



# Relationships & Sex Education Policy

## Faith Courage Love

**Faith** to move forward in confidence and succeed.  
**Courage** to make a difference in the world every day.  
**Love** one another as God loves us.

**Faith** - Roecliffe School will prioritise good relationships and will model respect for all in their policy implementation.

**Courage** - Roecliffe school commits to implementing this policy with integrity and in order to achieve the best possible outcomes for all stakeholders.

**Love** - All policies will be implemented in such a way as to ensure faith in fair process.

Policy Date	Review Date	Subject Leader	Headteacher	Chair of Governors
June 2023	July 2024	Lucy Smith	Lesley Briggs	Nick Baird

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

## **Aims of RSE at Roecliffe C of E Primary School**

The aims of RSE within Roecliffe C of E Primary School are to:

- adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learn in this area.
- teach in a way that is sensitive to the cultural backgrounds of all pupils, about healthy relationships, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- equip our pupils with knowledge, understanding and skills to enable them to make choices and ask questions leading to a healthy lifestyle.
- create a positive ethos around issues of sexuality, relationships and puberty, where children have the confidence to ask questions.
- teach pupils the correct vocabulary to describe themselves and their body parts.
- help the development of self respect, confidence and empathy to support healthy relationships.
- provide children with the knowledge and skills they require to ensure they are safe on and offline.

## **Policy Development**

This policy has been developed by the PSHE coordinator and in consultation with staff, parents and governors. We will continue to discuss with children what they need in order to feel safe and maintain a healthy lifestyle.

## **What values underpin the school's RSE policy, aims, objectives and outcome for RSE?**

Roecliffe Primary School's school values are Faith, Courage and Love. These values underpin all areas of our curriculum including RSE. At Roecliffe we commit to promoting the personal and social development, health and wellbeing of our pupils. Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of the learning and moral development. The whole school ethos and values need to support a safe learning environment for RSE.

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## About RSE

In 2019 the Government announced that Relations and Sex Education and Health Education will be statutory for all schools, starting September 2020. This was to:

***'...embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy'*** (DfE 2019)

RSE is consisted of: **Relationships education, Health education and Sex education.**

<b>Relationships Education</b>	<p>The NYCC (North Yorkshire County Council) define relationships education as:</p> <p><b><i>'Relationships is learning about the emotional, social and physical aspects of growing up, relationships, sexuality and sexual health. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful loving and non-exploitative relationships, staying safe both on and offline This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.'</i></b></p> <p>This is the definition which we wish to support at Roecliffe C of E Primary School.</p>
<b>Health Education</b>	<p>Health education can be split into physical health and mental health wellbeing.</p> <p>The DfE describes it as: <b><i>Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.</i></b></p> <p>Roecliffe Primary supports this definition and this will be taught within our PSHE scheme of learning, alongside relationships education.</p> <p>Health education also includes the teaching of puberty and menstruation and the DfE state, <b><i>'Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience'</i></b>.</p>

## Sex Education

At Roecliffe Primary School, we define Sex Education as the teaching of 'act of conception' and 'pregnancy and birth'. These will be taught in Year 6.

Sex education is not compulsory in primary schools, however, at Roecliffe Primary School we believe teaching this aspect of the curriculum will prepare our pupils for learning about healthy friendships, keeping themselves safe as well as learning about growing and developing.

Within the Kapow scheme of work, there are two Year 6 lessons, which teach Year 6 children

about sex education. When these sessions are due to be taught, parents/guardians have the right to withdraw their children. These two lessons are within the learning of Safety and the Changing Body: **Conception** and **Pregnancy and birth**. Prior to these lessons, we will consult with parents/carers about the content and allow time to consider the content, ask questions and withdraw their child if they wish.

## How will RSE be taught at Roecliffe Primary School?

At Roecliffe C of E Primary School, our approach to teaching RSE consists of:

- Implementing our scheme of work 'Kapow' for the delivery of PSHE which is inclusive of the RSE curriculum. We have chosen Kapow as it offers us a comprehensive, carefully thought-through scheme of learning which brings consistency and progression to our children's learning in this vital curriculum area.

*(We have created a Long Term Plan, which includes the sessions from Kapow and added contextual safeguarding issues - please go to the PSHE page on our website to view this)*

- PSHE sessions are taught once a week by the class teacher or HTLA, RSE lessons being part of these sessions.
- Ground rules are established at the start of each academic year, this is to create a safe environment where our pupils have the confidence to ask questions and have discussions.
- Parents and Guardians are given notice for Sex education sessions (Year 6 Safety and the changing body: **Lesson 5: Conception** and **Lesson 6: Pregnancy and birth**) and we will welcome discussions around this to help inform a decision to whether this is appropriate for your child.
- Positive views of human sexuality, with honest and medically accurate facts, so children can learn about their bodies and reproductive health in ways that are appropriate to their age and maturity.
- Fostering gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenge all forms of discrimination and stereotypes in PSHE lessons and in every-day school life.
- Meeting the needs of all our pupils, including those with special educational needs and disabilities (SEND).

## Kapow Scheme of Learning

Roecliffe Primary School has adopted a scheme of learning called 'Kapow'. This scheme of learning fulfils the statutory requirements for Relationships and Health Education set out by the DfE and it also fulfils the National Curriculum requirement to teach PSHE.

Kapow covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. It has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** Pupils revisit the five key areas throughout KS1 and KS2 to embed prior learning and continue to develop it.
- **Increasing depth:** Every year, when a key area is revisited, it is covered with greater depth that develops with the children's maturity.
- **Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so children can continue

to build their knowledge on previous foundations.

The table below gives the five key areas, which we return to in each year group. Year 6 also has a further key area: Identity.

<b>Family and Relationships</b>	Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.
<b>Health and Wellbeing</b>	Learning strategies for looking after their mental and physical health including: healthy eating, relaxation techniques, sun safety, discussion around immunisation facts and the benefits of sleep.
<b>Safety and the Changing Body</b>	Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during <b>puberty**</b> .
<b>Citizenship</b>	Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.
<b>Economic Wellbeing</b>	Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.
<b>Identity (Year 6 only)</b>	Considering what makes us who we are whilst learning about gender and sexual identify and body image.

### **\*\*Puberty**

Puberty is part of health education, therefore children can not be withdrawn from it. Children must cover what is within the National Curriculum for Science:

- **Year 1** - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Year 2** - Notice that animals, including humans, have offspring which grow into adults.
- **Year 5** - Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age (They should learn about the changes experienced in puberty).

In our Kapow PSHE scheme, puberty is introduced in Year 4 and continued to be taught in years 5 and 6. These are the following lessons in which it is covered:

Safety and the Changing Body		
Year 4	Year 5	Year 6
<b>Introduction to puberty</b> <i>Growing up - that the changes from being a child to an adult is called puberty.</i>	<b>Puberty</b> <b>Menstruation</b> <b>Changes in puberty</b>	<b>Changes in puberty</b>

## Monitoring and Review

### Assessment

RSE will be assessed by the following:

- Teachers use the ‘**Assessing pupils’ understanding and progress**’ and ‘**Next Steps**’ part of the planning at the end of each lesson to gauge the pupil’s understanding and identify who in the class needs further support or extra discussions around a specific area.
- Teachers complete a class big book for each session (as they would for all PSHE lessons). This evidence will be used to assess pupils.
- Retrieval checks are used by staff to check pupil’s understanding of previous learning on PSHE.
- Bi-annually, children take part in the ‘Growing up in North Yorkshire’ survey .
- Reflect the principles of inclusion and the range of pupils’ learning styles enabling all pupils to demonstrate their achievement.

The PSHE co-ordinator will be responsible for monitoring the provision of RSE and for reporting the outcomes to the Headteacher, which will lead onto the governing body.

### Monitoring

The PSHE Co-ordinator, Headteacher and governing body will monitor this policy on an annual basis. This will allow us to discuss whether the policy needs modification. We will use the views of staff, pupils and parents to make changes and improvements to the curriculum.

The content and delivery of the programme will be monitored by PSHE Coordinator and governors to ensure the content, teaching and resources are appropriate for our pupils. This will also identify any needs for further training.

### Roles and responsibilities

Role	Responsibilities
<b>The Governing Body</b>	The governing body has the responsibility to ensure that our school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science and other curriculum areas like PSHE. Governors will ensure that the programme and the resources are monitored and evaluated.

<b>Head Teacher</b>	The headteacher will liaise with both the governing body and the PSHE co-ordinator to ensure compliance with the statutory guidance and ensure the effective delivery of the RSE within the curriculum is being monitored. The head teacher must act upon any concerns which may arise from pupil's disclosure during RSE sessions. Also, they must monitor staff training requirements which will support the teaching of RSE.
<b>PSHE Co-ordinator</b>  <b>Teaching staff</b>  <b>Parents/ Carers</b>	The PSHE co-ordinator is responsible for all aspects of the subject including RSE. This will include keeping up to date with developments and good practice, ensuring the scheme of learning continues to be effective and appropriate for pupils to meet their needs, providing support and resources for staff, arranging staff training and monitoring sessions.  Our RSE lessons are taught within our PSHE scheme of learning. All teachers play an important role in delivering these lessons effectively to meet the needs of our pupils. They must offer support to pupils as they play an important pastoral role.  Parents/carers have the legal right to view this policy and to have information about the school's RSE provision. We will take into account parents/ carers views and listen to questions to help a partnership approach to RSE.
<b>External Agencies</b>	All external visitors should have a Disclosure and Barring Service check (DBS). Outside agencies can be brought in to teach parts of the RSE curriculum, however the teacher must be present.

## Right to withdraw

Parents/carers can not withdraw their child/ren from Relationships or Health education. This includes the teaching of puberty. Puberty is within the National Curriculum for science and schools must follow this.

The only part of RSE that a child can be withdrawn from is the two lessons which Roeclyffe Primary School defines as Sex Education: Conception and pregnancy and birth. These lessons will be taught in Year 6. Parents/carers will be notified as and when these lessons will be taught.

Before granting a request to withdraw, the class teacher and PSHE Co-ordinator would meet with the parents to discuss their concerns to see if it can be resolved. This may be looking at the resources and lesson plan together.

If a pupil is withdrawn from sex education, they will be provided with alternative work for the duration of the lesson. They should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

## Safeguarding and Confidentiality

RSE can be a sensitive issue. To protect privacy and engender respect for all, staff will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and

outside school. Pupils should be informed about the remit of confidentiality and that staff cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all staff will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows staff to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

## **Ground rules**

At the start of each academic year, the class has a lesson called **Introduction to RSE and setting ground rules**, which outlines the ground rules to ensure our pupils feel safe, confident and comfortable to be able to contribute within lessons and ask questions. Our ground rules will be based around these statements:

- Respecting other people's ideas
- There are no silly questions
- Keeping what is said in the room in the room
- Everybody is different and that is fine

It is important that both staff and pupils know that they are not expected to answer personal questions. Pupils will not be forced to take part in any discussions.

Staff will use the correct names for body parts (from EYFS to Year 6). This is part of safeguarding children. Staff will also explain meanings of words in a sensible and factual way.

## **Answering difficult questions**

Staff may be asked an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. (*See Safeguarding and Confidentiality*). Staff may seek advice from the PSHE co-ordinator or head teacher to support them in these situations.



## Useful Links

Relationships Education, Relationships and Sex Education (RSE) and Health Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1019542/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1019542/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Relationships education (primary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Physical health and wellbeing (primary and secondary)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

Keeping children safe in education 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1021914/KCSIE\\_2021\\_September\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf)

North Yorkshire Safeguarding Children Board Procedures and Guidance

<https://www.safeguardingchildren.co.uk>