

EP Collier Primary School

RSE Policy

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 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 EP Collier we teach RSE as set out in this policy.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sex education, 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.

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).

Roles and Responsibilities

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

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

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- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE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.

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

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 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1

PSHE/RSE overview

Health & Wellbeing		Relationships			Living in the Wider World	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	What makes a good friend?	Who is special to us?	What jobs do people do?	<u>Who</u> helps to keep us safe?	What helps us grow and stay healthy? (sleep, food, exercise)	How do we recognise our feelings?
Year 2	What is the same and different about us?	What is bullying?	What routines helps me stay healthy? (washing hands/brushing teeth/medicines/vaccines)	What can we do with money?	How can we look after each other and the world?	What helps us to stay safe? (permission)
Year 3	How can we be a good friend?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 4	What strengths, skills and interests do we have?	What keeps us safe?	What are families like?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?	What makes a community?

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Year 5	What makes up a person's identity?	What decisions can people make with money?	How can drugs common to everyday life affect health?	How do friendships change as we grow?	What will change as we become more independent?	Sex and relationship education
Year 6	What jobs would we like?	How can we keep healthy as we grow?	How can we help in an emergency?	How can the media influence people?	How can friends communicate safely?	Sex and relationship education

Skills and understanding progression:

KS	Skills and understanding
KS1	<p>Relationships</p> <ul style="list-style-type: none"> ➤ Ourselves and others; similarities and differences; individuality; people who care for us; groups we belong to; families ➤ Friendship; feeling lonely; managing arguments ➤ Behaviour; bullying; words and actions; respect for others <p>Health and wellbeing</p> <ul style="list-style-type: none"> ➤ Being healthy; hygiene; medicines; people who help us with health ➤ Keeping safe; people who help us ➤ Keeping safe; recognising risk; rules ➤ Being healthy: eating, drinking, playing and sleeping ➤ Feelings; mood; times of change; loss and bereavement; growing up

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	<p>Living in the wider world</p> <ul style="list-style-type: none"> ➤ Money; making choices; needs and wants ➤ Ourselves and others; the world around us; caring for others; growing and changing ➤ People and jobs; money; role of the internet
LKS2	<p>Relationships</p> <ul style="list-style-type: none"> ➤ Friendship; making positive friendships, managing loneliness, dealing with arguments ➤ Families; family life; caring for each other ➤ Respect for self and others; courteous behaviour; safety; human rights ➤ Feelings and emotions; expression of feelings; behaviour <p>Health and wellbeing</p> <ul style="list-style-type: none"> ➤ Keeping safe; at home and school; our bodies; hygiene; medicines and household products ➤ Being healthy: eating well, dental care ➤ Being healthy: keeping active, taking rest ➤ Self-esteem: self-worth; personal qualities; goal setting; managing set backs ➤ Growing and changing; puberty ➤ Keeping safe; out and about; recognising and managing risk <p>Living in the wider world</p> <ul style="list-style-type: none"> ➤ Community; belonging to groups; similarities and differences; respect for others ➤ Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions
UKS2	<p>Relationships</p> <ul style="list-style-type: none"> ➤ Friendships; relationships; becoming independent; online safety ➤ Different relationships; changing and growing; adulthood; independence; moving to secondary school

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	<p>Health and wellbeing</p> <ul style="list-style-type: none"> ➤ Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes ➤ Basic first aid; accidents; dealing with emergencies ➤ Drugs, alcohol and tobacco; healthy habits ➤ Looking after ourselves; growing up; becoming independent; taking more responsibility ➤ Understanding of human reproduction as part of a human life cycle <p>Living in the wider world</p> <ul style="list-style-type: none"> ➤ Money; making decisions; spending and saving ➤ Careers; aspirations; role models; the future ➤ Media literacy and digital resilience; influences and decision-making; online safety
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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"> • 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
Caring friendships	<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

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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

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TOPIC	PUPILS SHOULD KNOW
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

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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			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

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