

Caslon Primary Community School, Beech Tree SEMH Base and  
Beecher Bear Day-care and Nursery



PSHE / RSE Policy

May 2022

# Relationships and Sex Education Policy

## Caslon Primary Community School

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## 1. Aims

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

## 2. 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](#).

Although we are not required to provide sex education, we do need to teach the elements of reproduction as contained in the science curriculum. The school leaders may use their professional judgement to include elements of sex education that they consider to be important for the pupils in the school's community.

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 Caslon Primary Community 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 – Mrs Warford attended relevant training to gain all relevant information including relevant national and local guidance. Senior leaders discussed which elements were to be covered through the curriculum.
2. Staff consultation – all school staff were given the opportunity to look at the policy and resources and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to respond to a questionnaire via Survey Monkey. They were invited to read and respond to the RSE and PHSE curriculum plans prior to the implementation of the curriculum in school.

4. Pupil consultation – we investigated what exactly pupils want from their RSE through conducting specific lessons with those pupils in Year 4 – 6.
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.

RSE involves a combination of sharing information and exploring issues and values without personal or religious bias.

RSE is not about the promotion of sexual activity but where it is taught, it provides an informative approach to the process.

RSE teaches children what healthy relationships look like and their responsibilities as part of maintaining them.

RSE teaches pupils how and where to get support and advice if they need it.

#### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education is not compulsory in primary schools, and pupils will learn about the body changes, life cycle of humans and puberty through science curriculum in Year 5 as well as looking at the development of a baby. In consultation with parents and considering the needs of individual cohorts of children, we have prepared a short course of lessons which provides more teaching on sexual elements. This is an optional part of our curriculum and will only be delivered if appropriate.

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

Consent

For more information about our curriculum, see our curriculum map in Appendix 1.

Elements of the RSE curriculum related to online behaviours and choices will be taught through the school's Computing programme.

These will include:

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

## **6. Delivery of RSE and PSHE**

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.

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 (some elements taught through Computing curriculum)

Being safe

For more information about our RSE curriculum, see Appendices 1 and 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).

As well as RSE, PSHE is also taught. This is planned within the yearly overview and is covered within the curriculum for each year group. We follow the Caslon PSHE and RSE curriculum which is referred to a part of our weekly planning sessions.

Within Beech Tree SEMH Base, pupils will be taught a broad curriculum which will cover age and stage appropriate skills. Staff discretion will be used to determine the approaches used to teach these skills and always aim to build on prior learning. Although it will be the intention to cover as much of the National Curriculum content as possible, meeting the pupils' SEMH needs will take priority.

## **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.

The governing board has delegated the approval of this policy to Curriculum and Standards Committee

### **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 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 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 are responsible for the teaching of RSE in our school. There may be some lessons which are taught by visiting professionals or charity workers.

All teachers are responsible for the teaching of PSHE in our school.

### **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 are encouraged to allow their children to take part in the sex education lessons as we consider it to be informative and better than pupils learn directly from the professional source of information than to hear other versions from their peers, online or other sources.

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 components of sex education within RSE, this constitutes only the lesson specifically teaching about sexual intercourse.

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.

## **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 and PSHE is monitored by J Williams and then the senior leadership team through monitoring arrangements, including planning monitoring and work trawl on seesaw, tapestry and google classroom.

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

Weekly work is submitted to seesaw and tapestry. Resources are shared on google classroom.

This policy will be reviewed by J Williams in summer 2024.

At every review, the policy will be approved by the Governing Board

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
EYFS	<ul style="list-style-type: none"> <li>• Relationships - who are my family, friends, people who can help me?</li> <li>• Being a good friend</li> <li>• How to say sorry</li> <li>• People who can help us</li> <li>• Listening to and working with others</li> <li>• Turn taking and sharing</li> </ul>	Challenging Homophobia In Early Years - Andrew Moffat
Year 1	<ul style="list-style-type: none"> <li>• Good friendships</li> <li>• Happy families</li> <li>• Bullying – what is it?</li> <li>• Inside our underclothes is private</li> <li>• Acceptable and safe physical touch</li> <li>• Name external body parts of girls and boys</li> <li>• Keeping private parts private</li> <li>• Participation including turn taking/sharing/compromise</li> <li>• Equality of gender</li> <li>• Special people in our lives</li> <li>• Valuing different opinions and beliefs</li> </ul>	NSPCC Pantasaurus  The Sexual Health Company – Growing up with Yasmin and Tom  Challenging Homophobia In Primary School - Andrew Moffat  Anti-Bullying Alliance



YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 2	<ul style="list-style-type: none"> <li>• My place in my community – family/school/faith/local</li> <li>• Responding to our own feelings and the feelings of others</li> <li>• Bullying</li> <li>• Gender stereotypes</li> <li>• Valuing of each unique individual</li> <li>• Acceptable and safe physical touch</li> <li>• Keeping secrets</li> <li>• Special people in my life</li> <li>• What makes us feel comfortable/uncomfortable, 'uh-oh' feelings</li> <li>• Who to ask for help when needed</li> </ul>	<p>NSPCC Pantasaurus</p> <p>The Sexual Health Company – Growing up with Yasmin and Tom</p> <p>Challenging Homophobia In Primary School - Andrew Moffat</p> <p>Anti-Bullying Alliance</p>
Year 3	<ul style="list-style-type: none"> <li>• Resolving conflict in relationships</li> <li>• Listening to and respecting views and opinions of others</li> <li>• Coping with a range of feelings in self and others</li> <li>• Different relationships – family, relatives, friends, acquaintances</li> <li>• Healthy relationship behaviours</li> <li>• Bullying</li> <li>• Coping with change – separation, divorce</li> <li>• Recognise and challenge stereotypes</li> <li>• Expressing their point of view/emotions/beliefs in a positive manner</li> <li>• Acceptable and safe physical contact – my body space</li> <li>• Secrets - good secrets and when to tell</li> </ul>	<p>The Sexual Health Company – Growing up with Yasmin and Tom</p> <p>Challenging Homophobia In Primary School - Andrew Moffat</p> <p>Anti-Bullying Alliance</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 4	<ul style="list-style-type: none"> <li>• Maintaining healthy relationships – compromise and negotiation</li> <li>• Handling a wide range of feelings in a constructive manner</li> <li>• Unhealthy relationship behaviours</li> <li>• Bullying</li> <li>• Working in a team</li> <li>• Constructive challenge and positive opinion sharing</li> <li>• Changes in life – loss and bereavement</li> <li>• Recognise and challenge gender stereotypes</li> <li>• Puberty including periods and wet dreams</li> <li>• Acceptable physical contact</li> <li>• Roles of professionals in school and our community to keep us safe</li> <li>• Secrets and confidentiality.</li> </ul>	<p>The Sexual Health Company – Growing up with Yasmin and Tom</p> <p>Challenging Homophobia In Primary School - Andrew Moffat</p> <p>Anti-Bullying Alliance</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 5	<ul style="list-style-type: none"> <li>• Respecting and appreciating differences in people</li> <li>• Showing sensitivity towards others – constructive challenge</li> <li>• Managing intense emotions ‘in the moment’</li> <li>• Bullying including online</li> <li>• Solving problems in our relationships in a healthy manner</li> <li>• Correct names for male and female reproductive parts</li> <li>• Understanding what constitutes discrimination and prejudice</li> <li>• Anti-social behaviour; impact on others and the law</li> <li>• Coping with change and transition – memories and feelings of grief</li> <li>• Diversity in identity; race, religion, gender, sexual orientation, nationality</li> <li>• Overcoming stereotypes</li> <li>• Valuing friendships with those who are different from us</li> <li>• Peer and media influences</li> <li>• Committed loving relationships</li> <li>• Marriage, civil partnership and cohabiting</li> <li>• Legal marriage and forced marriage</li> <li>• Signs of unhealthy relationships</li> <li>• Seeking help</li> <li>• Puberty</li> <li>• Male and female reproductive organs.</li> <li>• Acceptable touch</li> <li>• Consent for intimacy between adults</li> <li>• Secrets and confidentiality; threats and intimidation</li> </ul>	<p>NSPCC Making Sense of Relationships</p> <p>NSPCC Share Aware</p> <p>Tom’s Flower Pot</p> <p>The Sexual Health Company – Growing up with Yasmin and Tom</p> <p>Challenging Homophobia In Primary School - Andrew Moffat</p> <p>Anti-Bullying Alliance</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 6	<ul style="list-style-type: none"> <li>• Showing care and sensitivity toward others</li> <li>• Impact of our feelings on behaviour</li> <li>• Prejudice-based bullying</li> <li>• Online bullying</li> <li>• Valuing differences and similarities between people including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability</li> <li>• Respecting the customs/values/beliefs of others</li> <li>• Right to privacy</li> <li>• Relationships including family, couples, marriage, civil partnership</li> <li>• Why relationships can change and/or come to an end</li> <li>• How couples show love to one another</li> <li>• Marriage, forced marriage and arranged marriage</li> <li>• Female Genital Mutilation</li> <li>• Revisit puberty and reproductive body parts</li> <li>• Consensual intercourse as part of a committed relationship</li> <li>• Acceptable touch in contexts of; different relationships, location, what kind of touch</li> <li>• Personal hygiene</li> <li>• Secrets – when to break confidentiality</li> <li>• Different types of grief</li> <li>• Transition to Secondary School</li> <li>• Seeking support and advice</li> </ul>	<p>NSPCC Making Sense of Relationships</p> <p>NSPCC Share Aware</p> <p>The Sexual Health Company – Growing up with Yasmin and Tom</p> <p>Public Health England – Riser Above</p> <p>Challenging Homophobia In Primary School - Andrew Moffat</p> <p>Anti-Bullying Alliance</p>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>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>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</p>

TOPIC	PUPILS SHOULD KNOW
<p>Intimate and sexual relationships, including sexual health</p>	<p>How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>



### 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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>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</p>