



# Relationships and Sex Education (RSE)

Athersley North Primary School

<b>Approved by:</b>	E Iles
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# Athersley North Primary School

## Relationships & Sex Education (RSE) Policy

The Department for Education (DfE) has published draft guidance preparing for statutory relationships education in primary schools and relationships and sex education (RSE) in schools from September 2020 and last updated on 13<sup>th</sup> September 2021. This is to ensure universal coverage (including risks associated with growing up in a digital world) and improved quality of RSE, within the context of Personal, Social, and Economic (PSHE) education, across all schools.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Education.pdf)

### Purpose of the RSE policy

The purpose of this policy is to act as a central reference point to inform school staff, parent/carers, professionals and visiting speakers of the school's approach to RSE within PSHE

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about y, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **"Sex education"** is defined as teaching pupils about developing y sexuality, and will cover issues, beyond those covered in the science and curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

### Statement of Intent

At ANPS, we will provide age-appropriate relationships and sex education (RSE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RSE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RSE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to

relationships education. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, and relationships, and ensures can talk to a trusted adult if there is anything worrying them. education focusses on equipping pupils with the knowledge they need to make informed decisions about their own and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and education (RSHE) for all our pupils. This policy sets out the framework for our RSE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born.

### **Consultation with parents**

The school understands the important role parents play in enhancing their children's understanding of relationships and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RSE.

The school will consult closely with parents when reviewing the content of the school's RSE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials.

Parents will be provided with the following information:

- The content of the RSE curriculum
- The delivery of the RSE curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum upon request

The school will work with parents in reviewing the sex education curriculum and will consult with them annually with regard to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

### **Definition of RSE**

Sex and Relationship Education has now become better known as RSE – Relationships and Sex Education – to reflect the changes that are to come.

***'Sex and Relationship Education (SRE) is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).***

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables Pupils and young people to make responsible and informed decisions about their and well-being.

RSE makes an important contribution to and well-being by supporting Pupils and young people's ability to learn, achieve and flourish.

***"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to , the right to information and sexual and reproductive rights."***

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

## **Compulsory aspects of RSE**

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All Pupils, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Pupils should learn 'how a baby is conceived and born' before they leave primary school (1.16)

## **RSE and statutory duties in school**

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps Pupils understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. Ofsted will evaluate how schools help to ensure a y lifestyle for their Pupils (Ofsted, Subsidiary Guidance).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).
- The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Updated government safeguarding guidance is now available (<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM).

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Education'
- DfE (2021) 'Teaching about relationships, sex and '
- DfE (2024) 'Keeping children safe in education 2024'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Staff Equality, Equity, Diversity and Inclusion Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Anti-bullying Policy
- Social, Emotional and Mental (SEMH) Policy
- Online Safety Policy
- Visitor Policy
- School Improvement Plan (SIP)

## **Monitoring and Review**

The governing board is responsible for approving this policy.

The Curriculum Committee of the governing body monitors the PSHE policy on an annual basis including the RSE elements. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme and makes a record of all such comments. The Governing Body will form a Working Party in order to scrutinise materials and to check they are in accordance with the school's ethos.

This policy will be reviewed on an annual basis by the PSHE subject leader and headteacher. The next scheduled review date for this policy is June 2026. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

## **Equalities**

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RSE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RSE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

### **LGBT+ in the RSE Curriculum**

LGBT+ relationships and sexual education is now part of the elements taught in the new compulsory relationships and sex education (RSE) in schools in England from 2020. The over-riding message in the Department for Education's statutory guidance is clear: "We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum." (DfE, June 2019)

At Athersley North Primary we ensure that this content (LGBT+ RSE) is fully integrated into the programmes of study for this area of the curriculum, rather than delivered as a standalone unit or lesson.

"The focus at ANPS is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."

We are conscious that we may have pupils with same-sex parents/carers and family, which is why it is important that it should be part of the discussion at this level – to leave out a part of their experience of relationships based on sexual orientation, gender identity or any other of the protected characteristics would go against the Equality Act 2010.

The DfE guidance states that by the end of primary school: "Pupils should know 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."

### **Delivery of the curriculum**

Our Relationships and Sex Education curriculum will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g., menstrual hygiene, single sex question sessions, etc. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson.

As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other

- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Through effective organisation and delivery of the subject, the school will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

### **Opportunities to teach safeguarding**

Further to the prescribed curriculum for RSE, teaching will focus on safeguarding and preventative education

The school will ensure that, as part of relationships education, pupils are taught about how to keep themselves and others safe, including online.

Education will be tailored to the specific needs and vulnerabilities of individual pupils whilst taking account of pupils who may be victims of abuse and pupils who have SEND.

Preventative education will be adopted as a whole-school approach that prepares pupils for life in modern Britain and creates a zero-tolerance culture for sexism, misogyny/misandry, homophobia, biphobia, transphobia and sexual violence or harassment.

The school has a clear set of values and standards which is underpinned by the Behaviour Policy and pastoral support system, as well as by a planned programme of evidence based RSE curriculum.

The teaching of safeguarding and preventative education is fully inclusive and developed to be age and stage of development appropriate.

### **Curriculum organisation**

Pupils receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RS programme is delivered through a variety of opportunities including:

Designated PSHE time as part of a spiral curriculum

- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links

- Assemblies
- Enrichment days and weeks
- Residential trips

## Statutory RSE Curriculum

Our RSE curriculum is embedded within our PSHE curriculum. Sex education will be delivered through the science curriculum and the PSHE curriculum.

We have developed the curriculum 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 age-appropriate manner, so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

<b>Families and people who care for me</b>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security, and stability.</li> <li>• the characteristics of y 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that y friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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 physically or verbally aggressive behaviour is never right.</li> <li>• 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</li> </ul>



	<p>conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
<b>Respectful relationships</b>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>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.</li> <li>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.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative, or destructive.</li> <li>the importance of permission-seeking and granting in relationships with friends, peers, and adults.</li> </ul>
<b>Online relationships</b>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>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.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p><b>Children should know:</b></p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>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.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult and others.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g., family, school and/or other sources.</li> </ul>
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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).

### **Statutory Science Curriculum Content**

Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social, and emotional development, they develop the skills to form relationships and think about relationships with others.

#### **In Key Stage 1 (years 1 – 2) children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### **In Key Stage 2 (years 3 – 6) children learn:**

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **Non-Statutory Sex Education**

As part of statutory Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 3 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Education.

The DfE guidance 2019 (updated Sept 21) also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born.

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 3, 4, 5 and 6.

Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

## **Curriculum links**

The school seeks opportunities to draw links between RSE and other curriculum subjects wherever possible to enhance pupils' learning. RSE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle which is taught in Summer 2.

Year Group	Theme	<ul style="list-style-type: none"> <li><b>Learning Intentions; 'Pupils will be able to...'</b></li> </ul>
FS1/FS2	Growing Up	<ul style="list-style-type: none"> <li>Seek out others to share experiences. Show affection and concern for people who are special to them.</li> <li>Explain own knowledge and understanding and ask appropriate questions of others.</li> <li><b>ELG</b> - Show sensitivity to others' needs and feelings</li> </ul>
Year 1	Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina.</li> <li>Respect my body and understand which parts are private</li> </ul>
Year 2	Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</li> <li>Tell you what I like/don't like about being a boy/girl</li> </ul>
Year 3	How Babies Grow	<ul style="list-style-type: none"> <li>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</li> <li>Express how I feel when I see babies or baby animals</li> </ul>
	Babies	<ul style="list-style-type: none"> <li>Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.</li> <li>Express how I might feel if I had a new baby in my family</li> </ul>
	Outside Body Changes	<ul style="list-style-type: none"> <li>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</li> <li>Identify how boys' and girls' bodies change on the outside during this growing up process.</li> <li>Recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	Inside Body Changes	<ul style="list-style-type: none"> <li>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.</li> <li>Recognise how I feel about these changes happening to me and how to cope with these feelings.</li> </ul>

Year 4	Having A Baby	<ul style="list-style-type: none"> <li>correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</li> <li>understand that having a baby is a personal choice and express how I feel about having when I am an adult</li> </ul>
	Girls and Puberty	<ul style="list-style-type: none"> <li>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</li> <li>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>
Year 5	Puberty for Girls	<ul style="list-style-type: none"> <li>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	Puberty for Boys and Girls	<ul style="list-style-type: none"> <li>describe how boys' and girls' bodies change during puberty.</li> <li>express how I feel about the changes that will happen to me during puberty</li> </ul>
	Conception	<ul style="list-style-type: none"> <li>understand that sexual intercourse can lead to conception and that is how babies are usually made.</li> <li>understand that sometimes people need IVF to help them have a baby.</li> <li>appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
Year 6	Puberty	<ul style="list-style-type: none"> <li>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</li> <li>express how I feel about the changes that will happen to me during puberty</li> </ul>
	Girl Talk/Boy Talk	<ul style="list-style-type: none"> <li>ask the questions I need answered about changes during puberty.</li> <li>reflect on how I feel about asking the questions and about the answers I receive</li> </ul>
	Babies – Conception to Birth	<ul style="list-style-type: none"> <li>describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
	Attraction	<ul style="list-style-type: none"> <li>understand how being physically attracted to someone changes the nature of the relationship.</li> <li>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li> </ul>

## **Quality of education**

The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Staff/ Pupil Voice
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The PSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and PSHE link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **Teaching about Puberty**

Joint briefing by the Association of Science Education and the PSHE Association

This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all Pupils learn about puberty.

Teaching about puberty before pupils experience it is essential to ensure that pupils' physical, emotional, and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe. Teaching about puberty is also considered a key safeguarding issue by OFSTED.

## **Terminology**

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

### **As Janet Palmer HMI (OFSTED's PSHE lead) has said:**

*"If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded. When inspecting schools ... inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."*

## **Dealing with sensitive issues and difficult questions**

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. A questions box will be available for pupils to ask anonymous questions. If staff are faced with a question, they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used.

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the PSHE subject leader for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

### **Confidentiality**

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RSE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

### **Roles and responsibilities in school**

**The member of staff responsible for the co-ordination, development, monitoring and evaluation of RSE is Mel Brightmore (Head of SIS).**

The governing board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RSE who supports the school and monitors any aspects of RSE included within the SIP.

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RSE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RSE resources are available to parents beforehand.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The RSE subject leader will be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and curriculum.
- Ensuring the relationships and curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.



- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

## **Staff**

All teaching staff and HLTA's are suitably trained and responsible for:

Teachers will be responsible for:

- Delivering a high-quality and age-appropriate relationships and curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and .
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the HEAD OF SIS to identify and respond to individual needs of pupils with SEND.

The HEAD OF SIS will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

## **Class teachers are responsible for teaching RSE at ANPS.**

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

## **Staff training**

All staff members at the school will undergo training to ensure they are up-to-date with the RSE programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training, as required, by the PSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

### **Pupils**

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

### **Behaviour**

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RSE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

### **Parents**

The school is well aware that the primary role in children's RSE 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.

Parents will be responsible for:

- Enabling their children to grow and mature and to form y relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

### **In promoting this objective, we:**

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this not encouraged as, by working in partnership with parents, they recognise the importance of this aspect of their child's education

- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

**\*Please see below a useful document produced by the government, which provides answers to frequently asked questions:**

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-RSE-and--education-faqs>

### **Parents' right to withdraw.**

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements:

- Parents **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Parents **do not** have the right to withdraw their children from statutory **relationships** education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the Headteacher and RSE Lead who will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher. Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and the child will work within the allocated Breakout Room for their class.

### **Confidentiality**

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass the information on to the school's Designated Safeguarding Lead (DSL) Mel Brightmore, if what is disclosed indicates that a pupil is at risk of harm.

Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information has to be passed on.

In one-to-one situations a member of staff will remind the pupil that they are unable to keep information confidential (e.g. if they think that the pupil is at risk of harm or abuse). Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information, they feel needs responding to via the member of staff present.

Any cases of concern should be discussed with the DSL/DDS in the school. (Miss Brightmore/ Miss Wordsworth/Mrs Storr)

## **Special Educational Needs**

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## **Visiting Speakers**

RSE is best taught by confident teachers who know their pupils well, as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and reinforce the teaching within the classroom. Some visitors include; NSPCC- Staying Safe, Local Community Support Officers and staff from the Public Team.

How we brief visitors; Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSE policy, together with the RSE curriculum which they are expected to follow (e.g., school nuRSE).

## **Resources**

A whole primary school curriculum for RSE Jigsaw-the mindful approach to PSHE.

## Appendix 1: Parent withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of Pupil		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			
Date			

TO BE COMPLETED BY THE HEADTEACHER	
Agreed actions from discussion with parents	
Signed	
Date	

## Appendix 2; Letter to Parents



Lindhurst Road, Athersley North  
Barnsley, S71 3NB

Tel: 01226 288674

Email: [office@athersleynorthprimary.co.uk](mailto:office@athersleynorthprimary.co.uk)  
Website: [www.athersleynorthprimary.co.uk](http://www.athersleynorthprimary.co.uk)

Ofsted Registered Number: 131157

Headteachers: Mrs C Storr & Miss K Wordsworth

Dear Parents/Carers,

At ANPS, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. As you may be aware, as of September 2020, Relationships, Sex Education (RSE) and Health Education became compulsory.

During the first week of Summer Term 2, pupils across school will be taught RSE through our unit called "Changing Me." The 'Changing Me' unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught content appropriate to their age and developmental stage.

The general outcomes in each year group are as follows:

EYFS	Growing up: How we have changed since we were babies
Year 1	Boys' and girls' bodies; body parts
Year 2	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
Year 3	How babies grow and how boys' and girls' bodies change as they grow older (using key vocabulary for puberty)
Year 4	Internal and external reproductive body parts, body changes in girls and menstruation and conception using key vocabulary for puberty; including internal and external parts of male and female bodies.
Year 5	Puberty for boys and girls, and conception
Year 6	Puberty for boys and girls and understanding conception to birth of a baby, sexting and consent

All lessons are taught using simple materials, child-friendly language and pictures, which help children understand changes more effectively. The key concepts that children learn are inner strength, self-esteem and resilience. These are really important as they help keep children safe and it helps children to make healthy decisions later in life. Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.

Please note: not at any point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature nature), the child will be encouraged to speak his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group's programme.

Should you have any queries regarding what will be taught, please read the RSE Policy on the School website, which has been adapted following the consultation with parents or, alternatively, speak to your child's class teacher

Yours sincerely,

Mrs C Storr  
Headteachers

Miss K Wordsworth

