

# Relationship and Sex Education (RSE) Policy



Cam Everlands Primary School  
"We believe, achieve and celebrate"

<b>Approved by:</b>	Governing Body	<b>Date:</b> July 2024
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## 1. Aims

The aim of this Relationships and Sex Education (RSE) policy is to:

- Set out the school's approach to RSE, which is firmly embedded within our PSHE curriculum, following the SCARF Curriculum
- Ensure that RSE is taught in a way that is age-appropriate and sensitive to the needs of our pupils
- Provide a framework within which sensitive discussions can take place
- Prepare pupils for the physical, emotional and social changes they will experience during their time at school and beyond
- Help pupils develop healthy, nurturing relationships of all kinds, not just intimate relationships

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under 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 must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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

At Cam Everlands Primary School, we teach RSE as set out in this policy.

### **3. Policy development**

This policy has been developed in consultation with staff, pupils and parents/carers. 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/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. 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

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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

- RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.
- Pupils will receive RSE lessons that are appropriate for their age and stage of development. A spiral curriculum is followed, building on prior learning.
- The RSE curriculum follows the SCARF Curriculum, which provides a comprehensive program of study for RSE from Reception to Year 6.

We will share all curriculum materials with parents and carers each year before it is taught or upon request.

Primary sex education will focus on:

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

## 6. 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).

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

RSE is taught by class teachers. Where appropriate, outside visitors such as school nurses may be invited to contribute.

RSE is delivered in a variety of ways, including:

- Discrete PSHE lessons
- Cross-curricular links, e.g. in science, RE, computing
- Assemblies
- Workshops and visits

### 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 all pupils' experiences
- During lessons, makes 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's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions

- Digital formats
- Give careful consideration to the level of differentiation needed

## **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, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress (as part of the pupil's overall PSHE assessment)
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers 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.

All class teachers deliver RSE to their classes.

### **7.4 Pupils**

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

### **7.5 Parents**

The school acknowledges that parents/carers are the prime educators for children on many of these matters. The school's RSE program is designed to complement and support the role of parents/carers.

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSE curriculum.

## **8. Parents' right to withdraw**

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child 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 school 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 our continuing professional development calendar.

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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE lead through:

- Learning walks
- Pupil voice
- Work scrutiny

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

This policy will be reviewed by PSHE Lead every two years. At every review, the policy will be approved by Governing Body

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	Term 6	<p><b>Me and my body – girls and boys</b></p> <ul style="list-style-type: none"> <li>• Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>• Explain which parts of their body are kept private and safe and why.</li> <li>• Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul>	
Year 1	Term 6	<p><b>Keeping privates private</b></p> <ul style="list-style-type: none"> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul>	
Year 2	Term 6	<p><b>My body, your body</b></p> <ul style="list-style-type: none"> <li>• Identify which parts of our body are private;</li> <li>• Explain that our genitals help us make babies when we are older;</li> <li>• Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Term 6	<p><b>My Changing body</b></p> <ul style="list-style-type: none"> <li>• Recognise that babies come from the joining of an egg and sperm;</li> <li>• Explain what happens when an egg doesn't meet a sperm;</li> <li>• Understand that for girls, periods are a normal part of puberty.</li> </ul>	
Year 4	Term 6	<p><b>All Change!</b></p> <ul style="list-style-type: none"> <li>• Identify parts of the body that males and females have in common and those that are different;</li> <li>• Know the correct terminology for their genitalia;</li> <li>• Understand and explain why puberty happens.</li> </ul> <p><b>Preparing for changes at puberty</b></p> <ul style="list-style-type: none"> <li>• Recognise that babies come from the joining of an egg and sperm;</li> <li>• Explain what happens when an egg doesn't meet a sperm;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> <li>• Identify some of the ways they can cope better with periods.</li> </ul>	
Year 5	Term 6	<p><b>Growing up and changing bodies</b></p> <ul style="list-style-type: none"> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happens.</li> </ul> <p><b>Changing bodies and feelings</b></p> <ul style="list-style-type: none"> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Term 6	<p><b>Helpful or unhelpful? Managing change</b></p> <ul style="list-style-type: none"> <li>• Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>• Suggest positive strategies for dealing with change;</li> <li>• Identify people who can support someone who is dealing with a challenging time of change.</li> </ul> <p><b>Is this normal?</b></p> <ul style="list-style-type: none"> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>• Understand what FGM is and that it is an illegal practice in this country;</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul> <p><b>Making babies</b></p> <ul style="list-style-type: none"> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>• Know the legal age of consent and what it means.</li> </ul>	

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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	
Agreed actions from discussion with parents/carers	