

Relationships and Sex Education (RSE) Policy

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1. Aims

The aims of relationships and sex education (RSE) in our school is to:

- Provide a framework in which sensitive discussions can take place
- 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
- Prepare for children for puberty, and give them an age appropriate understanding of sexual development and the importance of health and hygiene

2. Statutory Requirements

Here at Kellington Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, empower them with a voice and equip them for life and learning.

At Kellington Primary School, we teach the statutory Relationships and Sex Education (RSE) as set out in this policy through our Jigsaw PSHE scheme and within our Science curriculum. The Relationships in Primary Schools mapping document (appendix 1) shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Sex Education requirements.

3. Policy Development

Whilst bringing RSE into line with latest government guidance, this policy also outlines how RSE is taught at Kellington Primary School. We have ensured a consultation period with staff and parents has been held in line with the following steps:

- PSHE/RSE Lead along with the Headteacher have worked together to review curriculum content and pulled together all relevant information including relevant national and local guidance
- Parents/stakeholders in all schools have been consulted about the policy
- Once any amendments were made, the policy was shared with governors and ratified

4. Definition

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

5. Curriculum

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships' and 'Being safe'. The way the Jigsaw programme covers these is explained in the Relationships Education in Primary Schools document (appendix 1).

It is important to explain that whilst the 'Relationships Puzzle' (unit of work) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are interwoven throughout the curriculum. This learning includes same-sex relationships, what constitutes a safe, loving relationship and consent.



types of love. These areas of learning are taught in an age-appropriate manner within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances or influence over the choices they may make as an adult. We acknowledge that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. The holistic approach ensures the learning is reinforced through the year across the curriculum.

The DfE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and physical and emotional maturity of the pupils'. Although sex education is not compulsory in primary schools, at Kellington Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs, including discussions of consent in an age appropriate context and the empowerment to say 'no'. Scientific terminology for internal and external body parts will be referred to from Reception to Year 6 in context. This is included in the "Changing Me" unit in the summer term (see appendix 2). If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and don't seek answers online. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

If you would like a further conversation about your child's class teacher regarding the materials shared, please contact the school.

6. Delivery

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead. An overview of our PSHE programme is included within the appendices of this policy for reference.

7. Teaching and Learning Strategies

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes. To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template.

As a minimum, ground rules are likely to include the following basic guidelines: Listen politely to each other.

Everyone gets a turn - if they want one.

Respect everybody's contribution.

No personal information - no names.

No personal questions.

No making fun.

An age-appropriate rule around confidentiality and safeguarding



Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques: Using 'distancing' techniques such as role play, case studies, videos (to depersonalise sensitive issues) and 'ask it baskets' (anonymous question boxes) These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns. It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person. All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as required.

8. Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the headteacher and deputy head, the designated safeguarding lead and child protection officer within the school. The headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy).

9. Equality

This policy is in line with the school's MAT led Equalities Policy (see Policy section of KPS website).

At Kellington Primary School, we promote respect for all and value every individual child. We also respect the rights of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. We understand that, due to the sensitivities of different groups around RSE, we may need to offer revised content in certain areas. Where this is appropriate, class teachers will share the planned content with families so this can be considered and adapted at individual level: if you would like to know more, please contact Katie Houlden.

10. Roles and Responsibilities

10.1 Local Governing Boards (LGB)

The LGB for each school approves the school's curriculum policy, including for RSE, and hold the Headteacher to account for its implementation. The LGB are responsible for reviewing this policy on an annual basis through discussions with the PSHE lead and in line with updated statutory guidance, modifications to the policy are made accordingly.

The LGB give serious consideration to any comment from parents about the PSHE (RSE) programme. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos. This policy will be reviewed in line with the dates on page 1 and, at every review, the policy will be approved by the board of governors.

10.2 PSHE/RSE Lead



Amy Reynolds, the PSHE/RSE Lead, is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from non-statutory components of RSE (see Appendix 3).

Pupil development in RSE is monitored by class teachers as part of their assessment systems, just as it is for all subjects.

10.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive and age-appropriate manner
- 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

10.4 Pupils

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

11. Parents' right to withdraw

*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 up to and until 3 terms before the child turns 16.

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

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

12. Training

The Jigsaw PSHE programme provides training materials to support staff on the delivery of RSE.

	Signed Headteacher	Signed Chair of Governors
Date of Review: June 2024	M.Lawrence	D.Cockayne
Date of Review: June 2025		



Appendix 1: RSE Curriculum Outline

Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.



The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 that others' 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. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

<p>Caring friendships</p>	<ul style="list-style-type: none"> · R7 how important friendships are in making us feel happy and secure, and how people choose and make friends. · R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. · R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. · R10 that most friendships have ups and downs, 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. · R11 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 and advice from others, if needed. 	
<p>Respectful relationships</p>	<ul style="list-style-type: none"> · R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. · R13 practical steps they can take in a range of different contexts to improve or support respectful relationships. · R14 the conventions of courtesy and manners. · R15 the importance of self-respect and how this links to their own happiness. · R16 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. · R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. · R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive. · R19 the importance of permission-seeking and giving in relationships with friends, peers and adults. 	

<p>Online relationships</p>	<ul style="list-style-type: none"> · R20 that people sometimes behave differently online, including by pretending to be someone they are not. · R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. · R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. · R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. · R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Relationships · Changing Me · Celebrating Difference
<p>Being safe</p>	<ul style="list-style-type: none"> · R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). · R26 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. · R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. · R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. · R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. · R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, · R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. · R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Relationships · Changing Me · Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> · H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. · H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. · H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. · H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. · H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. · H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. · H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. · H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. · H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). · H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Healthy Me · Relationships · Changing Me · Celebrating Difference

<p>Internet safety and harms</p>	<ul style="list-style-type: none"> · H11 that for most people the internet is an integral part of life and has many benefits. · H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. · H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. · H14 why social media, some computer games and online gaming, for example, are age restricted. · H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. · H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. · H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Relationships · Healthy Me
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> · H18 the characteristics and mental and physical benefits of an active lifestyle. · H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. · H20 the risks associated with an inactive lifestyle (including obesity). · H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Healthy Me
<p>Healthy eating</p>	<ul style="list-style-type: none"> · H22 what constitutes a healthy diet (including understanding calories and other nutritional content). · H23 the principles of planning and preparing a range of healthy meals. · H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Healthy Me
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> · H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	



<p>Health and prevention</p>	<ul style="list-style-type: none"> · H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. · H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. · H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. · H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. · H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. · H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Healthy Me
<p>Basic first aid</p>	<ul style="list-style-type: none"> · H32 how to make a clear and efficient call to emergency services if necessary. · H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Healthy Me
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> · H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. · H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Changing Me · Healthy Me

End of Guidance Appendix



Appendix 2: Kellington's Coverage of Health and Sex Education.

Appendix B – Kellington's coverage of puberty (Health Education) and reproduction (Sex Education) in “Changing Me” unit of PSHE

This unit is taught in the second half of the Summer term in all year groups. Please note Sex Education lessons are kept entirely separate from puberty lessons.

Year Group	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Health/ Puberty Coverage	Naming body parts including private parts. The NSPCC underwear rule. That growing up involves physical and emotional changes; girls only menstruate (mentioning that menstruation is part of your body changing as it gets ready to have babies, if you want to when you grow up).	Introduction to body changes in puberty for boys and girls. Girls' body changes, menstruation.	Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams.	Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams.
Sex Education Coverage	That for a baby to grow, part comes from a woman (the mother) and part of a man (the father). No mention of where these come from or how they get to each other. That it is usually the female that has the baby and in mammals including humans, the baby grows inside the mother.	For a baby to be made, the 'ingredients' needed are a sperm from the father, an egg from the mother, a mother's womb to grow in. That the sperm and egg can meet when a grown-up man and woman share an especially close and loving embrace that is an intimate, loving and very private part of a grown-up relationship. No detail on what this involves.	How conception occurs and that this within a committed loving adult relationship.	How conception occurs and babies are born. That is within a committed loving adult relationship.

Appendix 3: Parent form

Withdrawal from sex education elements within the RSE curriculum (withdrawal from relationships education is not permitted)

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	