodies 	<u>Living Strong</u> <i>(Physical Wellbeing)</i> <ul style="list-style-type: none"> • Physical health and fitness • Eating healthy • Drugs, alcohol and tobacco • Health prevention • Basic first aid 	<u>Daring To Be Different</u> <i>(Identify and Self Esteem)</i> <ul style="list-style-type: none"> • Respectful relationships • Identity and self-esteem • Peer influences and assertiveness • Managing change • Preparing for transition

Appendix 2

Programme of Study for Sex Education at Perrymount School		
KS1	Year 1	Year 2
	<ul style="list-style-type: none"> To know human bodies have similar parts To know that animals and humans grow and change as they get older To know the names and main parts of the body 	<p>Video UNIT 1 Programme 3: Growing up</p> <ul style="list-style-type: none"> To know human bodies have similar parts To know that animals, including humans, produce young and these grow into children and new adults To know that we grow and change as do all living things To know that some changes are social as well as physical To think about others as well as ourselves To look at ideas of identity and self-esteem and reinforce that we are all special To know that there are different types of families
Lower KS2	Year 3	Year 4
	<p>Video UNIT 1 Programme 1: Differences Programme 2: How did I get here</p> <ul style="list-style-type: none"> To know the basic biology of human reproduction To know how our bodies change as we grow To know the correct terminology for the parts of the body (including the differences between male and female) To know that they can have different types of relationships with different people, including marriage and those between family and friends For children to know who they can talk to if they have any worries To consider the needs of a baby before and after birth 	<p>Video UNIT 2 Programme 4: Changes</p> <ul style="list-style-type: none"> To introduce the pupils to the physical and emotional changes that occur during puberty To consider some of the changes over which we have no control and the choices we can make concerning those we do have control To know and be assured that emotional changes are a normal part of puberty To understand that families and friends should care for each other To recognise the different risks in different situations and how to behave responsibly...judging what kind of physical contact is acceptable or unacceptable

Upper KS2		
Upper KS2	Year 5	Year 6
	<p>Video UNIT 2 Programme 5: How babies are made Programme 6: How babies are born Programme 7: Girl Talk Programme 8: Boy Talk</p> <ul style="list-style-type: none"> • To know the basic biology of human reproduction • <i>To know the correct terminology for the male and female reproductive organs</i> • <i>To develop an understanding of a sexual relationship as an expression of couples affection in a committed relationship</i> • <i>To know that it takes 9 months for a fertilised egg to develop into a baby</i> • To be able to describe physical and emotional changes that takes place as boys and girls go through puberty • To know and be reassured that emotional changes are a normal part of puberty • To address concerns and worries of both sexes • To be aware of the skills needed for parenting and appreciate the responsibilities that the parents have for their baby, in that human young are dependent for a relatively long time. • To appreciate the effect a new baby has on a family, to know individuals and families can get help and support • To understand what puberty involves and reassure pupils that they will all develop at different times and rates and that this is normal. • To make boys more aware of the changes that occur as girls become young women and make girls more aware of the changes that occur as boys become young men. • To be aware of FGM and ideas around forced marriage 	<p>Video UNIT 1 Programme 9: Let's talk about sex</p> <ul style="list-style-type: none"> • To consider how sex is portrayed in the media and to consider sexual stereotyping • To understand the importance of making decisions for themselves and not succumbing to pressure from others • To look at the nature of friendship and how it can change at puberty • <i>To know it is possible to prevent fertilisation</i> • <i>To know that safe routines can protect their sexual health</i>

Non-statutory content is *italicised*