



# RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

Date: September 2020  
Review: Date: June 2021

## **INTRODUCTION**

Relationships and Sex Education (RSE) is learning about ourselves, emotions, relationships and sex.

Effective RSE can make a significant contribution to the development of the personal skills needed to establish and maintain healthy relationships. It also enables children and young people to make responsible and informed decisions about their safety, health and well-being.

In school settings, the law relating to RSE is contained in the Education Act (1996 and 2002) and the Learning Skills Act (2000). This policy takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfEE in 2019. Every school has a statutory responsibility to take account of the guidance, which requires that RSE be provided.

The RSE curriculum is an essential vehicle in supporting the school's statutory duty to:

- safeguard and promote the welfare of their children,
- advance the 2010 Equality Act,
- encourage the spiritual, moral, social and cultural development of pupils,
- foster British values, and
- prepare children and young people for the challenges, opportunities and responsibilities of adult life.

## **SCHOOL SYLLABUS**

Relationships and Sex Education (RSE) is predominantly delivered by form tutors and the Health and Wellbeing Coordinator for Year 6 girls.

'Laying the Foundations' is a developmental programme which defines RSE within a PSHEE framework and whole school approach. The programme involves teaching eleven different themes at an age appropriate level throughout KS1. These themes are then revisited and extended in KS2.

In our comprehensive PSHEE scheme 'Jigsaw', the core content of RSE is delivered through the 'Changing Me' puzzle pieces. Foundation work is also done to; build self-esteem, enhance the sense of self with regard to body image, develop caring and healthy relationships and keep safe, valued and respected.

It is vital that children discuss a range of contexts to understand the features of relationships that are likely to lead to happiness and security. This should include age-appropriate teaching about different types of relationships in the context of the law such as different family models.

Specific RSE learning intentions for each year group are outlined below. The programme of study may be adapted according to the needs and values of individual year groups.

## Key Stage 1

Year	Theme	Lesson plans
1	Growing and changing Similarities and differences Feelings Keeping safe Keeping yourself clean and healthy	Laying the Foundations P50-52 Laying the Foundations P53-54 Laying the Foundations P55-57 Laying the Foundations P58-60 Laying the Foundations P60-62
2	Someone to talk to Friends Families of all kinds Choices and consequences Gender stereotypes	Laying the Foundations P63-64 Laying the Foundations P65-66 Laying the Foundations P67-68 Laying the Foundations P69-70 Laying the Foundations P71-73

## Key Stage 2

Year	Theme	Lesson plans
3	Similarities and differences Feelings Keeping safe Keeping yourself clean and healthy <b>(not to include HIV)</b>	Laying the Foundations P86-88 Laying the Foundations P89-90 Laying the Foundations P91-92 Laying the Foundations P93-95
4	Someone to talk to Friends Families of all kinds (to include same sex marriage)	Laying the Foundations P97-99 Laying the Foundations P100-101 Laying the Foundations P102-104
5	Growing and changing: puberty Menstruation Male and female body parts	Jigsaw- 'Changing Me' Puzzle pieces for Y4 and Y5
6	Self-image Puberty Babies- conception to birth Choices and consequences Gender and sexuality (to include media and image stereotyping) Sexting	Jigsaw- 'Changing Me' Puzzle pieces for Y5 and Y6

The areas that should have been covered by the end of primary education are detailed in Annex B below.

RSE is embedded in other curriculum areas including Computing. Online safety and appropriate behaviour in a way are addressed. The curriculum also includes content on how information and data is shared and used online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

In addition to this we show a short Channel 4 DVD "Living and Growing" to Year 6 girls; this is followed by discussion.

Girls are asked for their evaluation and feedback after the video and discussions. A question box is provided for girls to write and post individual questions in. These will be answered as appropriate, either as a whole class or individually.

The film is appropriate for the age group and is divided into three sections:

### **Girl Talk**

- The emotional and physical changes that take place as girls go through puberty
- To address the concerns and worries of young women

### **Boy Talk**

- The emotional and physical changes that take place as boys go through puberty
- To address the concerns and worries of young men
- To make girls more aware of the changes that occur as boys become young men

### **Let's Talk About Sex**

- To consider how sex is presented in the media
- To educate and reassure pupils about their changing emotions, and the process of human reproduction

This is a sensitive subject area that is treated as such. Parents are informed prior to the film being shown.

### **PARENTAL RIGHTS TO WITHDRAW THEIR CHILDREN**

Parents have the right to withdraw their daughter from all, or part of the sex education of the RSE curriculum but not for those parts about Relationships Education which are statutory.

Those parents/carers wishing to exercise the right to withdraw their child from part or all of Sex Education are invited to let the headmistress know in writing. A draft copy of the letter issued to parents is included at Annex A below.

### **DRUG AND ALCOHOL EDUCATION**

Drug and Alcohol Education (DAE) is taught through the 'Healthy Me' puzzle of learning in our comprehensive Jigsaw PSHEE scheme of work. Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and wellbeing.

Specific DAE learning intentions for each year group can be found here:

[Documents\Curriculum\Subjects\RSE and PSHEE\JIGSAW](#)

The programme of study may be adapted to ensure that pupils receive provision at the appropriate time.

### **PUPILS WITH SEND**

As far as is appropriate, pupils with special educational needs should follow the same PSHEE education programme as all the other pupils. Careful consideration is given concerning the level of differentiation needed and teachers and/or teaching and learning assistants work with individual pupils as required.

### **MONITORING**

The delivery of RSE is monitored by the PSHEE Coordinator and Academic Director who conduct lesson observations and ask for feedback from staff and children. Pupil development and contribution is monitored by class teachers as part of our internal assessment systems.

## **RESOURCES**

Martinez, A and Cooper, V. (2006). *Laying the Foundations, Sex and relationships education in primary schools*. London: National Children's Bureau.  
Channel 4 DVD 'Living and Growing'  
JIGSAW- The Mindful Approach to PSHEE

### **Linked guidance, policies and procedures:**

[Keeping Children Safe in Education \(KCSIE\) statutory guidance](#)

[Working together to safeguard children.pdf](#)

[Statutory guidance – Relationships education, relationships and sex education \(RSE\) and health education.](#)

### **Relevant school policies:**

Keeping Children Safe in Education, Child protection Policy, Code of Conduct and Computing Policy,



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Headmistress: Miss Victoria Savage BMus (Hons), PGDip (RAM), PGCE

Dear Parents,

As many of you are aware, the Relationships and Sex module of the Year 6 PSHEE course usually runs in the second half of the summer term. We feel it is necessary that the girls still receive this important part of their education, therefore I am writing to give you more information about the module.

Relationships and sex education (RSE) is learning about sex, emotions, relationships, sexual health and ourselves. In school settings, the law relating to RSE is contained in the Education Act (1996 and 2002) and the Learning Skills Act (2000). This policy takes into account the Relationships Education, Relationships and Sex Education and Health Education statutory guidance issued by the DfE in 2019. Every school has a statutory responsibility to take account of the guidance, which requires that RSE be provided.

This is a sensitive subject area that is treated as such. The biological content of RSE is taught as part of the statutory National Science Curriculum. We are building on this by providing the SRE that is recommended as best practice.

These PSHEE/RSE lessons will cover puberty for males and females, menstruation, human reproduction, body image and relationships. In addition to this we will show a short Channel 4 DVD "Living and Growing" to Year 6 girls; this is followed by discussion.

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- The emotional and physical changes that take place as girls go through puberty
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### Boy Talk

- The emotional and physical changes that take place as boys go through puberty
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- To make girls more aware of the changes that occur as boys become young men

### Let's Talk About Sex

- To consider how sex is presented in the media
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Parents have the right to withdraw their daughter from all, or part of the sex education of the RSE curriculum but not for those parts about Relationships Education which are statutory.

Those parents wishing to exercise the right to withdraw their child from part or all of Sex Education are invited to let the Headmistress know in writing.

Yours sincerely,

Cara O'Connell  
**Health & Wellbeing Coordinator**

## **Annex B**

### **Families and people who care for me**

Pupils should know:

- 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

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

### **Caring friendships**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should know:

- 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**

Pupils should know:

- 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, for example family, school or other sources