



| Date | Review Date | Coordinator | Responsible Body |
|------------|-------------|-------------|---------------------|
| 01/02/2024 | 01/02/2025 | RSE Leader | Full Governing Body |

1. Introduction

This policy has been developed through communication with:

- Headteacher
- Parents
- Staff
- Governing Body

The policy reflects the Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019) and guidance from the PSHE Association

All school staff, parents and carers have been made aware of this policy, which is available to view via the school's website; paper copies are also available in the staffroom.

2. Rationale

Relationships and Sex Education (RSE) is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing.

The Ofsted (2019) framework states that 'Primary-age school children must be taught about positive relationships and respect for others and how these are linked to promoting good mental health and well-being.'

3. Definition

Relationships education is learning:

- Accurate and age-appropriate skills, exploring values and attitudes, developing skills to enable them to build positive, respectful relationships, enabling them to lead fulfilling, happy lives.
- How to stay safe on and offline on the digital world in which they live.
- How our bodies change and grow during adolescence.

Sex Education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

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

RSE is not about the promotion of sexual activity.

4. School Setting

Northenden Community School is an Equal Opportunities school which serves a mix of children and families from the local area. The school will ensure that RSE meets the needs of all children within our community.

Article 2 (non-discrimination): The UN Convention applies to every child without discrimination, regardless of their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.



5. Aims

The overall aim of the RSE policy is to enable effective planning, delivery and assessment of RSE.

Our RSE programme (see Appendix 1) aims to equip our pupils with skills to prepare students for an adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones.
- Understand the characteristics of a healthy relationship.
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness.
- Recognise positive and negative relationships both online and offline.
- Recognise that families take on many forms and to be sensitive about the families of those around them.
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation or seek appropriate help.
- Know how to report and recognise emotional, physical and sexual abuse.
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion.
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships.
- Know the changes that occur to their bodies and emotions as a consequence of growth from childhood to adulthood, learning about the life cycle.
- Use the correct vocabulary to describe themselves and their bodies.
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles.

6. Morals, Values and Equalities Framework

RSE strives to promote acceptance and end discrimination in line with the Equalities Act 2010. This policy has been written to support the school's vision, ethos and aims and the following statements regarding RSE:

- The RSE curriculum will reflect the values of our school/PSHCE programme and will be taught within the context of Relationship Education.
- The RSE programme will encourage children to explore cultural perspectives in a respectful way.
- RSE will be delivered as a whole school approach to ensure that every child is equipped with the skills necessary for transition to adolescence.
- Acceptance and the celebration of difference and diversity will be promoted.
- Gender equality and equality in relationships will be promoted.
- Gender stereotypes and inequality will be challenged.
- Spiritual, moral, social and cultural awareness will be developed.

7. Delivery of Relationships and Sex Education

RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. PSHE lessons take place on a weekly basis throughout the year. Some biological aspects of the curriculum are taught through Science (see Appendix 2).



Our PSHE subject overview can be found on the school website, so that parents can be involved in supporting their child and can respond in a timely manner to questions that may arise from these to lessons.

Ground rules are used in all PSHE and RSE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then child protections/safeguarding procedures must be followed.

RSE focuses on teaching the fundamentals building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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).

Our curriculum is set out per Appendix 1, but we may need to adapt it as and when necessary and depending on the changing needs of our students.

We use resources from Manchester Healthy Schools iMatter Curriculum. Lessons can be differentiated to meet the needs of all learners.

Correct medical/scientific and inclusive language will be used throughout PSHE and RSE. The vocabulary of 'penis', 'vagina', 'vulva', 'testicles' and 'nipples' will be introduced in Year 1 when children begin to name body parts, including what can be seen when wearing clothing and private body parts, which cannot be seen.

RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include: active teaching and learning, role plays/scenarios, card sorting, assemblies and small groups and whole class discussions.

External agencies can be invited to support or enhance the delivery of RSE.

These include: the school nurse, voluntary sector, theatre groups and emergency services.

External agencies and visitors must make themselves familiar with and understand the school's RSE policy, confidentiality, child protection and safe guarding policy and work within these policies.

All input to RSE lessons is part of a planned programme and negotiated and agreed with staff in advance. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff.

8. Parental Involvement

The school is committed to working with parents and carers who are the child's first educator and believes it is important to have the support of parents and the wider community for the PSHE and RSE programme.

To promote effective communication and discussion between parents and children, we notify parents about when particular aspects of RSE will be taught.

9. Parents right to withdraw

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.

10. Training

Staff are trained on the delivery of RSE. The headteacher will invite visitors from outside the school, such as the school nurse or sexual health professionals to provide support and training to staff teaching RSE.

11. Monitoring Arrangements

The delivery of RSE is monitored by the headteacher and SLT as part of the routine monitoring arrangements. Pupils' development in RSE is monitored by class teachers.

12. Review of this policy

This policy is reviewed at least every 2 years and also in the light of any related issue that might occur, such as new findings arising from educational research or local or national guidance.

Appendix 1

Primary Curriculum Relationships and Sex Education

Year 1

Who are the people in my life who love and care for me?

What are the differences and similarities between people?

What are the similarities between girls and boys?

Year 2

What is fair, unfair, kind and unkind?

What is private? (body parts)

What happens when the body grows young to old?

Year 3

What is personal space (unwanted touch)?

What does a healthy relationship look like?

Why is being equal important in relationships?

Year 4

What is diversity (including LGBT+)?

Do boys and girls have different roles?

What changes happen to my body?

Year 5

What are the different relationships in my life?

What is unwanted touch?

What is puberty?

What is FGM?



Year 6

What changes happen in my life?

What happens in a loving relationship and what is forced marriage?

How is a baby made?

What are the physical and emotional changes of puberty?

Appendix 2

Statutory Provision in Science Curriculum

Detailed below are sections taken directly from the statutory Science National Curriculum (2014). The sections detailed are those which specifically mention RSE. There are other relevant sections, which could create opportunity to discuss relationships and sex education further.

Key Stage 1

Children should learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age.
- Describe the life processes of reproduction in some plants and animals.
- Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.



Appendix 3

Request Form Withdrawal from Sex Education



Pupil Details:

| | |
|-------------|--|
| Pupil Name: | |
| Form: | |

Parent Contact Details:

| | |
|-----------------|--|
| Parent Name: | |
| Phone Number: | |
| E-Mail Address: | |

Details of lesson(s) you are requesting your child to be withdrawn from:

Please use the school website to identify the names of the Sex Education lessons you **do not** wish your child to attend:

| |
|--|
| Any additional comments regarding your decision to withdraw from these lessons: |
| |
| I wish to withdraw my child from the lessons below: |
| |

I am requesting my child is withdrawn from this content, against the advice of the Department for Education's recommendations. I am aware that from September 2020 I will no longer have the right to withdraw my child from Relationship & Health Education, when it will become statutory.

Parent Name (print):

Signed: Date:

Your request will be sent to the headteacher for authorisation and you will be notified of the outcome.