

# Catton Grove Primary School



## Relationships and sex education (RSE) policy

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**Approved by : Louise Culley**

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This relationships and sex education policy covers Catton Grove Primary school's approach to teaching relationships and sex education (RSE). It was produced following thorough consultation with the whole school community including pupils, parents/carers, staff, school governors.

It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through annual RSE consultation events, referencing in the school prospectus and a link from the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

### **1. Aims and objectives:**

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. Values:**

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.

- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

### **3. Statutory requirements**

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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.

We must also have regard to our 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

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet RSE Guidance, 2020 and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop

values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

#### **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 RSE 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, 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.

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

#### **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).

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

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 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.

## **7. Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:  
A whole-class setting  
Small groups or targeted sessions  
1-to-1 discussions  
Digital formats
- Give careful consideration to the level of differentiation needed

## **8. 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

## **9. Use of external organisations and materials**

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
- 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

## **10. Roles and responsibilities**

### **The governing board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### **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 .

### **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.

You must include names/roles of those responsible for teaching RSE in your school.

### **Pupils**

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

### **11. 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 school work will be given to pupils who are withdrawn from sex education.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.







## Year group R

| <br><b>My feelings</b>   | <br><b>My body</b>                | <br><b>My relationships</b>  | <br><b>My beliefs</b> | <br><b>My rights and responsibilities</b>             | <br><b>Asking for help</b>                      |
|---|--|---|--|--|--|
| <p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> | <p>Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p> | <p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> | <p>Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.</p> | <p>Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p> | <p>Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p> |

















## Year group one

| <br>My feelings                     | <br>My body                      | <br>My relationships  | <br>My beliefs | <br>My rights and responsibilities                              | <br>Asking for help                          |
|--|---|--|---|--|---|
| <p>Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> | <p>Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.</p> | <p>Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p> | <p>Pupils can identify and respect the differences and similarities between people.</p>         | <p>Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</p> | <p>Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.</p> |







**Y<sub>2</sub>****Year group two**

| <br>My feelings                  | <br>My body | <br>My relationships                     | <br>My beliefs   | <br>My rights and responsibilities   | <br>Asking for help  |
|---|--|---|---|---|---|
| <p>Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p> | <p>Pupils can recognise how they grow and will change as they become older.</p>              | <p>Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.</p> | <p>Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.</p> | <p>Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.</p> | <p>Pupils know the difference between secrets and surprises including the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p> |







**Y<sub>3</sub>****Year group three**

| <br>My feelings  | <br>My body                                    | <br>My relationships                 | <br>My beliefs                             | <br>My rights and responsibilities | <br>Asking for help                                 |
|---|---|---|---|---|--|
| <p>Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.</p> | <p>Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.</p> | <p>Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p> | <p>Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</p> | <p>Pupils understand the right to protect their body from unwanted touch.</p>   | <p>Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p> |







**Y4****Year group four**

| <br><b>My feelings</b>            | <br><b>My body</b>                                  | <br><b>My relationships</b>                       | <br><b>My beliefs</b>                                     | <br><b>My rights and responsibilities</b>  | <br><b>Asking for help</b>            |
|--|--|--|--|---|--|
| <p>Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p> | <p>Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p> | <p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> | <p>Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.</p> | <p>Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p> | <p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p> |

## Y5 Year group five

|  <p><b>My feelings</b></p> |  <p><b>My body</b></p> |  <p><b>My relationships</b></p>        |  <p><b>My beliefs</b></p>   |  <p><b>My rights and responsibilities</b></p>                                      |  <p><b>Asking for help</b></p>   |
|---|---|---|--|---|---|
| <p>Pupils can anticipate how their emotions may change as they approach and move through puberty.</p>       | <p>Pupils can anticipate how their body may change as they approach and move through puberty.</p>       | <p>Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p> | <p>Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p> | <p>Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p> | <p>Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.</p> |

## Y6 Year group six

|  <p><b>My feelings</b></p>   |  <p><b>My body</b></p>  |  <p><b>My relationships</b></p>  |  <p><b>My beliefs</b></p>                              |  <p><b>My rights and responsibilities</b></p> |  <p><b>Asking for help</b></p>       |
|---|--|---|---|--|---|
| <p>Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.</p> | <p>Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.</p> | <p>Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p> | <p>Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p> | <p>Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.</p>  | <p>Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p> |

The RSE programme will be led by Joanna Gately and taught by Teachers and TAs and supported by visitors and outside agencies. Claire Shenton, Deputy Head will oversee the leading of the programme. All staff involved in the delivery of RSE have received specialist training ensuring pupils are taught with consistent approaches to RSE throughout their time at Catton Grove Primary School.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Catton Grove Primary School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel is age and stage-appropriate, based

on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through an annual event, providing a valuable opportunity to develop awareness of emerging RSE topics, meet RSE teachers, review the resources being used and consider ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

