

Blackrod Primary School

Relationships and Sex Education Policy



Our RSE policy has been designed with our children, parents, staff and community in mind; enabling our children to be part of the Blackrod Primary School community and access a curriculum which develops the skills, attitudes and knowledge to prepare them for life within and beyond school.

This RSE policy underpins our curriculum vision, design and values.

Blackrod Primary School 'A joy in Learning and Life'

Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Roles and responsibilities
8. Parents right to withdraw
9. Training
10. Monitoring arrangements

APPENDIX 1 PSHE/RSE Curriculum

APPENDIX 2 National Curriculum End of KS2 Expectations

APPENDIX 3 Parent form: Withdrawal from non-statutory sex education within RSE

1. Aims

The sex education and relationship programme is an opportunity for pupils 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

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

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](#).

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 Blackrod 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 – SLT collated 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. Governor consultation – SLT presented the policy to the GB who were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were provided with a copy of the draft policy and the Curriculum overview for PSHE/RSE.. Feedback and comments were invited via a survey. (Reviewed Autumn 2022)
5. Pupil consultation – Children took part in class discussions relating to their learning about healthy relationships, equal opportunities, ethnicity and respect for all.
6. Ratification – once amendments were made, the policy was shared with governors and ratified

Research and guidance has been used to inform and develop this policy and the PSHE/RSE Curriculum.

Resources

KAPOW PSHE/RSE Curriculum Resources <https://www.kapowprimary.com/subjects/rse-pshe/>

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

Dr Barnados Real Love Rocks <https://www.barnadosrealoverocks.org.uk/>

National Curriculum <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

NSPCC Let's Talk Pants <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

Rights Respecting Schools <https://www.unicef.org.uk/rights-respecting-schools/>

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.

RSE is not about the promotion of sexual activity.

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 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 of RSE

The Blackrod Primary Curriculum is built around how our children learn which is underpinned by the following statement.

"In order to develop understanding, pupils connect new knowledge with existing knowledge."

The children are taught aspects of RSE through the curriculum projects and through the cultural capital provision, making connections with their knowledge and understanding. Learning takes place within 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).

Curriculum - Built for Blackrod

[PSHE and RSE - Blackrod Primary School](#)

[Religious Education - Blackrod Primary School](#)

The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

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

Y6 Pupils also receive sex education sessions with a focus on:

- Preparing boys and girls for the changes that adolescence brings (*Building on their prior learning about puberty*)

- › How a baby is conceived and born

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).

7. Roles and responsibilities

7.1 The governing board

The governing board has delegated the approval of this policy to the Teaching and Learning committee

7.2 The head teacher

The head teacher 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 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 head teacher or assistant head teacher.

Head teacher: Katherine Mead

RSE/PSHE Lead: Amy Coogan

DSL/SEND/CO/Pastoral Lead: Vicky Wilson

Curriculum Lead: Rachael Littlefair

Teaching responsibility: M Millington, A Coogan, S Burt, J Holland, H Bostock, T Green, N Foster, K Hutchison, C Entwistle, K McCrory, A Sewart and A Wiles

TA4 J Parker and K Croniken, N Wright, F Ansari

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 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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

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

9. Training

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

The head teacher 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 Amy Coogan (Subject Leader) and Rachael Littlefair (DHT/Curriculum Lead) through and rigorous and sequential Monitoring and Evaluation Review (MER)

Pupils' development in RSE is monitored by class teachers as part of quality first teaching and assessment at the point of learning.

This policy will be reviewed by A Coogan (Subject Leader)

At every review, the policy will be approved by the governing board Teaching and Learning Committee.


Approved by:	HT and Governing Board
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Last reviewed on:	January 2025
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Next review due by:	January 2027
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Appendix 1: PSHE/RSE Curriculum Journey

PSHE & RSE Journey - Blackrod Primary School



PSHE RSE Journey Long Term Overview

		Autumn		Spring		Summer
EYFS	Building Relationships			Self-Regulation		Managing Self Mini Enterprise
	KS1	A	Health and Wellbeing	Families and Relationships	Economic Wellbeing Mini Enterprise	Safety and the Changing Body
B		Health and Wellbeing	Families and Relationships	Economic Wellbeing Mini Enterprise	Safety and the Changing Body	Citizenship
LKS2	A	Health and Wellbeing	Economic Wellbeing Mini Enterprise	Families and Relationships	Safety and the Changing Body	Citizenship
	B	Health and Wellbeing	Economic Wellbeing Mini Enterprise	Families and Relationships	Safety and the Changing Body	Citizenship
UKS2	A	Economic Wellbeing Mini Enterprise	Health and Wellbeing	Families and Relationships	Safety and the Changing Body	Citizenship
	B	Economic Wellbeing Mini Enterprise	Health and Wellbeing	Families and Relationships	Safety and the Changing Body	Citizenship

PSHE/RSE Progression

PSHE & RSE Progression - Blackrod Primary School

BLACKROD PRIMARY SCHOOL PSHE RSE Progression of Skills and Knowledge						
Sub Strands	Milestone 1		Milestone 2		Milestone 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Families and relationships						
<i>Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes</i>						
Family	Understanding that families offer love, care and support. Exploring how families are different to each other. Discussing ways to show respect for different families.	To understand that families look after us. To know some words to describe how people are related (eg. auntie, cousin). To know that some information about me and my family is personal. To know that families can be made up of different people. To know that families may be different to my family.	Using respectful language to discuss different families. Learning that problems can occur in families, and that there is help available if needed.	To know that families are varied in the UK and across the world. To know that I can talk to trusted adults or services such as Child Line if I experience family problems.	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call Child Line on 0800 1111.
Friendships	Exploring how friendship problems can be overcome. Exploring friendly behaviours. Understanding difficulties in friendships and discussing actions that can be taken.	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome. To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs. Exploring physical and emotional boundaries in friendships.	To know that violence is never the right way to solve a friendship problem. To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body. To understand that there are similarities and differences between people. To understand some stereotypes related to age. To understand some stereotypes related to disability. To know that trust is being able to rely on someone and it is an important part of relationships. To understand the courtesy and manners which are expected in different contexts. To know the signs of a good listener.	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship. Identifying ways to resolve conflict through negotiation and compromise.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying. To know that a conflict is a disagreement or argument and can occur in friendships or groups. To understand the concepts of negotiation and compromise.
Respectful Relationships	Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people. Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. To understand some ways people show their feelings. To understand what good manners are. To understand some gender stereotypes related to jobs.	Exploring the negative impact of stereotyping. Identifying who I can trust. Exploring how my actions and behaviour can affect other people. Learning about the effects of non-verbal communication.	To understand that there are similarities and differences between people. To understand some stereotypes related to age. To understand some stereotypes related to disability. To know that trust is being able to rely on someone and it is an important part of relationships. To understand the courtesy and manners which are expected in different contexts. To know the signs of a good listener.	Exploring and questioning the assumptions we make about people based on how they look. Identifying ways to challenge stereotypes. Discussing how and why respect is an important part of relationships. Exploring our positive attributes and being proud of these (self-respect).	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. To understand that stereotypes can lead to bullying and discrimination. To understand that positive attributes are the good qualities that someone has.
Change and loss	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

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

Appendix 3: Parent form: withdrawal from non-statutory 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	<i>Include notes from discussions with parents and agreed actions taken. Eg: **** 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</i>