



## Red Rose Primary School

# Relationship and Sex Education Policy

**Approved by:** A Brinton Headteacher  
J Lumley - Chair of Governors

**Last reviewed on:** Spring 2021

**Next review due by:** Spring 2022 - with approval by the Staffing Committee

## 1. Rationale

This policy should be considered as part of the overall strategy of the school and operated within the context of our vision, aims and values as a school.

At Red Rose Primary School we believe that effective Relationship and Sex Education (RSE) is essential for our pupils, as they grow, are able to make responsible and well informed decisions about their lives. In all year groups, RSE is taught as part of the Personal, Social, Health Education (PSHE) element of the curriculum and in addition to this in Year 5 and 6 reproduction and puberty is taught through science. This enables us to present RSE as part of a child's full and rounded development.

## 2. Moral and Values Framework

Relationship and Sex Education will reflect the values of our school ethos, PSHE and Citizenship programme. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

## 3. Aims

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000; Supplementary Guidance Sex and Relationship Education (SRE) for the 21st Century 2013; Equalities Act 2010 Not Yet Good Enough: personal, social, health and economic education in schools (Ofsted 2013); Life Lessons: PSHCE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)

This policy should be considered alongside the following:

- Online-safety Policy
- Anti-bullying Policy
- Safeguarding Policy (including child sexual exploitation)
- Equal Opportunities
- PSHCE
- SMSC Policy

## 4. The Consultation Process

This will involve:

- School council
- Consultation with parents/carers
- Review of RSE curriculum content with staff, pupils and parents/carers
- Consultation with wider school community e.g. school nurse, Education Development

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Service.

- Consultation, agreement and implementation of policy by school governors

## 5. What Is Relationship and Sex Education?

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care within family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## 6. Principles and Values

In addition, Red Rose Primary School believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life
- be an entitlement for all pupils in our care
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. children living with step families; those living with same sex parents, children looked after, adopted children, extended family. It includes a variety of types of family structure, and acceptance of diversity
- encourage pupils and staff to share and respect each other's views. We are aware of different values and opinions to sexual orientation, relationships and diversity. The important values are love, respect and that we care for each other
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment
- recognise that parents and carers are the key people in teaching their children about relationships, sex and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes
- recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals

Relationship and Sex Education in this school has three main elements:

### 1. Personal and Social Skills

- managing emotions within relationships confidently and sensitively
- developing positive self-esteem and confidence
- developing and demonstrating self-respect and empathy for others
- making informed choices with an absence of prejudice
- developing an appreciation of the consequences of choices made

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- managing conflict
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.

## 2. Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- valuing family life, stable and loving relationships, marriage and civil partnerships
- learning about the nurture of children
- demonstrating the values of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing skills including negotiation and decision making
- challenging myths, misconceptions and false assumptions

## 3. Knowledge and Understanding

- learning and understanding about physical and emotional development at appropriate stages
- learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships
- learning about where to go for help or advice in school and how to access a range of local and national support agencies

## **7. Aims and Objectives**

The aim of RSE is to provide balanced, factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- have the confidence and self-esteem to value themselves and others and develop respect for individual conscience and the skills to judge what kind of relationship they want
- understand the consequences of their actions and behave responsibly within personal relationships
- avoid being pressured into uncomfortable or dangerous situations
- communicate effectively by developing the appropriate language for relationships and issues
- develop awareness of their sexuality, gender identity, challenge sexism and prejudice, and promote equality and diversity

- have sufficient information and skills to protect themselves in a variety of situations, including from exploitation
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary

By the end of Key Stage One, pupils should be able to:

- understand the importance of valuing themselves and others
- recognise their membership of the family and recognise the roles of individuals in families
- understand growth and know themselves as male or female
- be able to name the main external parts of the body
- recognise babies have special needs
- appreciate relationships, friends, family, working together, sharing, playing together
- know about rituals that mark life and death, birth, marriage
- recognise the range of emotions and how we deal with them
- know about being safe
- know about the difference between good and bad touching
- appreciate that some diseases are infectious
- have an awareness of personal health and safety, personal hygiene

By the end of Key Stage Two, pupils should be able to:

- understand that they grow and change throughout life
- understand what is meant by relationships within families, friends and communities
- develop an appreciation of what is involved in bringing up children and what responsibilities parents have
- become aware of the different patterns of friendship
- know the ritual celebrated in Churches, marking birth, marriage and death
- be aware of their changing emotions and the need to respect other people's emotions and feelings
- begin to know about and understand the changes that come about through puberty
- know and understand their own bodies and their need for personal hygiene
- know the names for parts of the body
- know the basic biology of human reproduction
- become aware of the choices they make and that there are good choices and wrong choices
- recognise the importance of forgiveness in relationships

(A full mapping of the RSE statutory outcomes mapped across the Jigsaw puzzles in in Appendix 1)

### **8. Organisation and Content of Relationship and Sex Education**

Red Rose Primary School specifically delivers Relationship and Sex Education through its PSHE Programme, RE and Science lessons at KS1 and KS2. Much of the Relationship and Sex Education at Red Rose Primary School takes place within PSHE lessons. Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction will also be taught as part of National Curriculum Science. The PSHE Programme and Science National Curriculum are taught in every year.

## Whole-school approach

We will deliver our PSHE and RSE programme through the whole school Jigsaw approach. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

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Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rules established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSE programme.

Assessment is carried out where appropriate, for example, at the end of every module and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## 9. Inclusion

### Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with the Headteacher.

### Pupils with Special Needs

We will ensure that all pupils receive Relationship and Sex Education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary.

### Sexual Identity, Gender Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and gender identity and answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that Relationship and Sex Education is relevant to them.

## 10. Roles and responsibilities

### 10.1 The governing body

The governing body will approve the SRE policy on an annual basis, and hold the Headteacher to account for its implementation.

The governing body has delegated the approval of this policy to the Staffing Committee.

### 10.2 The Headteacher

The Headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see Section 11).

### 10.3 Staff

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/non-science components of SRE

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.

### 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. Right of Withdrawal of Pupils from Relationship and Sex Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex education, except for those parts included in the statutory National Curriculum (e.g. science lessons). We will make alternative arrangements in such cases. Parents are encouraged to discuss their concerns and/or decisions with the Head teacher at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

## **12. Confidentiality and Safeguarding**

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This should be made clear when forming the class ground rules. Health professionals in school are bound by their codes of conduct, but have a duty to share information with relevant others if they believe that a child is suffering abuse. Please see Child Protection & Safeguarding Policy for further detail and information.

## **13. Monitoring and Evaluation of Relationship and Sex Education**

It is the responsibility of the Head teacher/SMT to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education policy and curriculum.