

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

Relationships and Sex Education (RSE) Policy

Policy for the Attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum Support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors	✓		
Parents	✓		
Website	✓		
Local Authority		✓	

1. Aims

Relationships and Sex Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils and is concerned with helping children make responsible decisions about the relationships that they form with others and helping them understand the changes and challenges which sexual maturity brings.

Sex Education will be taught as part of the Personal, Social and Health Education (PSHE) programme and also fulfils the requirements of the Key Stage 2 Science curriculum, concerning the main stages of the human life cycle and the life processes common to humans and other animals include nutrition, growth and reproduction.

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, and cultivate positive characteristics such as kindness and integrity
- ◆ Create a positive culture around issues of sexuality and relationships
- ◆ Teach pupils the correct vocabulary to describe themselves and their bodies
- ◆ Teaching pupil about these issues also links to our key values of Be Kind and Be Safe

There are three main elements:

Attitudes and Values

- ◆ learning the importance of values and individual and moral considerations;
- ◆ learning the value of family life, marriage and stable and loving relationships;
- ◆ learning the value of respect, love and care;
- ◆ developing critical thinking as part of decision making.

Personal and Social Skills

- ◆ learning to manage emotions and relationships confidently and sensitively;
- ◆ developing self-respect and empathy for others;
- ◆ learning to make choices based on an understanding of difference and with an absence of prejudice;
- ◆ developing an appreciation of the consequences of decisions made;
- ◆ learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- ◆ learning and understanding physical development at appropriate stages;
- ◆ understanding emotions and relationships;
- ◆ learning about reproduction

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](#).

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](#).

We also have regard to legal duties set out in:

- ◆ Sections 404 and 407 of the Education Act 1996
- ◆ Part 6, Chapter 1 of the Equality Act 2010
- ◆ The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.
- ◆ Relationships Education, Relationships and Sex Education (RSE) and Health Education – DFE 2025

At Alder Coppice Primary School we teach RSE as set out in this Policy.

3. Policy Development

This Policy has been developed in consultation with stakeholders. The consultation and policy development process involves appropriate feedback from parents, staff, children and governors with advice and guidance from the Dudley School Nurse team.

We recognise that 'parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings' (*Circular 11/87*). Our approach to Relationships and Sex Education in school will be complimentary and supportive to the role of parents. Parents will be informed about the content of the Year 5 Relationships and Sex Education programme prior to the teaching of the programme.

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

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this Policy, adults will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

Primary sex education will focus on:

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

6. Delivery of RSE

RSE is taught within Personal, Social, Health Education (PSHE). Biological aspects of RSE are also taught within the Science curriculum, and other aspects may be included in Religious Education (RE).

Pupils also receive stand-alone sex education sessions delivered by a member of staff based on guidance and in consultation with the local School Nurse team, as appropriate.

The School will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed knowledge, so that it can be used confidently in real-life situations.

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 and kind relationships
- Online safety and awareness
- Being safe

Sex Education focuses on

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

Throughout each year group, we will use appropriate material to assist in learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussion and practical activities

Teachers will make sure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme is designed to focus on boys as much as girls, and activities will be planned to make sure that both are actively involved.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to the experiences of all pupils
- During lessons, make pupils feel:
 - Safe and supported
 - Able to engage with the key messages.

We will also make sure that pupils learn about these topics in an environment that is appropriate for them; for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-1 discussions
- Digital formats

Give careful consideration to the level of differentiation required.

6.2 Use of resources

We will consider whether any resources that we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE Guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and situations
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils experiences and won't provoke distress

We will ensure that when we consult parents and carers, we can provide examples of the materials used.

7. Roles and Responsibilities

7.1 The Governing Board

The Governing Board will approve the RSE Policy and ensure the School is accountable for its implementation.

7.2 Senior Leaders

The Headteacher is responsible for ensuring that RSE is taught consistently across the School. The Deputy Headteacher manages requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff and Lead Health Professionals

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high quality and appropriate for each year group.
- 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 RSE.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotype.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's Designated Safeguarding Lead (DSL), Mrs Joanne Randall or Deputy DSL Mrs Joanna Bown.

Teachers and HLTAs are involved in the teaching of PSHE and may deliver aspects of RSE. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE must discuss this with the Headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity, in line with the School's Respect & Responsibility Code.

Outcomes for Pupils

As a result of the School's PSHE programme children should:

- ◆ develop confidence in talking and thinking about feelings and relationships;
- ◆ be able to name parts of the body and describe how their bodies work;
- ◆ be able to protect themselves and ask for help and support;
- ◆ be prepared for adolescence.

See Appendix 1.

Safeguarding/Child Protection of Pupils

An effective Relationships and Sex Education programme, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. In such a case the School would follow the appropriate Child Protection Policy guidelines.

The PSHE programme contains opportunities to talk about issues relating to Staying Safe and Child Protection with children, as appropriate to their age.

The Keeping Safe Team, consisting of the 2 Designated Safeguarding Leads and the Keeping Safe Guardians from Years 5 and 6 lead our Staying Safe weeks, assemblies and drop-in sessions to support children across the school.

8. Parental Involvement and Parents' Right to Withdraw

Parental Involvement

Prior to the children beginning Relationships and Sex Education topics parents will be informed by letter about the programme and have the opportunity to discuss any queries they may have.

Right to Withdrawal

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/non-Science components of sex education within RSE.

Requests for withdrawal should be put in writing using the Form found in Appendix 2 of this Policy and addressed to the Deputy Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

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

The Headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Jodie Bown (Subject Leader) through arrangements such as learning walks and drop-ins as they are delivered.

This Policy will be reviewed by the Assistant Headteacher annually. At every review, the Policy will be approved by the Governing Board.

Appendix 1: By the end of primary school pupils should know.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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 other children's families, either in school or in the wider world, sometimes look different from their own, 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 are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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 that lead to happiness and security, including mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties. • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make other's feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated. • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults. • How to communicate effectively; how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration. • That they can expected to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences and beliefs. • The practical steps that they can take in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness They should have opportunities to consider issues like self-esteem and building a sense of their own identity. • Pupils should have the opportunities to discuss the differences between being assertive and being controlling, and the difference between being kind to people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystander (primarily reporting bullying to an adult) and how to get help. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying, and how to challenge a stereotype.

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it is important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online. • 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, including where pictures and words might be circulated. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, for example. • 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) including those they do/don't know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources

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Appendix 2: Parent Form: Withdrawal from Sex Education within RSE

– Please return to the Deputy Headteacher at least 2 weeks prior to the published date of the planned lesson.

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	
Discussion with Year Group Staff including alternative provision	
Signed	
	Deputy Headteacher
Date	

