



# **RELATIONSHIP & SEX EDUCATION (RSE)**

**RGS The Grange**  
September 2024

Katie Bradley, Head of PSHE

## Relationship and Sex Education Policy

Review date: ...September 2025...

### **Introduction**

Relationship and Sex Guidance (DfEE 0116/2000 and DfEE updated 0902/2021)

Relationship and Sex is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health.

Research demonstrates that good, comprehensive Relationship and Sex Education does not make young people more likely to become sexually active at a younger age.

RGS The Grange is a preparatory school in a large rural setting at the edge of Worcester. It caters for boys and girls from 2 to 11. It has 337 children on roll.

The intake of our school is predominantly white British, reflecting that of our catchment area. We have a small number of pupils of Chinese, Pakistani and Indian origin. We also have a few pupils with parents from European countries. A small number of pupils in the school have English as an additional language. We are an inclusive school and aim to value and celebrate the backgrounds of all our children.

### **Moral and Values Framework**

Relationship and Sex Education (RSE) will reflect the values of the PSHE and Citizenship programme. RSE will be taught in the context of relationships. In addition, RSE will promote self-esteem and emotional health and wellbeing and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

### **Process for Policy development**

A working party was set up to review the existing RSE policy in consultation with the head, staff and governors.

Methods of consultation included, auditing existing provision to develop, implement, monitor and evaluate the curriculum.

### **Aims and Objectives for Relationship and Sex Education**

The aim of RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education are:

- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To help gain access to information and support
- To provide the confidence to be participating members of society and to value themselves and others
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To develop and maintain positive relationships
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To respect and care for their bodies
- To understand both physical and emotional changes during puberty and how to cope with these changes
- To be prepared for puberty and adulthood, understanding conception and the birth of a baby

DfEE updated 0902/2021 guidance states:

### **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.

### **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 e.g., family, school and/or other sources.

## The teaching programme for Relationship and Sex Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders. Parents do not have the right to withdraw their child/children. We utilise the Jigsaw scheme of work alongside Collins - My Life, as well as additional resources as a basis for our RSE programme of study. We ensure there is continuity and progression throughout the school by following detailed progressive planning.

## National Curriculum Science

### Key Stage 1

1. b) That animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) To recognise and compare the main external parts of the bodies of humans and reproduce.  
f) That humans and animals can reproduce offspring and these grow into adults.
3. a) To recognise similarities and differences between themselves and others and treat others with sensitivity.

### Key Stage 2

1. a) That the life processes common to humans and other animals include nutrition, growth and reproduction.
  2. f) About the main stages of the human life cycle.
- Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, learning difficulties as well as disadvantaged and looked after children.

- It is our intention all children have the opportunity to experience a programme of RSE at a level that is appropriate for their age and physical development with differentiated provision if required.

Such a programme can successfully follow the outline given below.

## **Foundation**

Children learn about the concept of male and female and about young animals. In ongoing PSHE & Citizenship work, they develop skills to form friendships and think about relationships with others. We have also introduced the NSPCC PANTS Programme into Early Years and Key Stage 1. This programme will enhance the children's awareness of their bodies and being safe.

## **Key Stage 1**

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. Children learn about the importance of personal hygiene to maintain good health in PSHE as well as reflecting on family relationships, different family groups and friendship in PSHE and Citizenship as well as Religious Studies. They also learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. The children begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. Personal safety is also a focus in Key Stage 1.

## **Key Stage 2**

Children throughout Key Stage 2 are taught about friendships, personal hygiene, effective and safe communication with others, building self-esteem and confidence as well as recognising and celebrating differences and individuality. In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction in Years Five and Six. Children throughout Key Stage 2 are taught about the physical, emotional and social changes at puberty, which revisits personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. Children will consider how to make simple choices and exercise some basic techniques for resisting pressures. Throughout the RSE teaching, children will consider physical and emotional changes and will be encouraged to ask questions to fully understand differences between males and females, as well as why changes occur at different times of their life. Both reproductive systems will be taught in detail, as well as ensuring the children have an understanding of how a baby is conceived and subsequently born. The importance of Social media will be discussed along with media pressures such as air brushing and targeted marketing. Throughout the programme there is a focus on educating the children to make informed choices and maintain good self-esteem and self-confidence. Relationship and Sex Education

should focus on the development of skills and attitudes not just the acquisition of knowledge.

## **The organisation of Sex and Relationship Education**

Katie Bradley is the designated teacher with responsibility for coordinating Relationship and Sex Education.

Relationship and Sex Education is delivered through specific PSHE lessons as well as co-curricular activities in Science and Religious Studies. Classroom teachers, teaching assistants, as well as members of SLT and the school nurses are involved in the teaching of RSE and if appropriate, outside visitors such as the RGS Worcester school nurses are invited to participate in the delivery of sessions.

A range of teaching methods which involve children's full participation are used to teach RSE. These include use of activity sheets, group tasks, videos, presentations, iPads, and discussions, as well as looking at case studies, drama and role-play.

Relationship and Sex Education is usually introduced in mixed gender groups and then due to the sensitive nature of the subject the programme is subsequently delivered in smaller single gender groups which are more appropriate and relevant, therefore this is implemented as required.

Resources to teach Relationship and Sex Education include fiction, reference books, leaflets and extracts from videos.

Jigsaw RSE Programme

Collins My Life

PANTS Programme (NSPCC)

Lil-Lets Website and school resources (<http://www.lil-lets.co.uk>)

Channel 4 Living and Growing video Unit 1, 2 & 3 plus work books.

Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444

## **Specific Issues**

- **Parental consultation**

The school includes information on Relationship and Sex Education in the school prospectus and full details are available on request. The school informs parents when aspects of the RSE programme are taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their children from those aspects of RSE, that are not included in the National Curriculum Science Orders, and alternative work would be set. However, by working in close partnership with parents they recognise the importance of this aspect of their child's education and rarely has a child been withdrawn from any aspects of the RSE teaching.

- **Child Protection / Confidentiality**

Teachers need to be aware that effective Relationship and Sex Education, which brings an understanding of what is, and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform Wendy

Wreghitt, DSL in line with procedures for child protection. A member of staff cannot promise confidentiality if concerns exist. If Wendy Wreghitt is unavailable for any reason, the member of staff must inform one of the DDSL, Gareth Hughes or Katie Bradley in KS2, Marie Egginton in KS1 or Clare Mullins in ASC/Holiday Club as soon as possible.

- **Links with other policies**

This policy is linked with the following policies:

PSHE & Citizenship

Spiritual, Moral, Social Cultural Policy (SMSC)

Equality, Diversity & Inclusion Policy

Equal Opportunities

Child Protection

Confidentiality

Behaviour

Anti-Bullying

- **Dealing with difficult questions**

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. Teachers are empowered to answer questions appropriately; this may be by providing an answer at the time or answering the question at a later date either with the whole class or to an individual child. In some circumstances, a direct answer may be inappropriate, however the question will still be recognised and dealt with accordingly.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Any sensitive questions addressed to non-teaching staff should be referred to the class teacher who will be aware of the child's background and level of maturity to allow a more considered answer. Similarly, if a child is using abusive terms or sexual language in the playground, the class teacher needs to be informed, and appropriate action taken. Questions may be asked verbally or written via the 'Ask It Basket.'

- **Use of visitors**

"Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinators and teachers' responsibility to plan the curriculum and lessons." Relationship and Sex Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the RGS Worcester school nurses may be involved in the delivery of RSE, particularly in Key Stage 2.

- **Children with additional needs**

Teaching and resources will be differentiated as appropriate to address the needs of specific children in order for them to have full access to the content of Relationship and Sex Education.

- **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Relationship and Sex Education.



The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observations, sampling planning, questionnaires to teachers and children, as well as feedback from parents. Assessing children's learning and implementing change if required will evaluate the effectiveness of the RSE programme.

RSE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed by ...Katie Bradley in consultation with others...

THIS POLICY APPLIES TO ALL PUPILS, INCLUDING THOSE IN EYFS.

Revised:

June 2017

November 2017

June 2018

June 2019

December 2020

July 2021

July 2022

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Coordinator: Katie Bradley  
Reviewed Wendy Wreghitt

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