



# GREAT ORTON PRIMARY RELATIONSHIPS & SEX EDUCATION POLICY

## Document Control Table

<b>Title</b>	Great Orton Sex and Relationships Education Policy
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## Document History

<b>Date</b>	<b>Author</b>	<b>Note of Revisions</b>
18.12.24	RC	Updated LTP

## Definition of Relationships & Sex Education

At Great Orton School, we believe that our pupils need to be educated in relationships and sex education (RSE) themes as part of a broad and balanced curriculum which develops the whole child.

We define RSE as lifelong learning about personal, physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It also involves acquiring information, developing and forming positive beliefs, values and attitudes. In particular, we feel it is appropriate for there to be an emphasis on relationships education in primary phase education.

At an appropriate age for our children, it is also about the teaching of sex education, as part of National Curriculum Science or via additional non-statutory provision to complement this. RSE is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond. We ensure Relationships Education and Sex Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities.

It is important that pupils are aware of their own bodies and feelings. They need to be educated about any changes that may occur as they grow and to become comfortable with these.

For this to happen and for pupils to develop into mature, confident adults they need a well-planned, age-appropriate programme of Relationships Education starting with a focus on friendships, building of self-esteem, staying safe and mutual respect. We fully embrace the viewpoint of the Secretary of State for Education in the DfE statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, 2019':

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."*

*"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online."*

Secretary of State for Education

The aims around the content within Relationships Education at primary phase are well aligned with our school values.

This policy is a working document which aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors.

Please note, for the purposes of this policy we define Relationships Education (RE) as any theme and topic that is required by the DfE within this section of the statutory document. This will be delivered within our PSHE education programme of study.

We define Sex Education (SE) as:

- Any non-statutory sex education content delivered as part of our PSHE education programme. Any individual session which this applies to is clearly identified within each individual school's curriculum overview in the appendices.
- Statutory sex education content is also part of National Curriculum for Science.

Please note that DfE guidance from 2020 also requires schools to deliver a 'Changing Adolescent Body' unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will be covered in an age-appropriate way within our PSHEe programme alongside other related themes.

## **Statutory regulations and guidance**

Legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance: SRE for the 21st century (2014)
- Keeping children safe in education (2019)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. This guidance document has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. The statutory guidance document from the DfE document can be viewed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## **Other related policies and documents**

- PSHE policy
- Safeguarding policy
- E-safety policy
- Anti-bullying policy
- Equality policy
- Behaviour policy
- Science curriculum

## **Confidentiality and Safeguarding**

The policies for RSE and Safeguarding complement each other as they are integral in the teaching of RSE and in keeping children safe.

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding issue by children. If this should occur, the staff member will inform the head/designated safeguarding lead in line with the safeguarding policy should any concerns be raised

If there is a time when a child wishes to confide in a member of staff the above policies must be followed, and any information passed onto the designated person. Staff members should make pupils aware that they cannot guarantee confidentiality and of the procedure they must follow. The designated person must then decide what action to take and whether to involve outside agencies depending on the information received in order to protect the child.

## **Inclusion**

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required. We operate a fully inclusive ethos in school.

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010. The full act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which meet their particular needs.

## **Aims of RSE**

At Great Orton, we aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of relationships.

As part of our PSHE programme, Relationships Education is taught gradually across Key Stages 1 and 2, so that learning can be built upon in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up.

Our overarching aims for our pupils from our RSE programme are:

- to prepare young people for adult life by following an age-appropriate programme of relationships education teaching.
- the acquisition of knowledge, the development of life skills and respectful attitudes and values
- to develop young people's confidence and self-esteem enabling self-respect and control over their own bodies and their own lives.
- to encourage respect and responsibility for self and others.
- to enable young people to make informed decisions which are relevant to their lives and wellbeing.
- to enable pupils to keep themselves safe from harm, both on and offline

If we choose to deliver any non-statutory sex education lessons to meet the needs of pupils and the local community, these will be delivered at age-appropriate points across the curriculum and clearly designated. Parents will always be consulted on any non-statutory elements.

We believe that this view supports current DfE guidance which states that:

*“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”*

Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

## **Content & delivery of RSE**

Our RSE curriculum is delivered predominantly by class teachers or other teaching staff within our schools from years 1 to year 6 and is predominantly part of our Personal, Social, Health & Economic (PSHE) education programme of study. On occasion, appropriate and suitably experienced and/or knowledgeable visitors from outside school are invited to contribute to the delivery of RSE in school, such as School Nurses.

Throughout RSE, children and young people benefit from opportunities to identify and reflect on their own values and those of others including their peers. RSE in school provides a safe environment for this exploration and development of positive attitudes.

RSE is delivered within timetabled curriculum lessons as part of our PSHE education curriculum. Statutory elements are also delivered within Science as per the National Curriculum. Our provision intends to help young people develop confidence in talking, listening and thinking about relationships. Several teaching strategies help this, including:

- establishing ground rules with pupils
- using 'distancing' techniques
- encouraging reflection and discussion

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in this school.

### Teaching and learning approaches

The delivery of lessons is designed to give all pupils a chance to explore and investigate the subject in a safe and supportive way across the curriculum. We use KAPOW to help us with our planning and to ensure coverage.

A wide variety of active teaching and learning approaches will be used to teach PSHE education, including RSE. These will include:

- use of circle time
- film-clips
- scenarios
- stories
- mind mapping
- discussions i.e. whole class, small groups, paired etc.
- drama / role play
- working independently, in pairs or larger groups of children and with children they would not normally work with

Pupils will be encouraged to reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others, but also reinforces important skills and qualities such as compromise, listening and cooperation.

### Creating a safe learning environment

Creating a safe learning environment is a vital part of allowing children to access PSHE/RSE lessons where sensitive and complex issues can be explored and discussed. We use a range of methods to support this:

#### *Ground Rules*

We use ground rules as fundamental tools in creating a safe and secure learning environment within PSHE/RSE lessons. Given the often-sensitive nature of topics within RSE, ground rules are even more important. Guidance for staff around setting ground rules before each topic is given below for example but it is important that these are created in partnership with pupils so that they are fully embedded in the classroom:

- Listen carefully
- Take turns to speak
- Respect each other's contributions and opinions
- No personal questions or information
- If you want to share something personal or something is worrying you, talk to the teacher after the lesson.

Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline.

#### *Dealing with questions*

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

If a teacher doesn't know the answer to a question or if a question is not deemed to be appropriate, this should be acknowledged and, if deemed to be appropriate, this may be followed up outside of the classroom environment with individual pupils.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We would also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

## **Support from Outside Agencies/visitors**

We believe that visitors can add value to the teaching and delivery of RSE because of their expertise; such as a health professional, or a style of learning; such as creative arts and theatre in education. Any visitors who come into school to assist with the delivery of PSHE and RSE will be bound by the policies of the school. Relevant policies, including this one, will be shared with any visitor prior to coming into school so they are prepared accordingly.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme.

If visitors are invited into the school to deliver aspects of RSE it must be in the presence of the class teacher to ensure that the schools' code of practice and confidentiality policy are adhered to. A teacher/member of staff will always be present during any lesson/workshop delivered. Teachers are also responsible for ensuring if the visitor presents a partial view of an issue, the opposing view is presented at some point, to provide a balanced perspective.

## **Monitoring and evaluating RSE**

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

We aim to monitor the effectiveness of our RSE provision through:

- Lesson visits



- Work scrutiny
- Monitoring of planning
- Pupil feedback
- Staff feedback

Teachers will critically reflect on their work in delivering RSE so that they may feedback appropriate information to the subject lead in order to support development of the subject within school.

The subject lead for PSHE/RSE will be responsible for monitoring and evaluation to ensure that content of the programme is effective and impactful.

### **Working with parents/Parental right to withdraw**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Great Orton, we are committed to working closely with parents to ensure that we create the best possible curriculum for our children, whilst also supporting parents in the conversations they might have with their children around such topics.

Whilst we believe that all of the content within each of our school's PSHE education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that which is delivered via the National Curriculum for Science.

As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We view the partnership of home and school as vital in providing the context around the themes covered to all our children. We will keep parents/carers informed of the RSE programme through publishing an overview of the content of the programme and policy on the school website and by providing further information / resources on request. Parents will be offered the opportunity to discuss the content and delivery of the programme with the subject co-ordinator.

If school chooses to deliver any non-statutory elements, letters will go to parents prior to these sessions where this right of withdrawal applies to remind parents of this right.

We acknowledge that parents and carers have an especially important role to play in RSE and that they need to feel confident that the school's programme complements and supports their role. If parents wish to request that their child be withdrawn from any non-statutory provision, they should contact the Head. We ask parents to consider the positive contribution that age appropriate RSE can make to keeping pupils safe and preparing them for adulthood.

Should parents then wish to withdraw their child from non-statutory lessons, this request will be recorded, and alternative provision will be made for any children during such sessions so that they are not within class for the duration of the session.

## **Policy consultation, development and review**

This policy has been written in consultation with governors, staff, parents, children & young people and the wider community as representatives of our schools.

As part of the implementation of statutory requirements around Relationships Education, all schools must have in place a written policy for Relationships Education/RSE. Parents must be consulted in developing and reviewing the policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

This policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current DfE guidance.

## **Roles & responsibilities**

### Governors/Heads/SLT will:

- Oversee all aspects of this policy
- Develop this policy and review it on a regular basis. This policy is developed in consultation with parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE

- Ensure that all staff are up to date with related policy changes, and familiar with school policy and guidance relating to relationships and sex education.
- Ensure that our school is fully compliant in delivering statutory requirements within Relationships Education
- Communicate openly with staff, parents and the governing body to ensure that everyone understands the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are considered as is appropriate.

Subject lead will:

- Oversee the day-to-day operation of the school's RSE provision
- Contribute to delivering or organisation of training where necessary
- Liaise with outside agencies e.g. school nurse service, visitors etc.
- Ensure that appropriate resources are available for the teaching of RSE
- Develop, review and monitor the teaching of RSE and the school policy as requested by the Head
- Report to governors/SLT on the subject as required

Staff will:

- Engage in professional development training around RSE provision as required
- Ensure that they are up to date with school policy and curriculum requirements regarding RSE
- Tailor their teaching, planning and resources to ensure inclusive provision for all pupils in their class across the whole range of abilities, including those pupils with special educational or additional needs
- Provide regular feedback to the subject lead on their experience of teaching RSE and pupil response and direct any queries or questions about delivery to the subject lead as soon as possible
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in line with this school policy
- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise.

Parents will:

- Share the responsibility of RSE to support their child's personal, social and emotional development.
- Engage with their children to continue learning about matters that have been raised through the subject in school and extend their learning appropriately.
- Engage in any consultation/information around RSE to ensure that our school curriculum best meets the needs of children


- If needed, seek additional support from the school where they feel it is required

This policy will be next reviewed in: January 2025

Signed by Headteacher:

Signed by Governor:

Appendix 1 - PSHE Overview Subject Mapping - lessons underlined in red are those in which parents have the right to withdraw

 <b>RSE &amp; PSHE Curriculum overview for parents and carers (EYFS: Reception)</b>			
Week	Autumn	Spring	Summer
<b>Week 1</b>	<b>Self-regulation: My feelings (6 lessons)</b> Lesson 1: Identifying my feelings	<b>Managing self: Taking on challenges (6 lessons)</b> Lesson 1: Why do we have rules?	<b>Building relationships: My family and friends (6 lessons)</b> Lesson 1: Festivals
<b>Week 2</b>	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
<b>Week 3</b>	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
<b>Week 4</b>	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
<b>Week 5</b>	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
<b>Week 6</b>	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
<b>Week 7</b>	<b>Building relationships: Special relationships (6 lessons)</b> Lesson 1: My family	<b>Self-regulation: Listening and following instructions (6 lessons)</b> Lesson 1: Simon says	<b>Managing self: My wellbeing (6 lessons)</b> Lesson 1: What is exercise?
<b>Week 8</b>	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
<b>Week 9</b>	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
<b>Week 10</b>	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
<b>Week 11</b>	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
<b>Week 12</b>	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
1	Introduction: Setting ground rules for RSE & PSHE lessons*	Understanding my feelings*	Communicating with adults*	Rules*	Money*
2	Family*	Steps to success	Road safety*	Similar, yet different *	Needs and wants*
3	Friendships*	Developing a growth mindset	Safety at home	Caring for others: Animals	Saving and spending
4	Other people's feelings	Being active	Safety with medicines*	The needs of others	Banks and building societies*
5	Getting along with others*	Relaxation: breathing exercises	What to do if I get lost	Democratic decisions	Jobs*
6	Friendship problems*	Healthy diet	The internet	School council	
7	Gender stereotypes*	Looking after our teeth	Appropriate contact*	Giving my opinion	
8	Change and loss		My private parts are private*		<b>Transition lesson</b>
9			Personal boundaries*		Understanding that change can cause mixed feelings.

	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
1	Introductory lesson: Setting ground rules and signposting*	My healthy diary	Fake emails	Recycling / reusing*	Spending choices*
2	Friendship issues and bullying*	Looking after our teeth	Internet safety: age restrictions	Local community buildings and groups*	Budgeting*
3	Healthy families	Relaxation - visualisation	Consuming information online	Local council and democracy*	Money and emotions *
4	Stereotyping - Gender*	Meaning and purpose - my role	Tobacco	Diverse communities	Jobs and careers*
5	Stereotyping - Age/disability*	Resilience: breaking down problems	First Aid: asthma	Rights of the child	Jobs for me
6	How my behaviour affects others	Emotions	Choices and influences*	Charity	
7	Effective communication to support relationships	Communicating my feelings*	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty		
8	Respect and manners	Mental health	Year 3: Road safety Year 4: Growing up		Transition lesson
9	Respecting differences				Coping strategies*

Lessons marked with an asterisk\* are taught in both Year 3 and Year 4 but children will partake in different activities and have a different learning experience each year.  
Lesson in red are those which children will be taught in single year groups.

	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
1	Introduction lesson: Setting rules and signposting*	Relaxation - mindfulness	Critical digital consumers	Pressure groups	Attitudes to money
2	Friendship skills	What can I be?	Social media	Valuing diversity	Keeping money safe
3	Respect*	Taking responsibility for my health	First Aid: Bleeding	Food choices and the environment	Stereotypes in the workplace
4	Resolving conflict	The impact of technology on health	First Aid: Basic life support	Caring for others	Gambling
5	Family life	Resilience toolbox	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Rights and responsibilities*	Careers*
6	Stereotyping	Immunisation	Year 5: Menstruation Year 6: Conception	Parliament and national democracy*	
7	Challenging stereotypes	Physical health concerns	Year 5: Emotional changes in puberty Year 6: Pregnancy and birth	<b>Identity</b>	
8	Change and loss	Good and bad habits	Critical digital consumers	Year 6: What is identity?	<b>Transition lesson</b>
9				Year 6: Identity and body image	Coping strategies*

Lessons marked with an asterisk\* are taught in both Year 5 and Year 6 but children will partake in different activities and have a different learning experience each year.

Lesson in red are those which children will be taught in single year groups.

Underlined lessons are sex education lessons and you have the right to withdraw your child from these lessons if you wish.



