



Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Relationships and Sex Education (RSE) - part of the PSHE curriculum
Senior Manager Responsible:	M Sherwin
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Review date:	Annually

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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 primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to 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 Castercliff Primary Academy, we teach RSE as set out in this policy.

3. Policy development

School: <i>Castercliff Primary Academy</i>				
Consultation has taken place	The school workforce	Governors	Children & young people	Families
	date: Nov 2020	date: December 2020	date: Sept 2020	date: Sept 2020/2021
Date formally approved by Governors:	July 2023			
Date policy became effective:	July 2023		Review Date: July 24	
Person(s) responsible for implementation & monitoring	Principal			
Links to other relevant policies	SMSC	Safeguarding	Online safety	Behaviour
	Confidentiality	Anti-bullying	SEND inclusion	Equalities
	Visitor			

4. Definition

This policy covers our school's approach to statutory guidance on Relationships Education, Health Education (HRE) and all non-statutory elements of PSHE.

At Castercliff Primary Academy we see Personal, Social, Health and Citizenship Education (PSHE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

We define it as teaching the fundamental building blocks where our children develop the skills, knowledge and attributes needed in their lives now and in the future. They will learn about the characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

We believe it is important so that children can embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will help them to make informed decisions about their wellbeing, health and relationships and build their self-efficacy. We understand that high quality, evidence based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

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/PSHE 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/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery

Our PSHE Programme (inc RSE)

PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge, skills, understanding, attributes, values and beliefs to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge and adapt plans accordingly.

Planning and timetabling-

1. Every class has a timetabled session of PSHE every week. This lesson will use a range of resources accessed via the PSHE website and resources from the 1 Decision Scheme of work (where appropriate). We will cover the New National Curriculum guidance for PSHE.
2. In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects: Science, Geography, RE, English and History.
3. PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session or discussions in response to a particular event or issue.
4. Whole school and class assemblies provide opportunities to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.
5. Staff teaching PSHE will use a scheme of work based on the PSHE association programme builders and supported by PSHE association endorsed materials. The scheme of work builds on prior knowledge each year and allows children time to deepen understanding on different subjects within the PSHE curriculum.
6. Through the use of PSHE subject specific books, children and adults can track progress and areas of support/ guidance/ extra teaching can be identified.
7. Below are guidelines of subjects covered, each linking directly to the statutory requirements of health and relationships education highlighted within the government documentation.

What are our intended outcomes?

The learning outcomes of our programme will be that pupils will:

- Know and understand the fundamental building blocks and characteristics of positive healthy relationships with particular reference to friendships, family relationships and relationships with other peers and adults.
- Understand that they can make a valuable and positive contribution to school, home and the wider community.
- Understand they have a right to express their own opinions
- Understand they have a responsibility to respect themselves and others
- Pupils will be prepared for the experiences, opportunities and challenges of everyday life through discussing issues at an age appropriate level.
- Develop the attributes of self-confidence, self-esteem, making informed choices regarding personal, emotional, health and social issues and well-being.
- Children and young people will be prepared for the physical and emotional changes they undergo at puberty and they will learn about different relationships.
- Know how to keep themselves safe in a range of situations
- Know how to access help in a range of situations

Preventative Curriculum

Schools are seen as having an important role in the delivery of the preventative curriculum; teaching children the knowledge and skills they need to protect themselves from all forms of abuse and understand how to keep themselves safe.

It is suggested that abuse is still under-reported by children. This is a problem that is often compounded by barriers to seeking help, including not being listened to or believed by adults or not having the terminology to explain what is happening.

Abuse is one of the very worst things that can ever happen to a child, but it's not always easy to pick up the signs and often a child might not even know that what's happening is wrong. Our curriculum aims to help teachers, parents and children to address some of these issues. This supports the preventative curriculum and our legal obligation to safeguard and promote the welfare of our pupils.

- We provide children with the skills to recognise abusive behaviour and understand that abusive relationships are never acceptable or right. We support our children by:
- Introducing a whole school ethos that demonstrates that abuse in all its different forms is unacceptable
- Responding to disclosures and child protection concerns quickly and efficiently
- Promoting a listening school ethos
- Offering appropriate support for children and staff dealing with abuse
- Offering children opportunities to build self-esteem and confidence and to develop respectful relationships
- Working with outside providers to develop a broad range of curriculum enhancement activities
- Highlighting children's rights

RHE is taught through different aspects of the curriculum. While we carry out the main relationship education teaching in our PSHE curriculum, we also teach some relationships education through other subject areas (for example Science, PE and Computing) where we feel it contributes to a child's knowledge and understanding, including of his or her body, and how it is changing and developing. All maintained schools must teach the following as part of the National Curriculum for Science. At Key Stages 1 and 2, this includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

SEND, inclusion, equality and diversity

Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by having open discussions with clear outlines of expectations of behaviour and tolerance.

We will use PSHE as a vehicle to address diversity issues and to ensure equality for all by having an inclusive approach to all aspects of PSHE.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. We will ensure that pupils with SEND receive access to PSHE through supported learning and the use of differentiated materials and activities.

Teaching will take into account the ability, age, development and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access HRE and PSHE education provision

We promote social learning and expect our pupils to show a high regard for the needs of others by ensuring that everyone has a right to be listened to.

We will use HRE and PSHE as a vehicle to address diversity issues and to ensure equality for all by ensuring that we break down misconceptions, prejudices and behaviours.

How will we ensure that our equalities obligations are fulfilled?

The needs and interests of all pupils, irrespective of gender, family, culture, ability or aptitude are addressed and respected by taking into account prior learning, experiences and personal circumstances.

We will ensure equality by following the guidance as set out in the Equality Act 2010. (see the protected characteristics below*)

We will assess the needs of different pupils by using baseline assessment tasks at the beginning of lessons and units of work, and using prior learning.

(*disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children).

How will we ensure inclusion and differentiate learning?

We will identify pupils' different starting points by using baseline assessments.

We will respect pupils' unique starting points by providing learning that is relevant to their needs and at a level that they can understand and engage with.

We will ensure that pupils with special educational needs receive access to PSHE education through differentiated tasks and activities, and supported learning where possible.

We will offer challenge to our more able pupils by asking children to reflect on the areas taught and show understanding of how this applies to them in real life contexts. 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).

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

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 make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

Our main source of resources for curriculum delivery is www.1Decision.co.uk - <https://www.1decision.co.uk/resources>

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
 - 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
- Share all external materials with parents and carers

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

8. Roles and responsibilities

8.1 The governing board

The local academy council will approve the RSE policy and hold the Principal to account for its implementation.

8.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 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/carers 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 principal. All teachers deliver the programme relevant to their year group.

8.4 Pupils

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

9. The Role of Parents/Carers and other Professionals

The school is aware that the primary role in children's relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting these objectives, we will:

- inform parents about the PSHE policy and practice (including the Health and Relationships strands)
- answer any questions that parents may have about PSHE (including the Health and Relationships strands)
- take seriously any issues that parents raise with teachers or governors about this policy or the arrangements for relationships education in the school
- seek the views of parents and encourage them to be involved in reviewing the PSHE policy
- inform parents about the best practice known with regard to relationships education, so that teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents do not have the right to withdraw pupils from relationships education but do have the right to request that their child be withdrawn from some or all of sex education not included in the Science National Curriculum. They should discuss this with the Principal and make it clear which aspects of the programme they do not wish their child to participate in, however this rarely happens. By working in partnership with parents they recognise the importance of this aspect of their child's education.

We encourage other valued members of the community to work with us to provide advice and support. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with relationship education programme. We believe that visitors should complement and never substitute or replace planned provision and it is the PSHE Subject Leader and class teachers' responsibility to plan the curriculum and lessons

10. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The principal 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.

11. Monitoring arrangements

The delivery of RSE is monitored by SLT through: learning walks, pupil voice and book looks.

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

This policy will be reviewed by the Principal annually. At every review, the policy will be approved by the local academy council.

Appendix 1: Curriculum map

Relationships and sex education curriculum map supported through www.1Decision.co.uk - <https://www.1decision.co.uk/resources>



Castercliff Primary Academy – PSHE Curriculum Coverage.



PSHE coverage in Years 1, 2 and 3

Keeping/Staying Safe <ul style="list-style-type: none">• Road Safety• Leaning Out of Windows• Staying Safe• Tying Shoelaces	Keeping/Staying Healthy <ul style="list-style-type: none">• Healthy Eating• Brushing Teeth• Washing Hands• Medicine	Relationships <ul style="list-style-type: none">• Bullying• Body Language• Friendship• Touch	Being Responsible <ul style="list-style-type: none">• Practice Makes Perfect• Helping Someone in Need• Stealing• Water Spillage
Feelings and Emotions <ul style="list-style-type: none">• Jealousy• Worry• Anger• Grief	Computer Safety <ul style="list-style-type: none">• Online Bullying• Image Sharing• Making Friends Online• Computer Safety Documentary	Our World <ul style="list-style-type: none">• Growing in Our World• Living in Our World• Working in Our World• Looking After Our World	Hazard Watch <ul style="list-style-type: none">• Is it safe to eat or drink?• Is it safe to play with?
Special Edition Module - Fire Safety <ul style="list-style-type: none">• Hoax Calling• Petty Arson• Enya and Deedee Visit the Fire Station• Texting Whilst Driving			



Castercliff Primary Academy – PSHE Curriculum Coverage.



PSHE Coverage in years 4,5 and 6.

Keeping/Staying Safe

- Cycle Safety
- Peer Pressure
- Water Safety
- Keeping/Staying Safe Documentary

Keeping/Staying Healthy

- Healthy Living
- Smoking
- Alcohol
- Keeping/Staying Healthy Documentary

Growing and Changing

- Relationships
- Puberty
- Conception
- Growing and Changing Documentary

Being Responsible

- Coming Home on Time
- Looking Out for Others
- Stealing
- Being Responsible Documentary

Feelings and Emotions

- Jealousy
- Anger
- Worry
- Feelings and Emotions Documentary

Computer Safety

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

The Working World

- Chores at Home
- Enterprise
- In-App Purchases
- The Working World Documentary

A World Without Judgement

- Breaking Down Barriers
- Inclusion and Acceptance
- British Values
- A World Without Judgement Documentary

Growing and Changing– Please see our RHE policy for further guidance on the topic areas covered in this module.

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

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

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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 • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • 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) • 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 • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

