



FULFEN
Primary School

Leading the way
to a brighter future

Love of Learning... Encouraging... Adaptable... Determination...

Relationships and Sex Education Policy

Date Written: Jan 2024

Review Date: Jan 2025



Contents

1. Aims.....	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition.....	3
5. Curriculum.....	3
6. Delivery of RSE	4
7. Roles and responsibilities.....	6
8. Parents’ right to withdraw	7
9. Training	7
10. Monitoring arrangements.....	7
Appendix 1: Curriculum map.....	Error! Bookmark not defined.

1. Aims

The aims of relationship 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
- > Enjoy strong, positive, non-exploitative, caring relationships online and in person

The policy relates to Fulfen’s LEAD values

2. Statutory requirements

It is statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes 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. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.



Throughout, we have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Fulfen 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. 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 and any interested parties were invited to look at the policy and make comments
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, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is linked closely to the 5 British Values strands: Individual liberty, mutual respect, tolerance, rule of law and democracy.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE specific parts of our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. The curriculum progresses each year, ensuring that children leave Fulfen Primary School with a rounded knowledge, which is outlined in Appendix 2: what pupils should know by the end of year 6.

For more information about our curriculum, see our curriculum map on the school website: http://www.fulfen.staffs.sch.uk/serve_file/5032229



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).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

6a. Equality, Inclusion and Support

Relationships and RSE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristics.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with disadvantages facing those with a particular characteristic.



Relationships and Sex Education Policy

RSE will be accessible to all regardless of their gender or background. Through the delivery of RSE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. We aim to deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSE and are best placed to support their children to understand how they are learning at Fulfen fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSE. All children whatever their identity, developing identity, or family background need to feel that RSE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

All children, in particular those who are considered to be vulnerable will be offered appropriate pastoral support if required.

Safe Learning in RSE

It is important that all pupils feel safe and able to participate in RSE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session. A safe learning environment is created using a group agreement, distancing techniques and providing staff with guidance how to answer difficult questions.



As with any topic, pupils will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme. This could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

External speakers

External speakers may be used to enhance the delivery of RSE. All external speakers deliver in line with our RSE policy and safeguarding procedures.

- Be suitably qualified to deliver RSE sessions.
- Be aware of the school policy on RSE and work within this.
- Be supervised by a member of staff at all times when on school premises.
- Be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns.
- Understand their contribution they make to the broader RSE programme.
- Be suitably vetted prior to being booked.

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, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 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-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.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in 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 Mrs Nina Fierro-Hammond, Mrs Carly Tranter and Miss Jane Davies through:



Relationships and Sex Education Policy

planning scrutinies, learning walks, etc.

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

This policy will be reviewed by the SLT annually. At every review, the policy will be approved by the governing board.





Appendix 1: RSE specific parts of the PSHE Curriculum Map

YEAR GROUP	TERM COVERED	TOPIC/THEME DETAILS
Foundation Stage	Autumn 2	Me and my relationships <ul style="list-style-type: none">• Friends;• Family.
Year 1	Spring 2	Happy and Healthy Me <ul style="list-style-type: none">• Parts of the body e.g. head, ears, knee;• Changes from baby to adult- child, teenager, adult, elderly;• What we can do now and what we can do in the future- growing and developing skills.
	Autumn 2	Me and My Relationships. <ul style="list-style-type: none">• Types of families- mom and dad, single parent, same gender parents;• special people;• caring for each other;• Making choices- mainly linked to friendships.

Relationships and Sex Education Policy

YEAR GROUP	TERM COVERED	TOPIC/THEME DETAILS
Year 2	Spring 2	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Parts of the body- including technical, scientific language such as penis; • Germs and diseases- the importance of hygiene and cleanliness, how germs and diseases can spread.
	Autumn 2	<p>Me and My Relationships.</p> <ul style="list-style-type: none"> • Things that cause conflict between me and my friends; • What I do when my friend makes me upset; • Getting on with others; • Teasing and bullying; • Changing relationships.
	Spring 1	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Keeping safe in relation to other people, feeling comfortable and uncomfortable; • Surprises and secrets- how to celebrate good secrets and surprises and when to say 'No' or tell someone.
	Summer 1	<p>Me and My Relationships</p> <ul style="list-style-type: none"> • Differences and similarities between boys and girls (not physical) • Gender stereotypes • Same love- different families.



Relationships and Sex Education Policy

YEAR GROUP	TERM COVERED	TOPIC/THEME DETAILS
Year 3	Autumn 2	Me and My Relationships. <ul style="list-style-type: none">• Differences between boys and girls (physical, emotional and social);• How boys' and girls' bodies change as we grow up, and how these changes affect us;• Families- including parents, carers and partners;• Friendships and arguments
	Spring 1	Keeping Myself Safe <ul style="list-style-type: none">• What is acceptable and unacceptable physical contact- including things we don't like, bullying etc;• Dealing with physical contact.



Relationships and Sex Education Policy

YEAR GROUP	TERM COVERED	TOPIC/THEME DETAILS
Year 4	Spring 2	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Illness and spread of disease.
	Autumn 2	<p>Me and My Relationships.</p> <ul style="list-style-type: none"> • Life cycles in animals • Changes experienced- e.g. growing taller • Feelings and emotions; • Good and bad touches- feeling safe and unsafe/ comfortable and uncomfortable • Private parts • Good scenarios around physical contact • Bad secrets • Loss, separation and bereavement. •
	Spring 1	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • Hazards including relationships online- e.g. the importance of keeping passwords and personal information a secret.



Relationships and Sex Education Policy

YEAR GROUP	TERM COVERED	TOPIC/THEME DETAILS
Year 5	Autumn 2	<p>Me and My Relationships.</p> <ul style="list-style-type: none"> • Changes in boys and girls; • Menstruation/ periods- focusing on facts and removing myths; • Provision in school for periods; • Gender stereotypes; • Hygiene and the importance of keeping clean; • Love and relationships- what is a healthy relationship? • What makes a good partner? • How to deal with pressure, when and where to get help.
	Spring 2	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • How will my body change as I grow up? • What can affect how I see myself?- including the media.
	Spring 1	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> • When do I feel unsafe and how can I deal with this



Relationships and Sex Education Policy

YEAR GROUP	TERM COVERED	TOPIC/THEME DETAILS
Year 6	Autumn 2	Me and My Relationships. <ul style="list-style-type: none">• Concerns and worries- feelings, growing up, transition to High School, puberty
	Spring 2	Keeping Myself Safe <ul style="list-style-type: none">• Internal organs- including sexual and reproductive ones in animals and humans;• Menstruation;• Conception;• Gender stereotypes.
	Spring 1	Keeping Myself Safe <ul style="list-style-type: none">• Strategies for making decisions and when to say no.

Resources

Go Givers scheme <https://www.gogivers.org/login/>

Staffordshire ENTRUST RSE Guidelines

The PSHE Association <https://www.pshe-association.org.uk/>



Love of Learning... Encouraging... Adaptable... Determination...

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
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



Relationships and Sex Education Policy

TOPIC	PUPILS SHOULD KNOW
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

