



Relationships and Sex Education (RSE)

March 2021

Our Relationships and Sex Education (RSE) teaching and learning follows a comprehensive scheme of work aligned to our Personal, Social, Health and Economic Education (PSHE) programme of study.

This document should be considered an extension to, and not separate from, Beckley Church of England Primary School's policy for the delivery of PSHE.

First ratified	December 2019
Last reviewed	March 2020
Next review date	March 2021

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
- Equip children with an awareness of what constitutes healthy relationships
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Policy Development

This policy has been developed through consultation. The consultation and policy development process involved the following steps:

1. Review – staff/governors pulled together all relevant information including national/local guidance
2. Staff consultation – staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents were invited to give their views about the policy
4. Ratification – once amended as necessary, the policy was ratified by governors

Definitions:

RSE concerns 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.

Context and Statutory Requirements

Under section 78 of the Education Act 2002 and the Academies Act 2010, RSE teaching and learning:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

As a primary academy school, Beckley must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We are not obliged to follow the National Curriculum but we are expected to offer a broad and balanced curriculum to meet the needs of all pupils, and determined by the age and physical and emotional maturity of our pupils. Our curriculum is similar to the National Curriculum, including its requirements to include those elements of puberty and human sexual reproduction required prior to the children leaving primary school, and as contained in the science curriculum. As a Church of England school, also, we reflect key Christian values and Christian theology in making discrete links to our teaching in Religious Education wherever this is considered appropriate.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). An additional source is the DfE's Parental Engagement on Relationships Education guidance document 2019.

At Beckley School we teach RSE as set out in this policy, which has been developed in consultation with stakeholders of the school.

Curriculum

Our broad curriculum (Appendix 1), whilst ensuring compliance with statutory requirements, is considered flexible and may be adapted as and when necessary to best suit individual cohort needs and wider school requirements.

The curriculum accounts for the age, needs and feelings of pupils, and is in line with DfE statutory requirements and PSHE Association guidelines. If pupils raise questions outside the scope of this policy, teachers will respond in a fitting manner to ensure that they are appropriately informed and do not seek answers online or through ill-chosen channels.

This policy links to our Online Safety Policy, which can be found here: <https://beckleyschool.com/information/policies-procedures/>

Delivery of RSE

RSE, which includes health education, is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, whilst other aspects are included in religious education (RE) and here reflect our school's Christian vision. Other curricular and non-curricular areas of school life also provide opportunities for topical exploration, thereby forging links between academic and real-life experiences.

Each year group's PSHE curriculum embraces the same core themes, each reinforced at various points as features of half-termly units (Appendix 1). Returning to these core themes and half-termly units each year permits learning to both deepen and broaden at each visit and as the children mature in age and need. Our whole-school core themes for the delivery of PSHE (including RSE as a feature of PSHE) are:

- > Health and Well-Being;
- > Relationships:
- > Living in the Wider World.

Pupils in Key Stage 2 receive stand-alone sex education sessions, delivered in class in a way that is sensitive to the needs and maturity of the cohort. Delivery follows current advice from the PSHE Association, incorporates established resources provided by recognised PSHE education providers and, where available, comes with the additional support of trained NHS professionals.

Relationships education encompasses the fundamental building blocks and characteristics of positive relationships including:

- > Families and people providing care to the children
- > Caring friendships
- > Respectful relationships
- > Online relationships
- > Being safe

It is taught within the context of family life, ensuring that there is no stigmatisation of children based on their home circumstances. (Families can include single parent families, LGBTQ+ parents and guardians, 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.)

Where we have mixed year classes, our teaching is planned to a rolling programme. Where areas of content are considered age-sensitive and inappropriate for part of a mixed-age class, content is differentiated accordingly and lessons for older children are delivered only to the age-group for which they were intended. Older children may equally revisit learning from their previous year group and where underlying concepts are the same, but supplementary content may be included and learning outcome expectations may vary where appropriate.

Roles and Responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

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

Teaching staff are responsible for:

- Delivering RSE in a sensitive way;
- 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.

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 to always treat others with respect and sensitivity.

Parents' Right to Withdraw

In accordance with the DfE's Parental Engagement on Relationships Education guidance document 2019 (p.17):

- > 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;
- > Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher;
- > Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Where available, the headteacher will also invite visitors from outside the school (such as school nurses or sexual health professionals) to provide training and support to staff teaching RSE.

Training opportunities will also be made available through specialist external providers such as the PSHE Association and our other resource providers.

Monitoring arrangements

The delivery of RSE is monitored by the headteacher and PSHE coordinator through activities such as learning walks, 'book looks', resource reviews and planning scrutinies.

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

Pupils are encouraged to actively engage in both self-assessment and peer-assessment as throughout each unit of work.

Policy review

This policy will be reviewed by the governing board on an annual basis, and approved by the Teaching and Learning Committee.

Appendix 1: Curriculum map. **

PSHE curriculum coverage based on half-termly units and related key themes.

(Units include all DfE statutory requirements for Relationships Education and Health Education)

Year / Half-termly unit titles	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	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

**** Covid-19 addendum, March 2020**

Whilst Beckley School aims to deliver the above units broadly in the order shown, we will adjust both order and content to suit individual cohort needs if necessary. In particular, over the period of interruption caused by the Covid-19 pandemic and pupils' consequent move to home-schooling and on-line learning, certain aspects of coverage have necessarily been/will continue to be omitted or postponed to reflect both limited opportunity and the unsuitability of certain aspects to distanced learning.

Appendix 2: In accordance with DfE Guidance 2019, by the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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 or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

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	