



Overstone Combined School

Relationships and sex education policy (September 2024)

Updated: September 2024

To be reviewed: September 2026 or sooner if appropriate

Introduction

At Overstone Combined School, we believe that the Relationships and Sex Education programme is an important way of helping children to make sense of growing up as well as some of the bigger questions in life. We believe that our Relationships and Sex Education programme promotes pupils' self-esteem, emotional development and resourcefulness and helps children to form and maintain satisfying relationships. This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about relationships, sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood. Relationships and Sex Education is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives. It links into all of our school values of Being Kind, Show Respect, Listen Well and Try Your Hardest.

Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- Promote a culture of safeguarding whereby pupils understand what positive relationships look like and which parts of their body are private
- 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

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 elements of sex education contained within 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 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 Overstone Combined School, we teach RSE as set out in this policy.

Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Ratification – once amendments were made, the policy was shared with governors and ratified

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 improving awareness, sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Curriculum

The Relationship Education, Relationship and Sex Education (RSE) and Health Education requirements came into place in September 2020. The Relationship and Health Education is statutory in all primary schools from September 2020. We have developed a scheme of work in line with the PSHE Association to cover the statutory elements of the curriculum. Our curriculum is set out as per Appendix 1. This will be reviewed annually by the PSHE lead and headteacher to ensure it meets the needs of the pupils.

We have developed the curriculum in consultation with parents and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, use their professional judgement as to whether to answer that question or not, and then communicate with parents regarding information they may or may not wish to discuss with their child in more detail at home.

Delivery of RSE

At Overstone Combined School, we believe that effective Relationships and Sex Education should be:

- An integral part of the PSHE and Science curriculum and delivered as part of that curriculum
- Provided at an appropriate time and an appropriate level for the children. This should include ensuring materials are appropriate for pupils with Special Educational Needs / Disability.
- Taught together within class groups, although children may be separated as and when appropriate e.g. in Year 5 when discussing puberty or splitting a mixed class into individual year groups
- Covered with great sensitivity and providing opportunities for children to reflect, ask questions and to discuss their views on this vital aspect of life and learning

- Offering a positive and open view of Relationships and Sex Education and supporting sexual self-acceptance. We believe that our Relationships and Sex Education should be empowering for all pupils, regardless of gender, gender identity, sexuality, ethnicity, faith, ability and disability. It must also promote gender as well as LGBT equality; challenge all discrimination as well as ensure that our children understand that there are a variety of relationships and family patterns in the modern world.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

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

Sex Education focuses on teaching children about their bodies, private body parts and aspects of growing up as well as beginning to teach the process of reproduction in Upper Key Stage 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).

Sensitive Issues

From time to time, sensitive issues will be raised by pupils. It is important that all individuals concerned with the delivery of RSE in school are in alignment regarding their response to these. Parents and carers should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE. The issues concerned may include contraception, abortion, safe sex, HIV and other sexually transmitted diseases, sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that pupils may hear these terms through different sources such as the media, and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age, maturity and learning needs, and thought will be given to whether the response is appropriate in a class, small group or individual situation. The detailed lesson planning will clearly state the content that will be covered. Questions will always be treated with respect and with a caring response. Staff and other adults will always be sensitive to underlying problems which may be worrying a child. The main guidelines in this situation are:

- be sensitive;
- is the context appropriate?
- is the question relevant to the content of the lesson?
- is the group ready in terms of maturity?

In such instances, teachers may answer a question with the response “We are not learning about this in Year... You may ask your Mum/Dad /Carer when you get home.” “You will learn more about this in Year.....” (if known). If staff have a concern, then parents may be contacted.

Confidentiality

Staff should be clear about the boundaries of their legal and professional roles and responsibilities. They should be familiar with the procedures set out DfE document: ‘Keeping Children Safe in Education’ as stated in regular Safeguarding Training. Teachers cannot offer or guarantee absolute confidentiality. In certain circumstances a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead Officer (DSLO –Deputy). If there is a concern about the child’s safety, then teachers and the DSLO should follow the guidelines in the Safeguarding Policies adopted by the school.

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality. The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don’t undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils’ developmental stage
- Comply with:
 - This policy
 - The Teachers’ Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on what they’re going to say and their position on the issues to be discussed

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The Governing Board

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

The Headteacher

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

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-science 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 teachers will have the responsibility for teaching RSE. This will be completed following training from the headteacher, PSHE lead and Curriculum Lead.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. The RSE Overview for each year group can be found in Appendix 1.

Requests for withdrawal should be put in writing using the form found at the end of this document and addressed to the headteacher.

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

Training

Staff will receive training on the teaching on RSE from the PSHE Lead, headteacher or health professionals, as appropriate. Staff may request additional CPD (such as courses, team teaching etc) should they require further support.

Planning of RSE sessions will also be mapped out thoroughly by the PSHE lead.

Monitoring arrangements

The delivery of RSE is monitored annually by the PSHE Co-ordinator through:

- Collecting pupil views
- Book monitoring
- Learning Walks

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

Outcomes will be shared with the PSHE Governor and the Curriculum Committee.

This policy will be reviewed by PSHE Co-ordinator every two years. At every review, the policy will be approved by the governing board.

Appendix 1

RSE (Relationships and Sex Education) Curriculum Map

Along with the new Statutory Curriculum for PSHE (which includes Statutory Relationships and Health Education) The children will also take part in a set of 3 lessons (4 in Year 6) focused in the Sex Education part of Relationships. Some of these objectives may be covered in other areas but these lessons must be taught in the correct order. Please see further guidance for breakdown of lessons. Parents may opt out of the non-statutory elements of the curriculum but this must be agreed in advance with the headteacher and confirmed in writing.

Year 1	Year 2
<ul style="list-style-type: none"> • To understand some basic hygiene principles. • To know how to keep clean and look after oneself. • To introduce the concept of growing and changing. • To understand that babies become children and then adults. • To know the differences between boy and girl babies. • To explore different types of families and who to ask for help. • To know there are different types of families • To know which people we can ask for help. 	<ul style="list-style-type: none"> • To introduce the concept of male and female and gender stereotypes. • To identify differences between males and females. • To understand that some people have fixed ideas about what boys and girls can do. • To describe the difference between male and female babies. • To explore some of the differences between males and females and to understand how this is part of the lifecycle. • To describe some differences between male and female animals. • To understand that making a new life needs a male and a female. • To focus on sexual difference and name body parts. • To describe the physical differences between males and females. • To name the male and female body parts.
Year 3	Year 4
<ul style="list-style-type: none"> • To explore the differences between males and females and to name the body parts. • To know some differences and similarities between males and females. • To name male and female body parts using agreed words. • To consider touch and to know that a person has the right to say what they like and dislike. • To Identify different types of touch that people like and do not like. • To understand personal space. 	<ul style="list-style-type: none"> • To explore the human lifecycle • To describe the main stages of the human lifecycle. • To describe the body changes that happen when a child grows up. • To identify some basic facts about puberty. • To discuss male and female body parts using agreed words • To know some of the changes which happen to the body during puberty.

<ul style="list-style-type: none"> • To talk about ways of dealing with unwanted touch. • To explore different types of families and who to go to for help and support. • To understand that all families are different and have different family members Identify who to go to for help and support 	<ul style="list-style-type: none"> • To explore how puberty is linked to reproduction • To know about the physical and emotional changes that happen in puberty. • To understand that children change into adults so that they are able to reproduce.
Year 5	Year 6
<ul style="list-style-type: none"> • To explore the emotional and physical changes occurring in puberty. • To explain the main physical and emotional changes that happen during puberty. • To ask questions about puberty with confidence. • To understand male and female puberty changes in more detail. • To understand how puberty affects the reproductive organs. • To describe how to manage physical and emotional changes. • To explore the impact of puberty on the body & the importance of hygiene. • To explore ways to get support during puberty. • To explain how to keep clean during puberty. • To explain how emotions, change during puberty. • To know how to get support and help during puberty. 	<ul style="list-style-type: none"> • To consider puberty and reproduction. • To describe how and why the body changes during puberty in preparation for reproduction. • To talk about puberty and reproduction with confidence. • To consider physical & emotional behaviour in relationships. • To discuss different types of adult relationships with confidence. • To know what form of touching is appropriate. • To explore the process of conception and pregnancy. • To describe the decisions that have to be made before having a baby. • To know some basic facts about pregnancy and conception. • To explore positive and negative ways of communicating in a relationship. • To have considered when it is appropriate to share • personal/private information in a relationship. • To know how and where to get support if an online relationship goes wrong.

Appendix 2

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • 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 represents 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
<p>Caring friendships</p>	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • 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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are 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	<ul style="list-style-type: none"> • 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 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) 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 are 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

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

Agreed actions from discussion with parents	