

The Vineyard

Relationships and Sex Education (RSE) policy



Approved by:

SD&P Committee

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1. Aims

The aims of relationships and sex education (RSE) at our school are to enable children to be ready for their transition to secondary school equipped with the knowledge and confidence they need to be happy, successful and safe. We want children to:

- Understand that we are all different and know how to develop respectful relationships
- Keep themselves safe in all aspects of their life
- Understand how we change both physically and emotionally as we grow up (age appropriately)

Through our PSHE lessons we:

- 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
- Teach pupils about consent so that they know their own boundaries and respect those of others from a young age
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. 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

At The Vineyard, we teach RSE as set out in this policy.

3. Policy development

When designing our new RSE curriculum, we consulted with families, governors, staff and the children. Staff CPD was then held to ensure all staff had strong knowledge and were confident to teach the RSE curriculum using specific resources and vocabulary. There is an annual workshop for families before this is taught so that they have a full understanding of what is coming and can then discuss with their children before and/or after the lessons.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values and 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 families, 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 making sure that only age appropriate information is shared in the classroom. Children will be encouraged to ask their families and teachers will also communicate to families when questions cannot be answered in school.

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived (year 6)

6. Delivery of RSE

The RSE curriculum is taught during PSHE weekly lessons in the Summer term. When planning any lesson, teachers consider the needs of all pupils and will adapt the planning where necessary.

We teach-

- Menstruation in Year 4
- Puberty in Year 5 (also taught through the science curriculum)
- Conception in Year 6

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

For more information about our RSE curriculum, see Appendix 1.

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).

6.1 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 (with the adult having sought support before the discussion)
- Give careful consideration to the level of support needed

6.2 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

7. Use of external organisations and materials

When creating our bespoke curriculum, we used Jigsaw as a framework to ensure coverage of the key topics. When teachers are planning lessons, they use resources from a variety of sources including Jigsaw, The PSHE Association and The Smiling Mind app.

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 families
- 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 "I cannot answer that right now, let me come back to you or you will need to ask your grown up for more information" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

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

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE. In order to withdraw a child from the non statutory components, families need to have a meeting with the headteacher.

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose families wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE lead or headteacher.

8.4 Pupils

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

9. Families right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education. Families have the right to withdraw their child from the lesson on conception that is delivered in Year 6. Requests for withdrawal should be put in writing to the headteacher who will then arrange a meeting. Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

RSE is included in our continuing professional development calendar. All staff are aware of who they can ask if they need support before teaching any aspects of the curriculum.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead through:

- Medium term plans
- Planning scrutiny
- Floor book looks
- Pupil voice
- Staff voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| | <u>Summer 1: Relationships</u> | <u>Key vocabulary</u> | <u>Summer 2: Changing Me</u> | <u>Key Vocabulary</u> |
|--------|---|---|---|---|
| EYFS | Thinking about their most important relationships, children will discuss how to make friends, stay friends and manage some of their feelings. | jobs, help, family, lonely, friends, solve, problems, argue, fall out, make friends, unkind, strategy, feelings | Children will be able to name some of the body parts and know that babies grow to become adults. | ear, mouth, knee, nose, eye, foot, eyebrow, forehead, arm, chest, hand, tongue, finger, stomach, toe, leg, healthy, happy, young, old, worry, change, new, helping, friendship, caring, celebrate, memory |
| Year 1 | Children will learn about different types of families, discuss what it means to be a good friend and know what their personal qualities are as a person and a friend. | belong, friendship, qualities, caring, sharing, greeting, touch, like/dislike, helpful, community, confidence, praise, skills, self-belief, relationships, appreciate | Naming the body parts for girls and boys, children will understand which body parts are private. They learn that change happens at different times for different people. | changes, life cycle, adulthood, grown up, growing up, adult, mature, male, female, vagina, penis, testicles, vulva, anus, feelings, anxious, worried, excited, coping |
| Year 2 | Children discuss sources of conflict with friends and family, appropriate forms of physical contact and think about when it may or may not be good to keep secrets. | important, special, cooperate, physical contact, communication, acceptable/not acceptable, consent, body boundaries, conflict, point of view, positive problem solving, good secret/worry secret, trustworthy, honesty, reliability, compliments, positive, negative | Children know that there are different types of touch, and can say which ones they like and don't like. They are aware of where they are on the continuum from young to old. | control, fully grown, respect, appearance, physical, toddler, teenager, independent, timeline, freedom, responsibilities, public, private, acceptable, unacceptable, comfortable, uncomfortable, consent |
| Year 3 | Children think about stereotypical gender roles in families and challenge these. They discuss the skills needed in friendships both in person and online. | unisex, role, responsibilities, gender stereotypes, solution, risky, social media, Private Messaging (PM), equality/inequality, needs/wants, rights | Children discuss dependence of young animals and humans on adults and explore increasing independence with age. | nutrients, survive, affection, dependent, independent, stereotype, mammal |
| Year 4 | Children learn about the complex feelings of jealousy in friendships and loss in the context of pets and friends or family who you may no longer see or spend time with but can remember. | jealousy, loss, acceptance, grief, souvenir, memento, negotiate, compromise, loyalty, betrayal, empathy | Children learn the names of internal and external parts of the female and male body and learn about menstruation. | characteristics, penis, testicles, egg/ ovum, womb/ uterus, ovaries, fallopian tubes, puberty, menstruation, periods, acceptance, sanitary towels |
| Year 5 | Children will learn about how to stay safe and interact with others appropriately online. They will think about the positive and negative consequences of belonging to an online community. | characteristics, personal qualities, attributes, self-esteem, age-limit, social network, violence, appropriate, grooming trolled, gambling/ betting, devices, screen time, personal information, vulnerable | Children discuss how the bodies of boys and girls change during puberty, and understand how to look after themselves physically and emotionally during this time. | self-image, body image, self-esteem, perception, tampons, oestrogen, larynx, facial hair, growth spurt, hormones |
| Year 6 | Children continue to develop their understanding around safe, positive use of communication technology and how they can look after their mental health as they grow up. | ashamed, stigma, anxiety, support, bereavement, coping strategies, control, authority assertive, passive, aggressive, influences, self-control, judgement, abuse | Children learn about the importance of self-esteem, body image and what it means to have mutual respect in any relationship. They learn that sexual intercourse can lead to conception and that is how babies are usually made. | real self, opportunities, freedoms, responsibilities, attraction, semen, erection, ejaculation, relationship, pressure, sexting, upskirting, self-esteem, negative body-talk, mental health, transition, secondary |