

Delph Primary School



Relationships and Sex Education Policy (RSE)

October 2020

Approved by:	Curriculum & Standards Committee	Date: 27.11.2020
Reviewed:	Every 3 years	
Next review due:	Autumn Term 2023	

Ethos and Values

At Delph Primary School we prepare children for adulthood by teaching Relationship and Sex Education (RSE) as part of our whole school Personal, Social, Health and Economic (PSHE) programme. RSE teaching and learning focuses on the characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

Definition

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

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Develop knowledge and understanding of positive and healthy relationships
- Provide a framework in which sensitive discussions can take place
- To help children understand how to respect and care for their bodies, including an understanding of what part of their body is private
- Prepare children for the physical and emotional changes of puberty
- Help pupils develop feelings of self-respect, confidence and empathy
- To help children understand their feelings and behaviour, so that they can lead fulfilling and enjoyable lives
- Ensure children know how and where to access appropriate support

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 Delph Primary School we teach RSE as set out in this policy.

Policy Development

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

1. A staff working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation - all governors were given the opportunity to look at the policy and make recommendations
4. Parent/carers consultation – all parents/ carers were given the opportunity to look at the policy and make comments

Curriculum

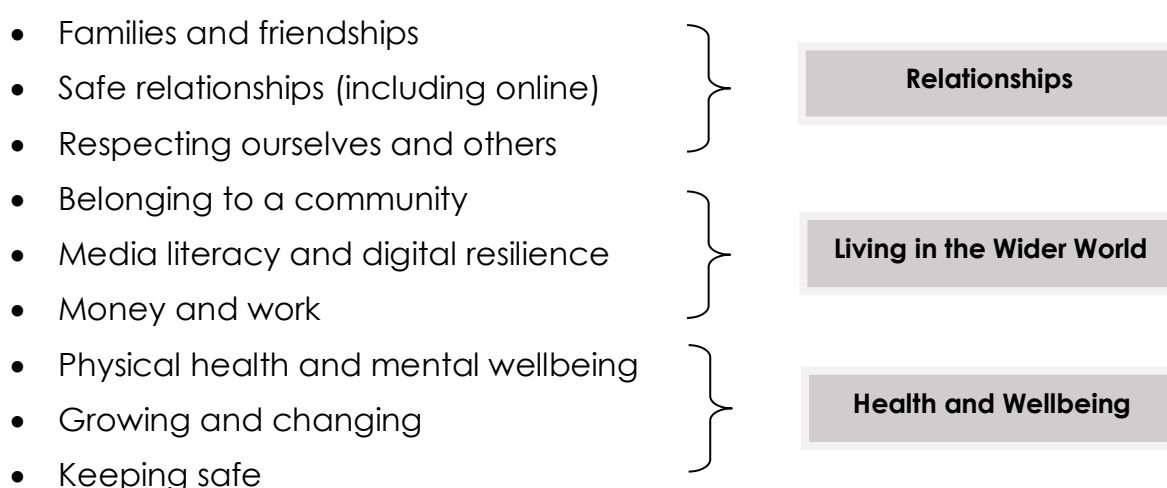
Our curriculum is set out as per the overview in Appendix 1. We have developed the curriculum in consultation with governors and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and Oldham's whole school approach to Emotional Health and Mental Wellbeing.

Pupils in Years 5 and 6 will also receive stand-alone sessions covering puberty and sex education, delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. It is included in our Personal, Social, Health and Economic (PSHE) programme of study and includes the following themes:



These themes are revisited each year, building on and extending prior learning. The programme of study covers all of the statutory requirements for the primary phase.

This policy should be read in conjunction with the PSHE Policy.

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 parents, 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).

Special Educational Needs

Where necessary teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE (see SEND Policy).

Roles and Responsibilities

The Governing Body

The governing board will approve the RSE policy, and monitor its implementation along with 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 -science components of RSE.

Teaching 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-science components of RSE

Pupils

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

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-science components of sex education within RSE. This would include the stand alone sessions in Years 5 and 6, delivered by a trained health professional.

Training

Staff receive training on all aspects of the curriculum, including RSE when appropriate.

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

Monitoring arrangements

The delivery of RSE is monitored through the whole school monitoring cycle for all curriculum areas and will include activities such as looking at planning, work scrutiny, learning walks and interviews with pupils etc.

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

This policy will be reviewed every year or sooner if legislation / guidance changes.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the RSE Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Right to withdraw letters. Possible safeguarding records	Name DOB Other contact details Personal information	For school information & records For Keeping children safe in Education	Class Teachers Headteacher SLT Health Professionals	HT Office CPOMs	Some information may be passed on to Secondary Schools or other schools on transition.

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
	✓	

APPENDIX 1

Delph Primary School

PSHE and RSE Long-Term Thematic Overview

A - Autumn

SP – Spring

SU - Summer

	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Our families – not all families look the same Address questions and misconceptions as they arise Respect for each other Show sensitivity to others' needs and feelings			Ourselves – similarities and differences Using the internet to play and learn with trusted adult guidance Begin to understand differences between real and online experiences			Growth and change over time Lifecycles – chicks hatch, tadpoles turn into frogs Talk about emotions/feelings, reacting appropriately Learn about keeping private parts private		
Y1	A1 Roles of different people; families; feeling cared for	A2 Recognising privacy; staying safe; seeking permission	A1 How behaviour affects others; being polite and respectful	SP2 What rules are; caring for others' needs; looking after the environment	SP1 Using the internet and digital devices; communicating online	SP2 Strengths and interests; jobs in the community	Su1 Keeping healthy; food and exercise, hygiene routines; sun safety	Su2 Recognising what makes them unique and special; feelings; managing when things go wrong	Su2 How rules and age restrictions help us; keeping safe online
Y2	A2 Making friends; feeling lonely and getting help	Sp1 Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Su2 Recognising things in common and differences; playing and working cooperatively; sharing opinions	SP2 Belonging to a group; roles and responsibilities; being the same and different in the community	Su1 The internet in everyday life; online content and information	SP2 What money is; needs and wants; looking after money	A1 Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	A1 Growing older; naming body parts; moving class or year	A2 Safety in different environments; risk and safety at home; emergencies
Y3	A1 What makes a family; features of family life	A1 Personal boundaries; safely responding to others; the impact of hurtful behaviour	Sp2 Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	A2 The value of rules and laws; rights, freedoms and responsibilities	SP2 How the internet is used; assessing information online	SP1 Different jobs and skills; job stereotypes; setting personal goals	Su2 Health choices and habits; what affects feelings; expressing feelings	Su2 Personal strengths and achievements; managing and reframing setbacks	Su1 Risks and hazards; safety in the local environment and unfamiliar places
Y4	A1 Positive friendships, including online	A1 Responding to hurtful behaviour; managing confidentiality; recognising risks online	Su1 Respecting differences and similarities; discussing difference sensitively	Sp2 What makes a community; shared responsibilities	Sp1 How data is shared and used	Sp2 Making decisions about money; using and keeping money safe	A2 Maintaining a balanced lifestyle; oral hygiene and dental care	Su2 Personal identity; recognising individuality and different qualities; mental wellbeing	Su2 Medicines and household products; drugs common to everyday life
Y5	A1 Managing friendships and peer influence	A1 Physical contact and feeling safe	A2 Responding respectfully to a wide range of people; recognising prejudice and discrimination	Su1 Protecting the environment; compassion towards others	Sp2 How information online is targeted; different media types, their role and impact	Sp2 Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Su1 Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Su2 Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Sp1 Keeping safe in different situations, including responding in emergencies and first aid
Y6	A1 Attraction to others; romantic relationships; civil partnership and marriage	A2 Recognising and managing pressure; consent in different situations	A1 Expressing opinions and respecting other points of view, including discussing topical issues	Sp1 Valuing diversity; challenging discrimination and stereotypes	Sp2 Evaluating media sources; sharing things online	Su2 Influences and attitudes to money; money and financial risks	Sp2 What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Su2 Human reproduction and birth; increasing independence; managing transition	Su1 Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media