



**Federation of Goodnestone and Nonington Church of England Primary
School
RSE
Policy**

Policy: RSE	Status: FINAL	Policy Number: POL_018_FINAL
Author(s): Vicky Solly	Date of issue: November 2020	Version: V1
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Nonington is a place of learning where all are cared for and supported. Nonington has high expectations of all, so they fulfil their God given aspirations within and outside our small school community. Following the example of Jesus, we trust each other, valuing everyone's unique contribution.

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We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

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

2. Statutory requirements

As a 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 the Federation of Goodnestone and Nonington 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:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are consulted about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. 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.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Appendix 1 offers an overview of RSE. (More details for the teaching of RSE can be found in the RSE planning document).

Alongside the RSE planning document for staff, we will also use the Christopher Winter Project (CWP) planning and resources to support teachers in the delivery of RSE.

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 is not compulsory in primary schools and parents will be given the option to withdraw their children, if they wish, from the conception, pregnancy and birth lessons in Year 6.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

- How a baby is conceived and born

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

6. Delivery of RSE

RSE is taught alongside the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught in conjunction with the science curriculum. The RSE curriculum is also linked to Children's Rights.

Pupils also receive stand-alone sex education sessions in Year 6.

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

Sex Education focuses on:

- Puberty and the changes to the body in preparation for reproduction. (This forms part of the science curriculum and is statutory).

- Conception, pregnancy and birth (non- statutory. Parents can withdraw their children from this if they wish).

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).

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.

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.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. **(Lesson 3 Year 6).**

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.

9. 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 headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, if appropriate to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by SLT through:

Looking at planning, learning walks, discussions with staff and pupils.

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

This policy will be reviewed by SLT regularly. At every review, the policy will be approved by the governing board/ headteacher.

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Appendix 1: Curriculum map

Overview of Relationships and Sex Education for each year group.

Year group	Aspects of Relationships and Sex Education covered by each year group		
R	Caring Friendships -how to make new friends -how friendships make us feel. -What makes a good friend?	Being Kind - Resolving conflicts. - Saying sorry and forgiving.	Families - Different members within a family. - How families help each other.
1	Different Friends - We are all different but we can still be friends. - Celebrating differences in each other.	Growing and Changing - How children grow and change. - That babies need lots of care. - That older children begin to become more independent.	Families and care - Explore different types of families. - Who can help if families make us feel unhappy or unsafe. - Who to ask and how to ask for help if we need it.
2	Differences - Differences between males and females - That some people have fixed beliefs about what males and females can do. - Differences between male and female babies.	Male and female including animals - Some differences between male and female animals. - That a new life needs a male and a female.	Naming body parts - Describe key physical differences between males and females. - Name the different body parts.
3	Body Differences - Know and respect the body differences between ourselves and others. - Name male and female body parts using agreed words.	Personal Space - Understand that each person's body belongs to them. - Understand personal space and unwanted touch.	Help and Support - Understand that all families are different and have different family members. - Identify who to go to for support and help.

4	<p>Changes</p> <ul style="list-style-type: none"> - Understand that puberty is an important part of the lifecycle of a human. - Know some changes that happen during puberty. 	<p>What is puberty?</p> <ul style="list-style-type: none"> - Know about physical and emotional changes that happen during puberty. - Understand that children change into adults so that they can reproduce if they choose to. 	<p>Healthy Relationships</p> <ul style="list-style-type: none"> - That respect is important in all relationships including those online. - Explain how friendships can make people sometimes feel unhappy or uncomfortable.
5	<p>Talking about Puberty</p> <ul style="list-style-type: none"> - Explain the physical and emotional changes that happen during puberty. - Ask questions about puberty with confidence. 	<p>The Reproductive System</p> <ul style="list-style-type: none"> - Understand how puberty affects the reproductive organs. - Describe what happens during menstruation and sperm production. 	<p>Help and Support</p> <ul style="list-style-type: none"> - Explain how to stay clean during puberty. - Describe how relationships/emotions change during puberty. - Know how to get help and support during puberty.
6	<p>Puberty and Reproduction</p> <ul style="list-style-type: none"> - Describe how and why the body changes during puberty in preparation for reproduction. - Talk about puberty and reproduction with confidence. 	<p>Communication and Relationships. Online Relationships.</p> <ul style="list-style-type: none"> - Explain the differences between a healthy and unhealthy relationship. - Know that communication and permission seeking are important in relationships. - Consider when it is appropriate to share 	<p>Families, Conception and Pregnancy</p> <ul style="list-style-type: none"> - Describe the decisions that have to be made before having children. - Know some basic facts about conception and pregnancy.

		<p>personal information in a relationship.</p> <ul style="list-style-type: none">- Where and how to seek help or support if an online relationship goes wrong.	
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>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.</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>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.</p> <p>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>

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	