

**Easebourne CE
Primary School**

Relationship and Sex Education (RSE) Policy

Adopted: February 2023
Review: February 2024



“And now these three remain: faith, hope and love. But the greatest of these is love.”

[Corinthians 13:13]

In a safe, loving environment built on the strong Christian values of **faith**, **hope** and **love**, we want our children to **ACHIEVE** excellence and a love of learning, fulfilling their potential, and to **BUILD** their life skills, experiences and dreams. We also seek to **CONNECT** our children with their learning, their wider community and the environment.

Lead member of staff	Caroline Hulbert
Governor Committee	FGB
Chair of Governors signature	

Definition

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, a range of different relationships, sex, human sexuality and sexual health. The fundamental building blocks at primary school will be the characteristics of positive relationships, friendships, family relationships, relationships with other children and with adults, identity, diversity and feeling safe. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

RSE is one of the four Cornerstones of our Education 4 Safeguarding (E4S) curriculum. The other three Cornerstones are:

- DML: Digital & Media Literacy

- PHWB: Physical Health & Wellbeing
- EHWB: Emotional Health & Wellbeing

Aims

At primary school level, sex and relationship education should contribute to the foundation of E4S by ensuring that all children:

- Provide a framework in which sensitive discussions can take place
- Develop confidence in talking, listening and thinking about feelings, relationships and issues of sexuality;
- Are able to describe themselves, name parts of the body using the correct vocabulary and describe how their bodies work;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Pupils that are aware of the right they have over their own body and can protect themselves, asking for help and support when appropriate;
- Are aware of and can challenge the messages they receive from the media; and
- Are able to make positive informed choices that reduce risk.
- Create a positive culture around issues of sexuality and relationships

Over their time at primary and secondary school, young people will be helped by effective RSE to:

- Develop positive values and a moral framework that will guide their decisions, behaviour and judgement;
- Communicate effectively;
- Be aware of and enjoy their sexuality;
- Behave responsibly within relationships;
- Have the confidence and self-esteem to value themselves and others;
- Develop empathy;
- To be able to access help and support;
- Have skills and sufficient information that will enable them to protect themselves;
- Neither exploit nor be exploited.

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](#). At Easebourne Primary School, we teach RSE as set out in this policy.

Rationale

Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. Children and young people are exposed to so many images relating to sex and relationships (graffiti, media, peers etc). In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our

children to help them make sense of it all. If the only RSE that they receive are these images, they can become misinformed, receive exaggerations or develop prejudices. If a school provides effective RSE, children will have challenged these images and messages and will be well-informed. Effective RSE also equips pupils with the ability to protect themselves.

As well as this, in the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective RSE does not encourage early sexual experimentation - young people who have good sex and relationship education at home and at school, start sex later and are less likely to have an unplanned pregnancy or to get a sexually transmitted infection. What it does do is enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity.

What young people say:

- **They want to learn about sex and relationships from their parents/carers.**
- **They want more than just the biological facts. They want to talk about feelings and morals.**
- **They want adults to answer their questions.**
- **Just over half found it easy to talk to a parent about sex.***

*Source: research by BRMB on behalf of the Department of Health (2000)

Young people want more sex education earlier than it is generally being delivered. They also want to learn about relationships. Ideally they would also learn about the positive aspects (and not just focus on possible negative outcomes) of sex.

What parents say:

- **They have anxieties about sex and relationships and their children.**
- **84% say there would be fewer teenage pregnancies if more parents talked to their children about sex.***
- **87% feel too many teenagers are pressurised into having sex.***
- **Many find TV programmes or a book a helpful way to raise the subject.***
- **One in three mums and two in three dads have not told their children 'a lot or anything' about sex and relationships.***

*Source: research by BRMB on behalf of the Department of Health (2000)

For their part, the vast majority of parents/carers want schools to provide RSE and to help them talk with their children about sex. Less than 1% of parents/carers exercise their right to withdraw their children from non-compulsory RSE.

'One in three girls are not told about periods by their parents before they start menstruating. One in ten start their periods without receiving information from anyone at all.'

Some children start puberty as young as eight years old. RSE prepares children for the physical and emotional changes of puberty. Many parents do talk to their children about growing up before puberty starts – but where this is absent some girls describe their fear to see that they were bleeding when their periods started. Boys talk about feeling isolated from discussions which only seem relevant to girls and might turn to other sources of information such as the internet and pornography.*

*Source: Sex and Relationships Guidance to Schools (2010)

The school aims to provide a programme of sex and relationships (RSE) education in line with the Personal Social Health Citizenship Education (PSHCE) scheme of work. RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school.

Moral and Values Framework

Our school believes that RSE should be delivered within the following moral framework. Our programme promotes:

- Self-respect and respect for others;
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality;
- Taking account of other people's feelings;
- Mutual support and co-operation;
- Accepting the responsibility for the consequences of our own actions;
- The right of people to hold their own views within a framework of respect for others;
- Not imposing our views on other people;
- The right not to be abused by other people or taken advantage of;
- The right to accurate information about sex and relationship issues.

Equal Opportunities Statement

Our RSE programme aims to be inclusive of all regardless of gender, race, religion, colour, language, culture, social circumstances, appearance, sexuality, ability or disability, etc.

Content

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy 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• 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• 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• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 violence is never right • 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 conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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:

- Being Safe

- Online Relationships & Media
- Feelings & Attitudes
- Identity
- Family & Friendship, Relationships

Key Stage 1 – Sex and Relationships Education in the Curriculum		
PSHE: Non-statutory Framework (NC, 1999)	Science: Statutory Programme of study (NC, 2014)	PSHE Education Programme of Study (Key Stages 1 – 4) (PSHE Association 2014)
<p>Developing a healthy, safer lifestyle</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • about the process of growing from young to old and how people’s needs change • the names of the main parts of the body • rules for, and ways of, keeping safe...and about people who can help them to stay safe <p>Developing good relationships and respecting the differences between people</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to recognise how their behaviour affects other people • to listen to other people, and play and work cooperatively • to identify and respect the differences and similarities between people • that families and friends should care for each other • that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying 	<p>Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults <p>Notes & guidance (non-statutory)</p> <p>Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>	<p>Core Theme 2. Relationships</p> <p>Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)

Materials

At Easebourne, for the stand-alone sex education sessions, we currently use the resource ‘**Living and Growing – Alternative**’, a version of the Channel 4 series introducing pupils to the core issues of Sex and Relationship Education which has been adapted to reflect the diverse society that children are living in today.

We also use the **NSPCC PANTS** materials with YR, Y1 and Y2. This teaching resource helps children understand that their body belongs to them, and that they should tell someone they trust if anything makes them feel upset or worried.

Finally, with Y6, we use the revised **Real Love Rocks** from **Barnardo’s**. Real Love Rocks is a Child Sexual Exploitation (CSE) prevention programme that focuses on helping all children and young people to think

about and discuss relationships, what they are, and how to keep happy and safe in them, whether that's now or in the future.

Informally, your child will also learn about RSE through the values and ethos of the school and through contact with other children.

<p>Questions to help pupils explore RSE in Key Stage 1</p> <ul style="list-style-type: none"> • What are the differences between girls' and boys' bodies? • What are the correct words for the external parts of our bodies? • Where do babies come from? • How much have I changed since I was a baby? • How do I feel about these changes? • What do I understand about keeping secrets? • Who can I tell if I have a secret or worry? • What is the difference between good touch and bad touch? • How can I be a good friend? • How do I like to be treated by people I know including friends and family? • How am I different and similar to other people?
<p>Questions to help pupils explore RSE in Key Stage 2</p> <ul style="list-style-type: none"> • How do I feel about physical and emotional changes at puberty? • What skills do I need to cope with my feelings such as mood swings? • How do boys' and girls' bodies change during puberty? • What is the normal variation in our bodies – before and after puberty? • How does puberty vary for each individual, including differences in age puberty starts and how puberty can be affected by disability or a medical condition? • How is puberty part of my sexual development (including production of eggs/sperm)? • How does the sperm and egg meet during sexual intercourse and can conception be prevented? • What do I understand about the different ways in which people are able to show love between parents/carers and children and between friends? • What are some of the ways that people behave in a loving and happy relationship? • What kinds of abuse could happen in relationships, including hurting feelings and violence? • Are there different expectations about how girls and boys behave in relationships and what other choices do they have? • What is sexist bullying and homophobic bullying and what skills do I need to do something about it? • Who can I talk to if I am unhappy or worried?

Within a caring community, where individual needs are considered, questions relating to bodily function and reproduction arise easily and will be answered honestly, bearing in mind the maturity of the child.

The aim is to prepare pupils to cope with the physical and emotional challenges of growing up, and to give them an elementary understanding of human reproduction. In Key Stage 1 such issues may be raised in the topic 'Ourselves'.

It is good practice to use medically correct terms for genitalia and sexual parts of the body, for example vulva, vagina, penis and testicles. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools are currently failing to teach this vocabulary because this leaves children unable to describe abusive behaviours.

A closer look at the human body will begin in Key Stage 2 during lessons relating to the body. In Year 3, the children will begin to discuss the changes that come with puberty. These issues will be revisited in

subsequent years when the children will also learn about birth, reproduction and issues such as sexual stereotyping with their class teacher.

It is recommended that teachers deliver RSE to both sexes together, as they should learn about each other's bodies and the changes each will encounter during puberty. However, it may be appropriate for some questions and discussions to take place in single-sex groups, and teachers should provide opportunities for this. Whenever possible, these single-sex groups will be led by a teacher of the same sex.

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).

Mixed and Single Gender Groups

Most of RSE is delivered in mixed sex groups. However, during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so.

Confidentiality Statement

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved in sexual activity, then the teacher will take the reference seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been victim of abuse the teacher will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Headteacher will deal with the matter in consultation with health care professionals. (see Child Protection policy).

Ground Rules

Before starting work, teachers discuss and agree ground rules with the children. These help to create a safe environment in which teachers and pupils do not feel anxious or embarrassed about unintended or unexpected questions or comments. These rules should minimise any embarrassment children might feel and discourage inappropriate personal disclosures.

Asking Questions

Teachers should encourage questions, and should answer them openly and honestly. The question asked may well be of general interest to the class; however, if it requires explicit information appropriate only to the individual, the teacher will generally not respond to the whole class, but to the individual as appropriate. Where a child is looking for advice, the teacher should, wherever possible, encourage them to seek advice from their own parents or guardians and, if appropriate, from the relevant health service professional.

Roles and Responsibilities

The Governing Body

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

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The Staff

Staff are responsible for:

- Delivering RSE in a sensitive way (class teachers, assisted by teaching assistants)
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

Monitoring Arrangements

The delivery of RSE is monitored by Caroline Hulbert (HT & E4S Lead), as per the Subject Leader Policy. Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed by the HT/E4S Lead annually. At every review, the policy will be approved by the governing board.

Parents' Right to Withdraw

We recognise that parents/carers should be the key adults involved in child's learning about sex and relationships and that schools should always work in partnership with parents/carers. Parents need to know that the school's RSE programme will complement their role and support them as sex educators of their children. Parents may request to see the programme of study and are encouraged to speak to the class teacher or headteacher should they have any concerns about the content and delivery of RSE. The school is always happy to consult with parents/carers about the school's RSE delivery and policy to ensure that parental views are heard and that taught RSE is culturally appropriate and inclusive of all children.

Parents do not have the right to withdraw their children from relationships education. However, parents do have the right to withdraw their children from the non-statutory components of sex education within RSE. Parents considering this step are advised to talk it through with the school and their child beforehand. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

In the instance that the right to withdrawal is exercised, parents/carers should be made aware that RSE could arise naturally from class discussion. Children whose parents/carers exact their right to withdraw them from RSE will be temporarily transferred to an alternative class. Less than 1% of parents choose to

exercise this right. However, if parents decide that this step is necessary, the school will provide information about the lessons being missed and ideas for other sources of support to help parents to fulfil the task of educating their child.

Appendix 1: Overview of 'Living and Growing'

	1	2	3	4	5	6	7	8	9
	Differences	How Did I Get Here?	Growing Up	Changes	Girl Talk	Boy Talk	How Babies Are Made	How Babies Are Born	Let's Talk About Sex
YR									
Y1	ü								
Y2		ü	ü						
Y3				ü*					
Y4					ü*	ü*			
Y5					ü*	ü*		ü*	
Y6							ü	ü*	ü
*Children across two year groups will watch these programmes but they will be watched in same-sex groups with a teacher of the same sex									

❖ 5-7 year olds

Unit 1

Y1 Programme 1

Differences

- Introduce children to life cycles
- Explore differences between male and female
- Reflect on differences between male and female other than physical differences

NB This programme contains animation of the sexual organs

Y2 Programme 2

How Did I Get Here?

- Explain that a baby develops inside its mother's womb and that both the male and female sex parts are needed to make a baby
- Enable children to reflect on their development from babies
- Inform children about conception and the growth of a baby in the womb

NB This programme contains animation of the sexual organs

Y2 Programme 3

Growing Up

- Show that we grow and change, as do all living things
- Show that some changes are social, that we become more independent and able to think about others as well as ourselves
- Look at identity and self-esteem, and reinforce the belief that we are all special

NB In Years 1 and 2, feeling good/bad, recognising one's own strengths and goals, listening/talking skills, how we can help each other, bullying/friendship and saying sorry are also covered within PSHCE as other aspects of RSE.

❖ 7-9 year olds

Unit 2

Y3 Programme 4

Changes

- Introduce children to the physical and emotional changes that occur during puberty
- Consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control

Y4 Programme 5

Girl Talk

- Consider the physical and emotional changes that take place as girls go through puberty
- Address the concerns and worries of young women
- Make boys more aware of the changes that occur as girls become young women

NB This will be viewed by all the children but in same-sex groups with a teacher of the same sex

Y4 Programme 6 Boy Talk

- Consider the physical and emotional changes that take place as boys go through puberty
- Address the concerns and worries of young men
- Make girls more aware of the changes that occur as boys become young men

NB These three programmes will be viewed by all the children but in same-sex groups with a teacher of the same sex. In Years 3 and 4, feelings, body language, triggers, bullying, kindness, co-operation, difficulties in relationships, including causes & effects, and resolving conflict, achieving & responsibility, negotiation & rectifying mistakes, awareness of feelings, loss and changes are also covered within PSHE as other aspects of RSE.

❖ 9-11 year olds Unit 3

Y5 Programme 5 Girl Talk (repeated from Year 4)

- Consider the physical and emotional changes that take place as girls go through puberty
- Address the concerns and worries of young women
- Make boys more aware of the changes that occur as girls become young women

Y5 Programme 6 Boy Talk (repeated from Year 4)

- Consider the physical and emotional changes that take place as boys go through puberty
- Address the concerns and worries of young men
- Make girls more aware of the changes that occur as boys become young men

Y5&6 Programme 8 How Babies Are Born

- Explain how a baby develops in the womb during pregnancy and how babies are born
- Consider the needs of babies before and after birth
- Enable children to reflect on roles and relationships in the family

NB This programme contains footage of a live birth

Y6 Programme 7 How Babies Are Made

- Explain how babies are made
- Explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships

NB This programme contains animation of the sexual organs

Y6 Programme 9 Let's Talk About Sex

- Consider how sex is presented in the media
- Consider sexual stereotyping
- Reassure pupils that their changing emotions are a normal aspect of puberty

NB Programmes 5, 6 and 8 will be viewed by all the children but in same-sex groups with a teacher of the same sex.

Appendix 2: Specific Vocabulary and Terminology

The importance of using agreed, 'scientific' terms when describing parts of the body has been acknowledged by 'RSE for Primary Aged Children' 2002:

'Children are often confused in their understanding of their bodies and how they work. It is important that teachers use the correct terms. Family names or common names can be acknowledged, but it is good practice to use the scientific terms. If children have not been equipped with the words for the parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection.'

Age 3-5 years	Age 5-7 years	Age 7-9 years	Age 9-11 years	
happy pleased calm sad grumpy cross run jump hop swim growing up baby child skills change discover size shape hands head hair body teeth	male female girl boy man woman baby child teenager birth death same similar unique special stomach chest arms legs hands feet penis vagina testicles bottom adult different	hygiene toiletries bacteria germs infection breast nipples anus womb uterus scrotum testes testicles ovaries periods fallopian tubes penis vagina love puberty responsibility relationships independence dependent	puberty development periods menstruation sanitary towel tampon cervix fallopian tubes ovary ovulation sperm duct urethra pubic hair voice breaking love commitment relationships marriage self-respect arousal erection	sex contraception std's (sexually transmitted diseases) sperm egg pregnancy body odour hygiene deodorant vulva clitoris masturbation
Familiar terms for private parts will be acknowledged.	Familiar terms for private parts will be acknowledged but scientific terms will principally be used.			

Appendix 3: Parent Form: Withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		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			

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