



Ottery St Mary Primary School

RSE Policy

Date: May 2021

Last reviewed on: May 2022

Next review due by: May 2023

Introduction:

This policy outlines the teaching, organisation and management of RSE (Relationships and Sex Education) at Ottery St Mary Primary School.

The policy has been drawn up as a result of staff, parent and pupil discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review sits with the PSHE curriculum team.

Statutory requirements:

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Relationships and Sex Education:

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.

RSE is taught within the personal, social, health and economic [\(PSHE\) curriculum](#). Biological aspects of RSE are taught within the [science curriculum](#).

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

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).

Through the teaching of RSE, our pupils will:

- Consider their own mental health and wellbeing and how to stay mentally and emotionally healthy,
- Be able to discuss their emotional wellbeing and emotional reactions to situations and how this changes at different times,
- Know who to talk to if they need support in their lives or if they feel unsafe,
- Have a good understanding of how our bodies change through puberty, what healthy relationships look like and how a baby is made,

- Know how to stay safe online, the risks and opportunities of digital technology and who to talk to if things go wrong online.

Strategies for the teaching of RSE:

Before teaching RSE, clear ground rules should be established. These may also be known as a class contract or class agreement and are one of the main ways of ensuring there is a safe teaching and learning environment. The ground rules should be kept consistently and revisited throughout the lesson. Teachers should model good use of the ground rules and reinforce or renegotiate them as required.

When teaching RSE the following need to be firmly embedded:

- Ground rules are agreed by the staff and pupils before the lesson begins and are adhered to throughout the lesson
- Distancing techniques are clearly used
- Discussions are managed sensitively and the teacher responds appropriately to spontaneous questions and comments raised by pupils - including opportunities for pupils to share questions through a 'worry box'
- The teacher is aware of vulnerable pupils and pupils with SEND and enables them to safely participate

RSE is taught like other curriculum subjects:

- The lesson is planned in line with the whole school programme for PSHE and is in-line with school policies
- Planned and well-structured lesson with clear beginning, middle and end
- Effective learning strategies are used to engage pupils and challenge their thinking
- Pupils are involved in active and participatory activities through which they develop skills and attitudes, as well as knowledge and understanding

Assessment for learning:

- Teaching starts from where the pupils are (drawing on the baseline assessment / discussion starting points)
- Pupils and teachers are able to see the progress pupils have made
- Pupils have opportunities to reflect on their learning, including how they feel about their learning

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 1 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Curriculum organisation:

Currently the arrangements for subject coverage can be found in our [PSHE curriculum overview](#).

Strands of PSHE which specifically relate to Relationships and Sex Education can be found below:

| Relationships and Sex education (RSE) | | |
|--|---|--|
| Y2 | Y5 | Y6 |
| Boys and girls, families | Growing up and changing | Healthy relationships How a baby is made |
| <p>1. Pupils learn to understand and respect the differences and similarities between people</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to define difference and similarity understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that | <p>1. Pupils learn about the way we grow and change throughout the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify changes throughout the human life cycle understand change is on-going understand change is individual | <p>1. Pupils learn about the changes that occur during puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify the physical, emotional and behavioural changes that occur during puberty for both males and females understand that puberty is individual and can occur any time between 8-17 understand that body changes at puberty are a preparation for sexual maturity |
| <p>2. Pupils learn about the biological differences between male and female animals and their role in the life cycle</p> <p>Pupils</p> <ul style="list-style-type: none"> know that female mammals give birth and nurse their young can describe the biological differences between male and female understand that the creation of life requires a male and female | <p>2. Pupils learn the physical changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults identify physical changes associated with puberty Understand that everyone's experience of puberty is different and that it begins and ends at different times | <p>2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</p> <p>Pupils</p> <ul style="list-style-type: none"> understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture can recognise and challenge gender stereotypes understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour |
| <p>3. Pupils learn the biological differences between male and female children</p> <p>Pupils</p> <ul style="list-style-type: none"> identify and name biological terms for male and female sex parts can label the male and female sex parts with confidence understand that the male and female sex parts are related to reproduction | <p>3. Pupils learn about menstruation and wet dreams</p> <p>Pupils</p> <ul style="list-style-type: none"> can describe menstruation and wet dreams can explain effective methods for managing menstruation and wet dreams understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams | <p>3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify positive qualities and expectations from a variety of relationships can explain the similarities and differences between friendships and intimate relationships can describe that there are different types of intimate relationships, including marriage understand that sex or making love may be one part of an intimate relationship between adults |
| <p>4. Pupils learn about growing from young to old and that they are growing and changing</p> <p>Pupils</p> <ul style="list-style-type: none"> can identify key stages in the human life cycle understand some ways they have changed since they were babies understand that all living things including humans start life as babies | <p>4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this</p> <p>Pupils</p> <ul style="list-style-type: none"> can explain how changes at puberty affect body hygiene can describe how to care for their bodies during puberty can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming | <p>4. Pupils learn about human reproduction in the context of the human lifecycle</p> <p>Pupils</p> <ul style="list-style-type: none"> understand that sexuality is expressed in a variety of ways between consenting adults know that sexual intercourse may be one part of a sexual relationship can describe how babies are made and explain how sexual intercourse is related to conception can name the male and female sex cells and reproductive organs |
| <p>5. Pupils learn that everybody needs to be cared for and ways in which they care for others</p> <p>Pupils</p> <ul style="list-style-type: none"> understand that we all have different needs and require different types of care identify ways we show care towards each other understand the links between needs, caring and changes throughout the life cycle | <p>5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</p> <p>Pupils</p> <ul style="list-style-type: none"> are able to describe how feelings and behaviour change during puberty can devise strategies for managing these changes understand how changes during puberty can affect relationships with other people | <p>5. Pupils learn how a baby is made and grows (conception and pregnancy)</p> <p>Pupils</p> <ul style="list-style-type: none"> know the male and female body parts associated with conception and pregnancy can define conception and understand the importance of implantation in the womb know what pregnancy is, where it occurs and how long it takes |

| | | |
|--|--|---|
| <p>6. Pupils learn about different types of family and how their home-life is special</p> <p>Pupils</p> <ul style="list-style-type: none"> • can describe different types of family • identify what is special and different about their home life • understand families care for each other in a variety of ways | <p>6. Pupils learn strategies to deal with feelings in the context of relationships</p> <p>Pupils</p> <ul style="list-style-type: none"> • are able to identify feelings and understand how they affect behaviour • can practise strategies for managing relationships and changes during puberty • can empathise with other people's feelings in relationships, including parents and carers | <p>6. Pupils learn about roles and responsibilities of carers and parents</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify some of skills and qualities needed to be parent and carer • understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children • can recognise that both men and women can take on these roles and responsibilities |
| | <p>7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can identify sources of information, support and advice for children and young people • can use appropriate language to discuss puberty and growing up with confidence • can answer their own questions about puberty and growing up | <p>7. Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it</p> <p>Pupils</p> <ul style="list-style-type: none"> • can answer their own questions about sex and relationships • can use appropriate language to discuss sex and relationships and growing up with confidence • can identify sources of information, support and advice for children and young people |
| | | <p>8. Pupils learn some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted</p> <p>Pupils</p> <ul style="list-style-type: none"> • know that HIV can affect anyone, not a specific group or type of person • can identify how HIV can and cannot be passed on |
| | | <p>9. Pupils learn about how the risk of HIV can be reduced</p> <p>Pupils:</p> <ul style="list-style-type: none"> • know that the risk of HIV being passed on can be reduced if a condom is used • can describe how a condom protects against HIV and other sexually transmitted infections |
| | | <p>10. Pupils learn that contraception can be used to stop a baby from being conceived</p> <p>Pupils:</p> <ul style="list-style-type: none"> • know that a condom stops sperm from meeting an egg and therefore stops fertilisation • know that women can take a pill to stop an egg being released, preventing conception • understand contraception is both partners' responsibility |

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

| TO BE COMPLETED BY PARENTS | | | |
|---|--|-------|--|
| Name of child | | Class | |
| Name of parent / carer | | Date | |
| Reason for withdrawing from sex education within relationships and sex education: | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| | |