

# Relationships and Sex Education (RSE) Policy



GILES BROOK SCHOOL

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| <b>Written by:</b> | Debbie Williamson | <b>Date:</b> 23/9/2020<br><b>Governor approved:</b> 24/03/2021 |
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This policy has been written in conjunction with Keeping Children Safe in Education, Giles Brook child protection policy and safeguarding procedures, PSHE Association guidance, The Key guidance and Government guidance:

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

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### 1. 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

As we have stated in our PSHE policy, *'We feel it is an important part of children's education to help them to understand how they are developing personally and socially. We provide our children with opportunities for them to learn about their rights and responsibilities and appreciate what it means to be a member of the diverse society in which we live.'* GBS PSHE Policy

### 2. 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 Giles Brook, we teach RSE as set out in this policy.

### 3. Policy development

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

1. Review – a member of staff or 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSE is about 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.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, 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.

Our primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

In addition to ensuring good Personal, Social, Health, Sex and Relationship curriculum coverage across all age phases, we take into consideration the individual needs and diversity of our pupils and families. *'Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics).'*

Giles Brook school staff make reasonable adjustments to alleviate disadvantage and are aligned with the SEND Code of Practice & Mainstream Core Standards when planning for RSE.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, for which we have an additional policy for reference. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional when appropriate e.g. school nurses talk to our pupils about periods.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Mental health and wellbeing

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

RSE is accessible for all pupils. We recognise the importance of planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 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 (see section 8).

### **7.3 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 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.

We believe that class teachers are best suited to teaching the RSE curriculum to their own classes as they already have a positive relationship with the children and this will help to foster respectful, caring and open discussions around some aspects of the curriculum that some pupils could feel uncomfortable discussing with unfamiliar teachers.

## 7.4 Pupils

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

## 8. 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-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.

## 9. Training

Staff will receive training on the delivery of RSE as part of their induction and be included in our continuing professional development calendar.

Visitors from outside the school, such as school nurses or sexual health professionals, will be invited into Giles Brook to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Debbie Williamson through:

- Learning walks
- Book monitoring
- Staff training/INSET discussions
- Open door policy to support staff

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

This policy will be reviewed by Debbie Williamson: AHT & Inclusion annually.

At every review, the policy will be approved by the Governing Board.

## Appendix 1: Curriculum map

### Giles Brook Relationships and sex education curriculum map

| YEAR GROUP | TERM     | TOPIC/THEME DETAILS   |
|------------|----------|---|
| Nursery    | All Year | <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• Developing positive relationships Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included.</li> <li>• Understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried.</li> </ul> |
| Foundation | Autumn   | <ul style="list-style-type: none"> <li>• Managing transition and change</li> <li>• Emotions - how to recognise them in ourselves and others</li> <li>• Emotions - How to manage them and support others</li> <li>• Sharing/turn taking</li> <li>• Wider community</li> <li>• Bullying</li> <li>• What we are good at</li> <li>• Growth Mindset</li> <li>• Respecting differences in others</li> <li>• Road and rail safety</li> </ul>   |
|            | Spring   | <ul style="list-style-type: none"> <li>• Right and wrong</li> <li>• Sharing/turn taking and negotiation</li> <li>• Internet Safety</li> <li>• Safer strangers</li> <li>• Healthy choices</li> <li>• Feeling proud</li> <li>• Making our own choices</li> <li>• Emotions - how to recognise them in ourselves and others</li> <li>• Emotions - How to manage them and support others</li> <li>• Respecting differences in others</li> <li>• Positive sense of self</li> </ul>  |
|            | Summer   | <ul style="list-style-type: none"> <li>• Staying safe in different environments</li> <li>• Sun safety</li> <li>• Water safety</li> <li>• Emotions - how to recognise them in ourselves and others</li> <li>• Emotions - How to manage them and support others</li> <li>• Managing transition and change</li> </ul>  |







## Appendix 2: By the end of primary school pupils should know

### Relationships education expectations

Families and people who care for the pupil:

- 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 (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- 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

- 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

- The importance of respecting others, even when they're very different (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

Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're 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

- 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's 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're 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)

### Health education expectations

By the end of primary, pupils will need to know:

#### Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they're feeling and how they're behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests
- Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

## Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- Where and how to report concerns and get support with issues online

## Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with an inactive lifestyle (including obesity)
- How and when to seek support including which adults to speak to in school if they're worried about their health

## Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

## Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

## Health and prevention

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

## Basic first aid

- How to make a clear and efficient call to emergency services if necessary
- Concepts of basic first aid, for example dealing with common injuries, including head injuries

## Changing adolescent bodies

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- About menstrual wellbeing including the key facts about the menstrual cycle

## **Sex education expectations**

There's no list of expectations for sex education at the primary level, as it isn't compulsory, but Giles Brook choose to teach it and the DfE recommends that we should:

- Make sure boys and girls are prepared for the changes that adolescence brings
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

### 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 |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Parent signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |   |
|---|---|
| Agreed actions from discussion with parents | To be completed once feedback has been received |
|   |   |