

Orleans Primary School



Relationships and Sex Education

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Signed (Headteacher)		Date

ORLEANS PRIMARY SCHOOL

RELATIONSHIPS and SEX EDUCATION POLICY (RSE)

Statement of Intent

We define Relationships and Sex Education as the curriculum used to encompass many aspects of the Personal, Social, Health and Economic Education (PSHE) curriculum as well as contributing to promoting the spiritual, moral, cultural, mental, and physical development of pupils. Our school policy on RSE is based on the Department for Education (DfE) Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

The intent of our Relationships and Sex Education (RSE) is to help and support young people through their physical, emotional, and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

Our programme aims to provide the basis for an ongoing programme of RSE that begins in Reception and continues through to Year 6 that will assist children to:

- Develop positive values and a moral framework that will guide pupils' decisions, judgements and behaviour as they move into adolescence and adulthood
- Understand the consequences of their actions and behave responsibly within all relationships
- Have the confidence and self-esteem to value themselves and others and to have respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Avoid being exploited or exploiting others
- Avoid being pressurised into behaviours or situations they do not feel comfortable with
- Understand the processes of puberty, conception and birth
- Show respect for their own bodies and other people's
- Recognise their emotions and express them effectively and appropriately
- Understand the importance of family life for all and, in particular in the development of a child,
- Recognise and respect that different people make different decisions about the relationships they choose to enter into.

Legal Requirements

From September 2020, The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. At Orleans Primary School, relationships and sex education continues to be a fundamental part of our pupil's Personal, Social, Health and Economic Education(PSHE).

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of a schools programme of sex education other than those elements which are required by the Science National Curriculum Science.

Equal Opportunities statement

We are committed to giving all of our children every opportunity to achieve the highest of standards. We recognise and promote the individuality of our children in line with the requirements of the Equality Act 2010.

Special education needs and learning differences

At Orleans, we aim to provide RSE lessons that are accessible to all pupils. We recognise that pupils have different needs based on their emotional and physical development, life experiences, and learning differences. Pupils with special educational needs and disabilities will be supported to enable them to fully participate in RSE lessons. Teachers, with support from the SENCO, plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. A differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Implementation of RSE

The PSHE Subject Leader is responsible (in collaboration with the class teachers) for leading and implementing any changes in the RSE policy.

What does RSE mean in our school and for our pupils?

RSE is always taught with due regard to moral and legal considerations and within the explicit values of family life and committed, supportive relationships. We recognise that family units may be made up in different ways. For example, single parents, divorced families, carers, guardians, nuclear families, same sex partnerships, adopted children, extended, or bereaved families or stepfamilies. All different family structures will be valued equally, and children will be encouraged to share what is positive about their family and to feel those contributions have equal weight. RSE is taught in a safe and supportive environment by class teachers. Where appropriate, outside agencies will be used to support the teaching and to help ensure parents have the information they need to support their children with the concepts which are covered within RSE.

The teachers will use a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. These include small group discussions, role play debates, the use of visual resources to support their teaching of RSE including videos and age-appropriate diagrams from the Kapow* scheme of work as well as resources from the NSPCC's talk PANTS Programme (A PSHE Association Quality Assured Resource)

*The Kapow Primary scheme is a whole school approach (Reception to Year 6) that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area PSED) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key Stages 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

The scheme aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will

support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

The curriculum map can be viewed on the PSHE page of our school website.

<https://www.ortons.richmond.sch.uk/page/?title=PSHE&pid=223>

In line with recommended good practice in RSE, our programme is planned to ensure children develop attitudes and beliefs, skills, and the knowledge and understanding which can help support their grasp of the concepts being taught.

These will include the following:

Skills – these will be linked to the skills the children learn in PSHE but will focus more on how they relate to healthy and successful relationships. For example, being able to communicate, listen, negotiate, ask for and identify sources of help and advice. Children will also effectively develop skills in:

- negotiation
- making choices on probable outcomes
- assertion
- listening
- recognising pressures from other people and how to resist them
- dealing with challenging prejudice
- seeking help from adults – including parents, carers and professionals
- differentiating between accurate and inaccurate information

Beliefs and Attitudes – Understanding that there are a wide range of beliefs and views on sex and sexuality. Children will have the opportunity to talk in a balanced way about different opinions and learn that they can agree or disagree with the cultural, religious or moral views of others. Among the values and attitudes they will explore are:

- learning the importance of values and individual conscience and moral considerations
- learning the value of family life and loving, stable relationships for the nurture of children
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making

Knowledge and Understanding – Children get information about sex and sexuality from a wide range of sources, including each other, through media advertising, television, music (and music videos), magazines, as well as leaflets, books and websites. The RSE lessons will start by finding out what children already know and will aim to add to their existing knowledge and correct any misinformation they have. The knowledge and understanding component of RSE includes:

- Valuing different family structures
- Creating and maintaining positive friendships
- Developing safe and respectful relationships
- Understanding the changes that take place during puberty
- Promoting good health and carrying out first aid
- Learning to make independent choices and not be influenced by others
- Operating safely in a digital world

The Interaction between PSHE education and other subjects

While much of the Relationships and Sex Education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. A commitment to equality, for example, runs through the life of the school rather than there being the view that this is a 'topic' which can be covered in PSHE alone.

In addition to the RSE covered in PSHE education, for example, there is also work in the Science National Curriculum that covers basic human biology and is statutorily required to teach in maintained schools. PSHE education involves young people having the opportunity to consider what this knowledge and understanding means to them and to develop the skills and strategies they will need to apply this knowledge in their lives.

For example, in Science we teach about reproduction in the plant and animal world before moving on to humans. PSHE education then will explore what lifestyle choices young people may wish to make, and having made those choices what language, strategies and skills they need to stay healthy and safe.

It is also very important to make links with the Computing and Online Safety Curriculum. As part of RSE it is important that pupils recognise ways they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks, the law as it pertains to the sharing and downloading of images and information and safe ways of sharing personal information, social networking and sharing images.

When is it taught?

Foundation Stage

In ongoing PSED (Personal, Social and Emotional Development) learning, they learn what characteristics make a good friend, how we need to listen to one another, develop skills to form friendships and think about relationships with others.

Key Stage 1

In Key Stage 1 we teach children about how animals, including humans, move, feed and grow and we also teach them about the main parts of the human body. Through work in Science, children learn about life cycles of some animals and understand the idea of growing from young to old. They learn about the importance of personal hygiene to maintain good health. Children learn to appreciate the differences between people and how to show respect for each other. In Religion and Worldviews, children learn about rituals and traditions associated with birth.

Key Stage 2

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. Children will find out about different types of reproduction, including sexual and asexual reproduction in plants, sexual reproduction in animals and compare life cycles.

In Lower Key Stage 2, Year 4, they explore the physical and emotional changes in puberty. The main teaching of Relationships and Sex Education takes place in Year 5 and Year 6. The school provides further information

will happily provide further details of the content of PSHE & RSE lessons upon request. The planning and supporting materials come from the Kapow Scheme of Work.

Why is it taught?

RSE is a statutory part of the curriculum.

The DFE states in their guidance (2000) that;

“effective Sex and Relationship Education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others.”

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship”.

Dealing with Difficult Questions

We recognise that RSE can raise challenging questions due to children’s natural curiosity. All staff have support on delivering the curriculum and answering difficult questions. Some of the strategies we use within RSE to create a safe and secure environment are:

- Agreeing ground rules with the class prior to the topic being taught
- Clarifying that personal questions will be asked
- If a teacher doesn’t know the answer to a question this will be acknowledged
- If a question is too explicit or is age-inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to deal with the question later on
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse then the school’s safeguarding procedures should be followed
- Clarify that pupils should not give out personal information or use personal names in class, but speak to someone they trust after the lesson, e.g. class teacher, teaching assistant, welfare officer

Values we will promote through the curriculum are:

- respect for oneself and other people
- taking responsibility for one’s actions in all situations
- honesty and loyalty in relationships
- the importance and responsibilities of the family unit for all members
- sensitivity towards the needs and views of others, especially if those views are different to one’s own
- to recognise the physical, emotional and moral implications and risks of certain types of behaviour
- accepting that different people are entitled to hold different views and to respect this right.

When discussing sexual intercourse staff will present it as part of a committed and stable relationship. At no time will children explore or learn issues of a sexual nature free from a context that supports this.

In accordance with the Learning and Skills Act 2000, through RSE children learn about the importance of loving and lasting relationships when creating a supportive family life. Finally, they learn that not all people make the same choices about the kinds of relationships they want and the

different choices people make about entering into loving, committed relationships should be respected.

Monitoring the Impact of RSE

RSE will be monitored and evaluated as part of the school monitoring procedures by the PSHE subject leader and the Senior Leadership Team. The purpose of this is to ensure that teachers can plan future work from a more informed perspective.

Parents' right to withdraw their children

Any parent has the right to withdraw their child from the Sex Education part of the RSE programme delivered in this school. From September 2020, there is no longer the right to withdraw from Relationships Education along with those parts of the programme that are covered by the Science National Curriculum. Parents wishing to exercise this right should make an appointment to see the Headteacher to discuss how this will be managed. Relevant year group parents will be informed by the school before their child is taught the Sex Education part of the RSE curriculum. The curriculum map attached below as part of this policy also gives an overview of when each topic is taught throughout the school year.

Safeguarding Children & Confidentiality

RSE may sometimes bring about disclosures of child protection issues. If we have any reason to believe a pupil is at risk, we are required to inform the Designated Safeguarding Lead of any concerns about something a child has said or done. Confidentiality cannot be guaranteed for children or their parents. If any individual is in possession of information that they feel may indicate a child is at risk of harm in any way they will report this.

The Role of Parents

Parents will be encouraged to support their children at home by discussing some of the issues covered in RSE. This will ensure children have the opportunity to further explore and develop their thoughts and ideas. To assist parents with this, the school will organise a meeting for parents prior to the teaching of RSE in Year 5 so that parents and guardians fully understand the content of what will be taught at Orleans and the part they can play in supporting this. The meeting will include opportunities to view resources and information and ask questions. Resources and lesson materials will also be shared with the parents and guardians of Year 6 children prior to teaching RSE, they too will have the opportunity to ask questions on the content.

This policy will be reviewed every three years.



Learning Journey

Personal, Social, Health and Economic Education - PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Fostering a positive classroom climate</u> Circle time rules and compliments	<u>Basic Feelings – Unit 1 & 2</u> Compliments, happy, sad, mad, angry, scared or afraid	<u>Self-control</u> Turtle techniques – calm or relaxed	<u>Sharing, caring and friendship</u> Basic problem solving	<u>Intermediate feelings</u> Comfortable & uncomfortable, different types of feelings – excited, tired, frustrated & proud	<u>Advanced feelings</u> Love, worried, disappointed, jealous, furious, guilty, generous
Reception	Self regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My well being
Year 1	<u>Introduction lesson</u> Family and relationships	Family and relationships: Health and Wellbeing	Health and Well being: Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic Wellbeing	Economic well being Transition lesson
Year 2	<u>Introduction lesson</u> Family and relationships	Family and relationships: Health and Wellbeing	Health and Well being: Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic well being Transition lesson
Year 3	<u>Introduction lesson</u> Family and	Family and relationships:	Health and Well being:	Safety and the changing body	Citizenship	Economic well being Transition lesson

	relationships	Health and Wellbeing	Safety and the changing body	Citizenship		
Year 4	Introduction lesson Family and relationships	Family and relationships: Health and Wellbeing	Health and Well being: Safety and the changing body	Safety and the changing body	Citizenship	Citizenship Economic well being Transition lesson
Year 5	Introduction lesson Family and relationships	Family and relationships: Health and Wellbeing	Health and Wellbeing: Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic Well Being	Economic well being Transition lesson: roles and responsibilities
Year 6	Introduction Lesson Family and Relationships	Health and Wellbeing	Health and Wellbeing Safety and the Changing Body	Safety and the Changing Body Citizenship	Citizenship Economic Wellbeing	Economic Wellbeing Identity Transition Lesson