

RSE (Relationships and Sex Education) Policy
ABBOTSWOOD JUNIOR SCHOOL
Reviewed by Senior Leadership Team:
Approved by the Governance Board: 28 November 2022
Review date: November 2024

Aims

We believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. PSHE also flows through all other curriculum areas.

Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme.

RSE enhances, and is enhanced by, learning related to topics including anti-bullying, keeping safe on and off line, keeping physically and mentally healthy, learning about drugs, alcohol and tobacco, and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at Abbotswood are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements at Abbotswood Junior School

We teach PSHE and RSE as set out in this policy. The Department for Education introduced compulsory Relationships Education for primary pupils during the academic year 2020-21. Also it is compulsory for all

schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

At Abbotswood, we have committed to retaining our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996. We also have regard for the Equality Act 2010 and have a public duty to 'eliminate discrimination, harassment and victimisation, advance equality and opportunity and foster good characteristics between persons who share relevant protected characteristics and persons who do not share it'. This includes tackling prejudice and promoting understanding.

Policy Development

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

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance.
2. Staff and family consultation – school staff and pupils' families were given the opportunity to look at the policy and make recommendations.
3. Approval – the policy was shared with and approved by the Governance Board.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and others' attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

Delivery of PSHE and RSE

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. At Abbotswood, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

In accordance with DfE guidance (Relationships Education Guidance, updated July 2020), <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary> we believe that RSE should meet the needs of all pupils. This should include age-appropriate teaching about different types of relationships in the context of the law. Objective 3 of the document for primary pupils in the section entitled 'Families and people who care for me' states 'Pupils should be taught 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.'

Extract from DfE

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>): 'Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.' At Abbotswood, this is delivered through teaching about different types of family, including those with same sex parents.

Pupils with SEND (Special Educational Needs and Disabilities)

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement

Roles and Responsibilities

The Governance Board will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff are responsible for:

- Delivering PSHE and 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 PSHE and RSE
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

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

Parents' Right to Withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSE Policy.
- Answer any questions that parents may have about the RSE/PSHE education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school.
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. We have committed to retain a parent's right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary school as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Appendix 1 shows the learning objectives covered by each year group. The yellow highlighted objectives in Year 6 show which parts of sex education are not in the Relationships Education objectives or the science curriculum.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons. The headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

Monitoring Arrangements

The delivery of RSE is monitored by the PSHE Lead and the Senior Leadership Team through: lesson observations, learning walks, feedback from staff, families and children.

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

This policy will be reviewed every two years by the PSHE Leader, Senior Leadership Team and approved by the Governance Board.

Relationship and Sex Education at Abbotswood 2021

Overview of lessons – learning objectives and intended learning outcomes, including references to the PSHE Association Programme of Study and National Curriculum Science (2014):

**indicates links with National Curriculum science references on the separate table at the end of the document.*

Lesson	Learning objectives: We are learning:	PSHE Association Intended Learning Outcomes: We can:	PSHE Association RSE Objectives Core theme 1: Health and wellbeing	PSHE Association RSE Objectives Core theme 2: Relationships	PSHE Association RSE Objectives Core theme 3: Living in the wider world
Year 3 What makes a good friend?	about friendship – why it is important and what makes a good friend	- recognise the different types of friendships that are important to us (e.g. family, friends, groups we belong to, neighbours) - explain why friendship and having friends is valuable - identify how friends show they care for and value each other - describe what makes a good friendship and what is most important in a friendship		R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
Year 3 Falling out with friends	- how to maintain good friendships - about solving disagreements and conflict amongst themselves and their peers	- identify what helps maintain friendships - describe feelings when disagreements and conflict occur - identify what can help and not help if there are friendship problems - demonstrate strategies for solving arguments with peers		R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R12. to develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and to support others to benefit	

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				themselves	
Year 4 *Puberty: time to change	about some of the physical changes experienced during puberty	- identify some of the physical changes that happen to bodies during puberty - explain that puberty begins and ends at different times for different people - use scientific vocabulary for external male and female body parts/genitalia	H8. about change H18. how their bodies will, and emotions may, change as they approach and move through puberty H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	R8. to identify and respect the differences and similarities between people R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	
Year 4 *Puberty: menstruation and wet dreams	about the physical changes that happen to males and females during puberty	- use scientific vocabulary for external and internal male and female body parts/genitalia - explain what happens during menstruation (periods) - explain what is meant by ejaculation and wet dreams	H8. about change H18. how their bodies will, and emotions may, change as they approach and move through puberty H20. about taking care of their body	R7. to offer constructive support and feedback to others	L1. to discuss topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
Year 4 *Puberty: personal hygiene	about the importance of personal hygiene during	- explain how and why it is important to keep clean during puberty - describe ways of managing physical change during puberty - respond to questions and give advice to others about puberty	H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and		

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	puberty to respond to questions about puberty		intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these		
Year 5 *Puberty: emotions and feelings	- how and why emotions may change during puberty - about getting appropriate help, advice and support about puberty	- describe how emotions and relationships may change during puberty - know where we can get the help and support we need in relation to puberty	H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	R2. to recognise that their behaviour can affect other people	
Year 5 Puberty: recap and review	more about the changes that happen at puberty (recap from year 4)	- describe the physical and emotional changes that occur during puberty and how to manage these - identify myths and facts about puberty, and what is important for a young person to know - demonstrate how to begin conversations (or ask questions) about puberty with people that can help us	H8. about change H18. how their bodies will, and emotions may, change as they approach and move through puberty H20. about taking care of their body		

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Year 5 Puberty: change and becoming independent	about managing change - new roles and responsibilities as we grow up	- describe some changes that happen as we grow up - identify the range of feelings associated with change, transition to secondary school and becoming more independent - describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities	H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H18. how their body will, and their emotions may, change as they approach and move through puberty		L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
Year 6 Positive and healthy relationships	- about what constitutes a positive, healthy relationship - that relationships can change over time	- describe some changes that happen as we grow up - identify the range of feelings associated with change, transition to secondary school and becoming more independent - describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities		R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend	

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				their lives together and who are of the legal age to make that commitment R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership	
Year 6 *How babies are made	- about adult relationships and the human life cycle - about human reproduction (how a baby is made and how it grows)	- identify the links between love, committed relationships / marriage and conception - explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults - explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)	H19. about human reproduction	R2. Pupils should have the opportunity to learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	

References to National Curriculum Science (2014):

Lesson	National Curriculum Science - Programmes of Study	Statutory requirements:	Non-statutory notes and guidance
Puberty lessons 1-4 Years 4 and 5	Year 5: Animals, including humans	Pupils should be taught to describe the changes as humans develop to old age	They should learn about the changes experienced in puberty.
How babies are made Year 6	Year 6: Evolution and inheritance	Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	

Statutory guidance

Relationships education (Primary)

Updated 13 September 2021

Extract from above document:

‘It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.’