



# Seamer and Irton CP School

## Relationship and Sex Education (RSE) Policy



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|----------------------|-------------------|
| Frequency of review  | Biennial          |
| Governor Lead        | Mrs Sarah Coy     |
| Lead member of staff | Mrs Neisha Morris |
| Reviewed by          | Governing Board   |
| Date of review       | May 2025          |
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# SEAMER AND IRTON COMMUNITY PRIMARY SCHOOL RSE POLICY

## 1. 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 and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

RSE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Become healthy and fulfilled individuals

## 2. STATUTORY REQUIREMENTS

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

At Seamer and Irton Community Primary School we teach RSE as set out in this policy.

## 3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

**Review** – a member of staff or working group pulled together all relevant information including relevant national and local guidance

**Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations

**Parent/stakeholder consultation** – parents and any interested parties were invited to share their opinions about the policy

**Pupil consultation** – we investigated what exactly pupils want from their RSE

**Ratification** – once amendments were made, the policy was shared with governors and ratified

#### 4. DEFINITION

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.

The children are taught about positive relationships and respect for others and how these link to promoting good mental health and well-being. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

#### 5. 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.

Relationships Education is statutory in all primary schools and this includes learning about puberty and the changing body. Sex education remains non-statutory in all primary schools. However at Seamer and Irton CP School, we will continue to deliver additional content on sex education to meet the needs of our pupils which includes 'conception' and 'human reproduction'. We will inform parents by letter when these topics are being taught and parent/carers have the right to request their child is withdrawn from these specific lessons (see section 8).

For more information about our curriculum, see appendices 1, 2 and 3 our PSHE pathways on the school website.

#### 6. DELIVERY OF RSE

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). Kapow is used to support the planning of these lessons.

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, 2 and 3.

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).

#### **Safeguarding**

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson ends. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding and Child Protection Policy is followed.

## **7. ROLES AND RESPONSIBILITIES**

### **7.1 The governing board**

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

### **7.2 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/non-science components of RSE (see section 8).

### **7.3 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 parents wish them to be withdrawn from the non-statutory/non-science 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. Class teachers are responsible for teaching RSE in our school.

### **7.4 Pupils**

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

## **8. PARENTS RIGHT TO WITHDRAW**

Parents do not have the right to withdraw their children from relationships education this includes learning about puberty and the changing body.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. At Seamer and Irton CP School, we define sex education as 'conception' and 'human reproduction'.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

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

## **9. TRAINING**

Staff are trained on the delivery of RSE as part of their continuing professional development.

Support by visitors from outside the school, such as school nurses or sexual health professionals, may be requested to provide support and training to staff teaching RSE as appropriate.

## 10. MONITORING ARRANGEMENTS

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

- Learning walks
- Lesson visits
- Pupil voice
- Book looks
- Discussions with teaching staff

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

This policy will be reviewed by the PSHE lead, Designated Safeguarding Lead and Senior Leadership Team annually. At every review, the policy will be approved by governors.

## 11. LINKS WITH OTHER POLICIES

- PSHE Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Anti-Bullying Policy
- Positive Behaviour Policy
- Teaching and Learning Policy
- SEND Policy and Information Report
- Collective Worship Policy
- Equalities Policy

### Appendix 1: Curriculum coverage

In Foundation, children will:

- Learn to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings
- Explore why families and special people are valuable, understand why it is important to share and develop strategies to help with this, see themselves as valuable individuals and explore diversity by recognising similarities and differences.
- Understand how to be a kind friend
- Learn about growth and change and how humans change from babies to adults

In Year One, children will:

- Explore how families can be different
- Understand the characteristics and impact of positive friendships
- Learn that people show feelings differently and that stereotyping is unfair.
- Learn how to respond to adults in different situations; distinguishing between appropriate and inappropriate physical contact

In Year Two, children will:

- Learn that families are composed of different people who offer each other care and support.
- Learn how other people show their feelings and how to respond to them.
- Develop an understanding of self-respect.

- Distinguish secrets from surprises
- Name body parts and look at the concept of privacy.

In Year Three, children will:

- Learn how to resolve relationship problems
- Learn about effective listening skills and non-verbal communication.
- Look at the impact of bullying and what action can be taken
- Explore trust and who to trust
- Learn about cyberbullying and identify unsafe digital content
- Explore influences and make independent choices

In Year Four, children will:

- Learn that families are varied and differences must be respected
- Understand physical and emotional boundaries in friendships
- Explore the roles of bully, victim and bystander
- Build awareness of online safety and the benefits and risks of sharing information online
- Identify the difference between private and public
- Explore the physical and emotional changes in puberty

In Year Five, children will:

- Develop an understanding of families, including marriage and what to do if someone feels unsafe in their family
- Learn that dealing with issues can strengthen a friendship
- Explore the impact of bullying and what influences a bully's behaviour
- Explore the emotional and physical changes of puberty, including menstruation
- Learn about online safety
- Learn strategies to overcome potential dangers

In Year Six, children will:

- Learn ways to resolve conflict, through negotiation and compromise
- Learn about respect, understanding that everyone deserves to be respected
- Explore ways in which people try to gain control over someone else
- Learn about the changes experienced during puberty
- Learn how a baby is conceived and develops
- Explore personal identity and body image

## Appendix 2 - Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

|  | Pupils should know...  |
|--|--|
| <b>Families and people who care for me</b> | <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 (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).</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> |
| <b>Caring Friendships</b>                  | <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</li> </ul>   |
|  | excluded   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <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>   |
| <p><b>Respectful Relationships</b></p> | <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> |
| <p><b>Online relationships</b></p>     | <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**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><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> |
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**Appendix 3 - Parent Form: Withdrawal from sex education in RSE**

| <b>To be completed by parents</b>   |  |               |  |
|---|--|---------------|--|
| <b>Name of child:</b>   |  | <b>Class:</b> |  |
| <b>Name of parent:</b>  |  | <b>Date:</b>  |  |
| <b>Reason for withdrawing from sex education within relationships and sex education</b> |  |               |  |
|   |  |               |  |
| <b>Any other information you would like the school to consider</b>                      |  |               |  |
|   |  |               |  |
| <b>Parent Signature:</b>  |  |               |  |
|   |  |               |  |
| <b>To be completed by school</b>  |  |               |  |
| <b>Agreed actions and discussion with parents</b>                                       |  |               |  |
|   |  |               |  |