

# Addison Primary School



## Relationships and Sex Education (RSE) and Health Education Policy

Approved  
Summer 2024

## Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

- 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
- Create a positive culture around issues of sexuality, relationships and health
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help children to understand the consequences of their actions and behave responsibly within relationships
- To be able to recognize unsafe situations, protect themselves and ask for help and support
- To differentiate between drugs as medicines and drugs which may be harmful to health.

Addison Primary School considers Relationships and Sex education (RSE) and Health Education an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer a carefully planned programme which is matched to the childrens level of maturity and sensitive of the needs and beliefs of pupils and parents / carers and other members of the school community.

## 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](#).

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 Addison we teach RSE as set out in this policy.

## Definition

Relationship 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.

## Curriculum

Our 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 parents, pupils and staff, 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 appropriate manner so they are fully informed and don't seek answers online.

### Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Sexual difference and naming body parts
- Exploring the impact of puberty on the body and the importance of personal hygiene
- Where to find support and advice

### Primary drugs education will focus on:

- The role of drugs as medicines
- Knowing that all household products including medicines can be harmful if not used properly
- The effects on the human body of tobacco, alcohol and other drugs and how these relate to personal health
- Which commonly available substances and drugs are legal and illegal, their effects and risks
- Where individuals, families and groups can get help and support
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

For more detailed information about our curriculum, see our curriculum map for RSE in Appendix 1.

## **Delivery of RSE**

Relationship and Sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health.

We believe children should have accurate information that relates to their needs and equips them to understand and manage their physical and emotional development in adolescence and prepares them for decisions in adult life.

At Addison Primary School RSE is mainly taught within the personal, social, health and economic (PSHE) education curriculum in the summer term of each academic year. However, some aspects link to other areas of the curriculum, for example biological aspects of RSE, and are sometimes taught within the science curriculum, and other aspects are included in Religious Education (RE).

RSE is normally delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

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 Appendices 1 and 2.

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).

## **Roles and responsibilities**

### **The governing board**

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

### **The Head Teacher**

The Head Teacher 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 (see section 8).

## **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 parents wish them to be withdrawn from the non-statutory components of RSE

Class teachers are responsible for the teaching of RSE. They will ensure that information is presented from an unbiased perspective which takes into account the different faiths' views.

Teachers will need to address questions which may arise from the teaching of RSE and these will be handled sensitively and set within a general context. Consideration should be given to religious and cultural factors and to parents wishes before questions are answered. Where teachers are unsure or uncomfortable answering questions these should be discussion with a senior member of staff and an answer given at a later date.

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 Head Teacher.

## **Pupils**

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

## **Parents**

The school is aware that the primary role in children's RSE lies with parents and carers and wish to build a positive and supportive relationship with them over this matter. Therefore, we are happy to provide information about what the RSE curriculum involves and when it will be taught and discuss any questions parents / carers may have.

## **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates they may have been a victim of abuse or exploitation. If the teacher has a concern, they will draw these to the attention of the Designated Safeguarding Lead as a matter of urgency.

Legally, the school cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## **Special Educational Needs**

Pupils with special educational needs will be given the opportunity to participate fully in RSE lessons and differentiated material will be provided as necessary to ensure their full understanding.

## **Equal Opportunities**

We will ensure RSE is accessible for all pupils regardless of gender, race or disability, so giving equal opportunities avoiding discrimination.

## **Complaints Procedure**

Any complaints or concerns about the RSE programme should be made to the class teacher in the first instance. Parents can choose to follow the Addison Primary School complaints procedure if they feel things are not resolved.

## **Parents' 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 components of sex education within RSE.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

## **Monitoring arrangements**

The delivery of RSE is monitored by the Senior Leadership Team and PSHE Lead through:

- Planning scrutinies
- Learning walks
- Lesson observations

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

This policy will be reviewed by the Head Teacher annually. At every review, the policy will be approved by the staff and governing body.

## Further Policies

In conjunction with this policy, please also see:

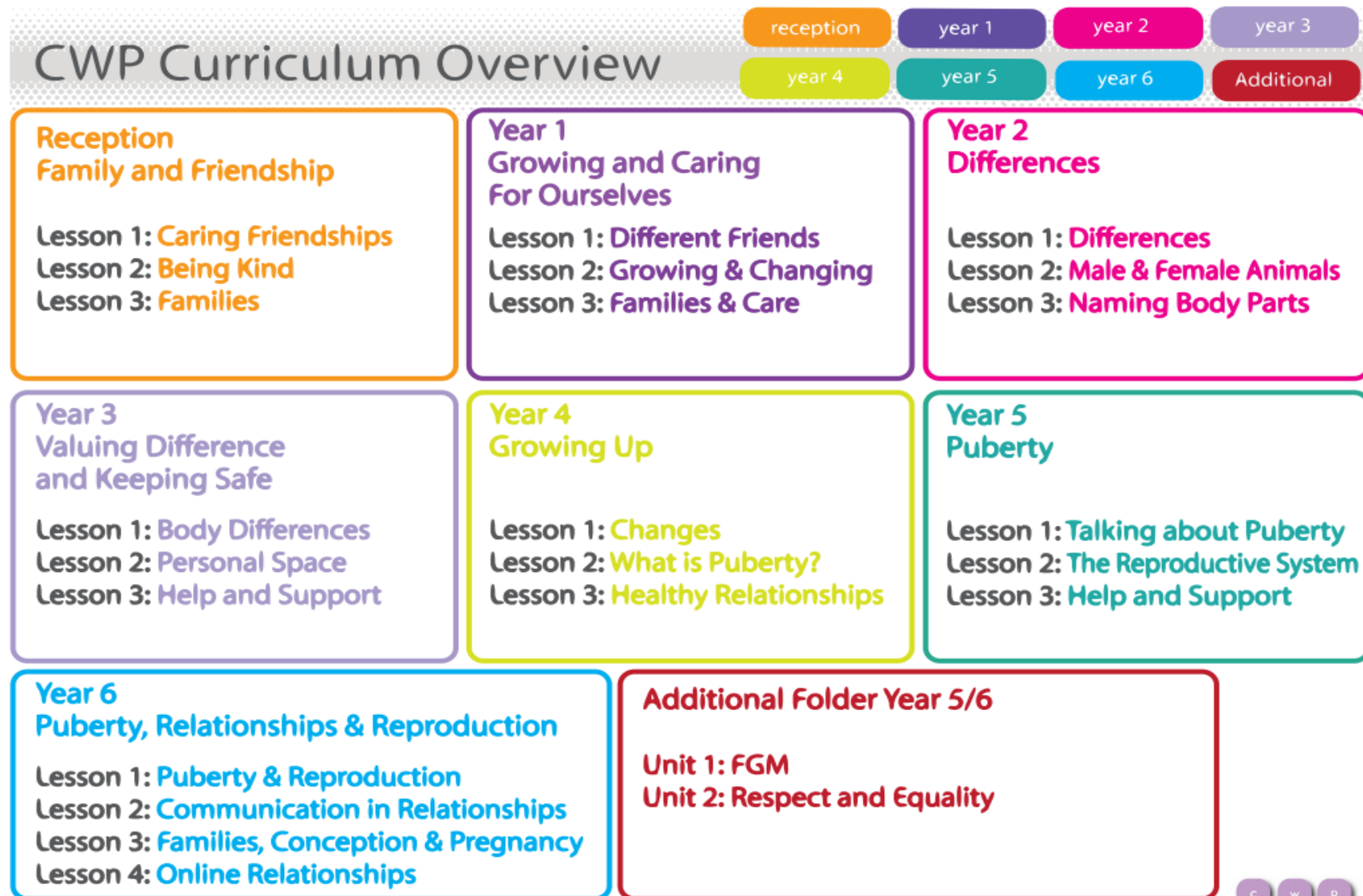
- Behaviour policy and procedures
- Safeguarding and Child Protection policy
- Anti-Bullying policy and procedures
- Mental health and wellbeing policy
- Online safety policy

**Adopted:** Summer 2024

**Review:** Summer 2026

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map



## Appendix 2: 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</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>
Caring friendships	<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 healthy 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 violence 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 conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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 giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<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>
Being safe	<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> <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</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>



### 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	