

STYAL PRIMARY SCHOOL



Styal Primary School



RSE (Relationships and Sex Education) POLICY

January 2025

Policy for Relationships and Sex Education

At Styal Primary School, Relationships and Sex Education (RSE) involves learning about the emotional, social and physical aspects of growing up and relationships. Some aspects are taught within the Science curriculum whilst others are covered by Personal, Social, Health and Economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body as well as providing essential skills for building positive, respectful and non-exploitative relationships and staying safe. High quality RSE helps to create a safe school community in which children can grow, learn and develop healthy behaviour for life.

Safeguarding Statement

This school recognises that every member of its staff has a key role in prevention of harm, early identification, intervention and support for pupils at risk of significant harm and will endeavour to provide an environment where children are valued and know that their concerns will be taken seriously.

Our school fully recognises the contribution it can make to protect children and support pupils in school making it a place where young people are safe and feel safe.

Our day to day contact with individual children enables teaching and non-teaching staff to observe outward signs of abuse (physical, sexual, emotional and neglect) and changes in behaviour. Consequently, this places a responsibility on us all to ensure that all elements of this policy are followed.

The legal position of RSE in Styal Primary School

Schools have a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing. Under the Education Act (1996), schools must prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial role in meeting these obligations.

Aims for teaching and learning RSE

Styal Primary School's overarching aims and objectives for our pupils are as follows.

- RSE should start in Reception and build as children move through the school, reflecting their stage of development and maturity.
- RSE should be taught within Science and PSHE lessons by teachers and health professionals.

- RSE contributes to safeguarding pupils, promoting their emotional wellbeing and improving their ability to achieve in school.
- RSE helps pupils to keep themselves safe from harm, build positive relationships, resist peer pressure and develop confidence in asking questions and seeking advice if needed.
- RSE should be taught using consistent, clear, impartial scientific information and takes into account children's existing knowledge and maturity.
- RSE helps children to understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours, use of prejudice-based language and how to respond and ask for help.

The contribution RSE makes to other curriculum aims

PSHE

Section 78 (1) of the 2002 Education Act states that 'all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations. It develops a positive vocabulary and the strategies and skills children need to stay healthy and safe.

Science

Science teaches about the biological facts relating to human growth, puberty and reproduction. Correct scientific vocabulary is promoted.

Computing

RSE teaches about on-line safety and cyber bullying. Whilst the internet and social media are important resources for learning and information and a great opportunity to build social networks, children need to be aware of risks and how to stay safe.

Teaching and learning RSE at Styal Primary School

RSE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RSE are designed and provided by careful planning, taking into account the need to offer breadth of content.

In order to make RSE a lively, active subject a variety of teaching methods are employed, for example, discussion, debate, drama, stories, pictures, DVDs, quizzes and games.

How the RSE curriculum is delivered at Styal Primary School

Each year group, from Reception to year 6, receives three or four taught sessions across the school year. These are delivered to mixed classes. Year 6 girls are taught separately about periods.

Styal Primary School Relationship and Sex Education Curriculum	
<p>Curriculum Intent: The main aim of the RSE curriculum at Styal Primary School is to ensure children can recognise what healthy relationships look like with: family, friend, acquaintance, professional relationships and strangers, both in real life and online. We want our children to leave Styal with the ability to know what to do if they are in a relationship or situation which makes them feel unsafe, worried or uncomfortable.</p>	

Summer Term EYFS		
		Pupils Learn...
Lesson 1	<p>Our Bodies</p> <p>I will name the main parts of boys' and girls' bodies</p>	<ul style="list-style-type: none"> - NSPCC Pants are private rules - to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) Understand that some people use nicknames for part of our bodies.
Lesson 2	<p>Is It OK?</p> <p>I will understand how to respect my own and other people's bodies.</p>	<ul style="list-style-type: none"> - about how to respond if someone does something that makes them feel uncomfortable to unsafe - basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe - what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary - to use when asking for help; importance of keeping trying until they are heard
Lesson 3	<p>Pink and Blue</p> <p>I will understand that we are all different and different people like different things.</p>	<ul style="list-style-type: none"> - to recognise the ways in which we are all unique - to recognise the ways in which they are the same and different to others
Lesson 4	<p>Your Family, My Family</p> <p>I will understand how</p>	<ul style="list-style-type: none"> - about different types of families including those that may be different to their own - to identify common features of family life

	families are the same and how they are different	<ul style="list-style-type: none"> - that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
Lesson 5	Getting Older I will describe how I will change as I get older.	<ul style="list-style-type: none"> - about growing and changing from young to old and how people's needs change - about preparing to move to a new class/year group
Lesson 6	Changes I can describe things that might change in a person's life and how it might make them feel.	<ul style="list-style-type: none"> - about change and loss; to identify feelings associated with this; to recognise what helps people to feel better - about preparing to move to a new class/year group

Summer Term KS1		
		Pupils Learn...
Lesson 1	Our Bodies I will name the main parts of boys' and girls' bodies	<ul style="list-style-type: none"> - to recognise that some things are private and the - importance of respecting privacy; that parts of their body covered by underwear are private - to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
Lesson 2	Is It OK? I will understand how to respect my own and other people's bodies.	<ul style="list-style-type: none"> - about how to respond if physical contact makes them feel uncomfortable or unsafe - basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe - what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary - to use when asking for help; importance of keeping trying until they are heard
Lesson 3	Pink and Blue I will understand that we are all different and different people like different things.	<ul style="list-style-type: none"> - to recognise the ways in which we are all unique - to recognise the ways in which they are the same and different to others
Lesson 4	Your Family, My Family I will understand how families are the same and how they are different	<ul style="list-style-type: none"> - about different types of families including those that may be different to their own - to identify common features of family life - that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
Lesson 5	Getting Older I will describe how I will change as I get older.	<ul style="list-style-type: none"> - about growing and changing from young to old and how people's needs change - about preparing to move to a new class/year group

Lesson 6	Changes I can describe things that might change in a person's life and how it might make them feel.	<ul style="list-style-type: none"> - about change and loss; to identify feelings associated with this; to recognise what helps people to feel better - about preparing to move to a new class/year group
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Summer Term LKS2		
Lesson 1	Families and close positive relationships	<ul style="list-style-type: none"> - to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) - about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong - that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others - that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart - that a feature of positive family life is caring relationships; about the different ways in which people care for one another - to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Lesson 2	Friendships	<ul style="list-style-type: none"> - about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing - to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face - the importance of seeking support if feeling lonely or excluded - that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them - to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how

		to manage this and ask for support if necessary
Lesson 3	Safe relationships	<ul style="list-style-type: none"> - about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); - - about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns – - how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know – - recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
Lesson 4	Respecting self and others	<ul style="list-style-type: none"> - that personal behaviour can affect other people; to recognise and model respectful behaviour online - to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
Lesson 5	Ourselves, growing and changing	<ul style="list-style-type: none"> - about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹
Lesson 6	Ourselves, growing and changing	<ul style="list-style-type: none"> - about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene - about where to get more information, help and advice about growing and changing, especially about puberty

Summer Term UKS2		
		Pupils Learn...
Lesson 1	<p>Changing Bodies</p> <p>I will describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.</p>	<ul style="list-style-type: none"> - to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction - about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) - about how hygiene routines change during the

		<p>time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <ul style="list-style-type: none"> - about where to get more information, help and advice about growing and changing, especially about puberty - recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
Lesson 2	<p>Changing Emotions</p> <p>I will describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</p>	<ul style="list-style-type: none"> - to recognise that feelings can change over time and range in intensity - about everyday things that affect feelings and the importance of expressing feelings - a varied vocabulary to use when talking about feelings; about how to express feelings in different ways - strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
Lesson 3	<p>Just the way you are</p> <p>I will recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.</p>	<ul style="list-style-type: none"> - about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) - to recognise their individuality and personal qualities - to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth - about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes - recognise ways in which the internet and social media can be used both positively and negatively - about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
Lesson 4	<p>Relationships</p> <p>I will understand what a loving relationship is and that there are many types of relationships.</p>	<ul style="list-style-type: none"> - to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) - that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different - about marriage and civil partnership as a legal

		<p>declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <ul style="list-style-type: none"> - that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others - that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart - to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability
Lesson 5	<p>Let's Talk About Sex</p> <p>I will understand what a sexual relationship is and who can have a sexual relationship.</p>	<ul style="list-style-type: none"> - that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it - to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction - about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for - recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact
Lesson 6	<p>Human Reproduction</p> <p>I will describe the process of human reproduction, from conception to birth.</p>	<ul style="list-style-type: none"> - about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

Children are equipped with scientific vocabulary, learn how to keep themselves safe, cope with peer pressure and recognise when something feels 'wrong' and where to go for help.

For Reception and KS1 children, RSE lays the foundations for understanding about growth and change and respect for one another. Sessions in KS2 build on these areas and prepare children for puberty.

The Subject Leader is responsible for the whole school Curriculum and works closely with staff in its delivery.

Inclusion and differentiation

All pupils have equal access to the RSE curriculum with their different abilities, levels of maturity and personal circumstances taken into account. Pupils are consulted to establish any prior knowledge to ensure that teaching is appropriate and relevant. RSE will be taught in an environment where children feel able to ask questions and that their questions will be valued and answered sensitively. It may be necessary for a teacher to seek advice from colleagues before answering a question with consideration given to a child's knowledge and readiness. Children are also given the opportunity to ask questions anonymously via a question box if they are not comfortable asking in an open setting.

Assessment and Recording of RSE

Each teacher is responsible for the regular, formative assessment of pupils. Opportunities to monitor progress are built into on-going teaching and learning which in turn, inform the class teacher to ensure that content and delivery are appropriate.

The right of withdrawal from RSE

Styal Primary School recognises that parents have the legal right to withdraw their children from RSE. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions are raised by pupils or there are issues that arise in other subjects. We would ask any parent considering withdrawal to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of RSE at Styal Primary School.

Managing the right of withdrawal

- The school will ensure that parents who want to withdraw their children from RSE are aware of the curriculum content and its relevance to all pupils.
- Parents should be made aware of learning objectives and what is covered in the RSE curriculum and should be given the opportunity to discuss these, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.

- The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RSE without influence from the school, although the school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RSE curriculum. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RSE is integrated into the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RSE, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost.

Appendix One – Agenda for Right to Withdraw Meeting

Date			
Name of child		Year group	
Name of Attendees			
Concerns of Family			
Key discussion points			

I would like to remove my child from all lessons that discuss the following:	
*	
*	
Signed by Parent/Carer	
Signed by Head Teacher	