



Farndon Fields
Primary School

Nurture Talent,
Develop Learning, Inspire Success

Relationships and Sex Education Policy 2023-26

This policy is underpinned by the commitment of Discovery Schools Academy Trust to ensure the entitlement for all pupils to be taught the statutory relationships and sex curriculum and to maintain an appropriate educational environment in which all can learn and achieve.

This policy was approved as follows:

Approver:	Trust Board	Date:	XXXX
Adopted:	Advisory Board	Date:	
DSAT owner:	Head of Safeguarding	Version:	V1.3
Review frequency:	3 years	Next review date:	April 2026
Status:	Statutory		

This policy applies to all DSAT schools. The Headteacher is responsible for ensuring that all school specific information is completed and that the policy reflects the context and needs of their school.

Version	Version Date	Author	Summary of Changes
V0.1	March 2019	Liz Braithwaite	Draft policy created
V0.2	April-July 2019	Liz Braithwaite	Consultation with Trust board, parents and pupils
V0.3	September 2019	Liz Braithwaite	Changes made to policy in light of consultation comments. Final version presented to Trust Board
V1.0	18/9/19	Helen Stockill	Policy approved by the Board
V1.1	5.6.2021	David Briggs	Policy reviewed
V1.2	06.02.2023	Nikki Matthew	Policy Reviewed
V1.3	17.04.2023	Nikki Matthew	Parent Consultation Feedback Changes. Final Version presented to Advisory Board

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1. Aims

This policy is designed to briefly outline the Schools and Trust's approach to Relationships and Sex Education within the statutory framework as defined in the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education document (2019). It provides additional guidance and templates, which complement and reinforce the statutory guidance.

Our Trust aims are to ensure that:

- Age appropriate Relationships Education, Sex Education and Health Education is taught in **all schools**.
- Relationships Education, Sex Education and Health Education is understood across all governance levels and by school leaders, staff, parents and pupils.
- Our schools are a safe and happy environment for all pupils to learn.

At Farndon Fields Primary School we believe:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities and sex education.
- RSE is an entitlement for all young people. Difference and diversity must be considered when delivering RSE but not limit pupils' access to quality RSE education.
- Special educational needs or disability, gender, sexual orientation (LGBT) and age, nationality, religion, cultural and linguistic background, all affect access to RSE but are not a barrier.
- RSE is most effective when provided in the wider context of social and emotional development. In our school, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.
- RSE must ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect as set out in the Equality Act 2010.
- RSE curriculum should teach pupils how to keep themselves and their personal information safe while online.

2. Objectives

At Farndon Fields Primary School

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- We prepare our pupils to confidently engage with the challenges of adult life.
- We provide enough information and support to enable our pupils to make safe choices both in the real world and online.
- Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our children to learn to respect themselves and others so they can move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious and moral values and respect for other races, religions and

ways of life reflecting upon LGBT communities and other protected characteristics groups.

- When appropriate we will teach pupils about LGBT, and ensure that this content is fully integrated into the wider curriculum rather than delivered as a standalone unit or lesson.

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- Develop interpersonal and communication skills.
- Develop positive values and a moral framework that will guide their decisions and behaviour.
- Develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children.
- Respect themselves and others, their views, backgrounds, cultures and experiences.
- Develop loving, caring relationships based on mutual respect.
- Name the private parts of the body confidently and communicate with trusted adults to keep themselves safe.
- Understand the process of human reproduction.
- Understand the reasons for and benefits of delaying sexual activity.
- Be prepared for puberty and the emotional and physical effects of body changes.
- Understand the attitudes and skills needed to maintain their sexual health.
- Recognise and avoid exploitative relationships.
- Have opportunities throughout their schooling to address RSE in an age-appropriate way.

Whilst promoting values we will ensure that pupils are offered a balanced programme by enabling young people to acquire learning that will enable them to be empowered and educated to make their own informed choices by teaching them self-respect and responsibility. Educating against discrimination and prejudice.

3. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, **make Relationships Education compulsory for all pupils receiving primary education** and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also **make Health Education compulsory in all schools** except independent schools

Discovery Trust academies do teach RSE, as they are required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

2a The Academy Trust must have regard to any Guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children. The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.

At Farndon Fields Primary School we teach RSE as set out in this policy.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000) and recent supplementary guidance 'RSE for the 21st Century'. Our Policy reflects the view of RSE contained within the Schools White Paper 'The Importance of Teaching' as it states: "It is lifelong learning about physical, moral and emotional development. It is about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sex, sexuality and sexual health. **It is not about the promotion of sexual orientation or sexual activity** – this would be inappropriate teaching."

4. Policy Development and related policies

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

1. Review – a Discovery Schools Academy Trust collaborative group of professionals, representative of 13 schools pulled together all relevant information including relevant national and local guidance.
2. Trust Board consultation - all Trustees were given the opportunity to look at the policy and make recommendations
3. Stakeholder consultation – parents were given the opportunity to feedback on the proposed draft policy. They were signposted to the draft policy on our school website. Information has been shared with staff via staff meetings including updates to the curriculum.
4. Ratification – once amendments were made, the policy was shared with the Advisory Board and adopted.

Related Policies

Other school policies are relevant to our provision of RSE:

- Child Protection and Safeguarding Policy and Procedures
- Science
- DSAT IT and Online Safety policy
- Teaching & Learning Strategy

5. 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.**

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). At Farndon Fields we follow the Cambridgeshire Development Program.

Pupils also receive stand-alone sex education sessions delivered by the class teacher.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

Our Curriculum for RSE (*see Appendix 4*) describes the elements of sex education which will be taught. The Curriculum is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance along with the statutory 2019 Relationships and Sex education guidance for pupil outcomes by the end of primary school (Appendix 5). It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty and reproduction) and some parts are based on non-statutory guidance from the PSHE Association.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

PSHE through designated lessons, circle time, focused events, health weeks, Cambridge PSHE Services lessons. Other Curriculum areas, especially Science, RE and PE Enrichment activities, visits/online sessions from the NSPCC, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school.

Specific Units of Work on sex education are planned into our teaching programme every year in all year groups. Specific content on Puberty will be taught in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery. Use of visitors Outside visitors, for example school nurses, are used to enhance the provision of RSE. They deliver the sessions in line with the RSE policy and are all DBS checked. School asks to see the materials visitors will use for a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs (e.g. special educational needs) is age-appropriate and accessible to all.

Key Stage 1 Laying the foundations of understanding about growth and change, differences and respect for one another within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

Key Stage 2 Preparation for the changes of puberty, teaching conception and pregnancy, and expanding on how to treat each other/respect within friendships and relationships. Keeping safe. Promoting self-esteem and wellbeing.

6.2 Entitlements

The school, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

1. Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
2. A well-planned, well-delivered SE programme, which is flexible to cater for their changing needs over time
3. Know where and how to access information, support and local services
4. Be informed about issues of confidentiality and how it affects them
5. Have their views and ideas received in a respectful and non-judgemental manner
6. Be involved in developing and evaluating the content, delivery and timing of their SE programme.

Teaching Staff are entitled to:

1. Access to high quality, up-to-date, accurate information, resources and training
2. Mutual understanding of roles and responsibilities in relation to the planning and delivery of

RSE

3. Contribute their views and ideas in support of the development of RSE for children
4. Professional guidance and support
5. Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

1. Accessible, accurate, up-to-date, information delivered in a way which meets their needs
2. A safe and supportive environment for their children
3. Information on how and when RSE is taught
4. Understand their rights and responsibilities in relation to RSE policy and curriculum.

6.3 Teaching Methodologies

Ground Rules

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Answering Questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy. Dealing with difficult questions Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Staff will be careful to ensure that their personal beliefs and attitudes do not influence the teaching of relationships and sex education. To minimise embarrassment a child might feel, a safe environment will be established to promote confidence in asking questions, although the sessions will be mixed sex, a separate session will be offered to boys and girls to create an environment where they feel comfortable to ask questions. Children will be encouraged to use the correct medical terminology for the body parts to dispel myths and minimise confusion.

Staff agreed to answer questions as honestly as possible in a safe and sensitive, age appropriate way. This may involve answering the questions on an individual basis to meet the individual child's needs.

Distancing Techniques

In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practice their decision-making skills in a safe learning environment. A questions box will be provided for the children to put in questions that they don't feel comfortable asking out aloud.

We will primarily use Cambridgeshire Development Programme and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organization
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

6.4 Puberty

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. We recognise the importance of ensuring that young people understand about the physical and emotional changes of puberty before they reach it, in order to allay fears or concerns. We also recognise that young people develop at different rates. When teaching about puberty in our RSE programme, we will be sensitive to the needs of those developing at different rates.

Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis.

We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents via the class teacher.

We will respond appropriately and sensitively when parents contact the school with information they wish to share about the needs of their child. Parents will be made aware of their responsibility to keep school informed of changes which may impact upon the care we need to provide for their child through newsletters, parents evenings and the website.

We will ensure that our young people have different opportunities to learn about puberty and their developing sexuality and prepare themselves for it. Programmes will be tailored to individual needs where appropriate. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

6.5 Contraception

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6B Answering Children's RSE Questions in the Primary School'

We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for safeguarding child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation, to involve the child's parents (if appropriate) and, if necessary, other professionals. Sexual activity under 13 is always a matter of Safeguarding and Child Protection. We will teach about contraception in the context of RSE and PSHE in an age appropriate context.

6.6 Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Inclusion and differentiation included in the delivery of the sessions will take into consideration sexual orientation, gender identity, faith and culture, as part of the school's inclusion policy. Due to the diversity of families and relationships small group work or one to one sessions will be offered to meet individual needs. Vulnerable children will be offered additional small group targeted sessions with the school nurse if needed.

The needs of boys as well as girls historically, within RSE there has been a tendency to focus more heavily on girls rather than boys. However, we will also focus on the changes that are happening to boys as well as girls, each learning about the changes that happen to each other.

While delivering the RSE curriculum and with a duty to safeguard our children, they may make personal disclosures either in class or to individual teachers/adults, if this situation arises it will be dealt with in line with the current Safeguarding and child protection policy and procedures.

6.7 Resources

Resources that could be used:

- Protective Behaviours
- Cambridgeshire Development Program unit and lesson plans
- FPA resources Sense primary resources NSPCC and lesson plans.
- BBC growing up DVD and lesson plans
- CPHVA school nursing resources
- Expect Respect education toolkit – women’s aid.
- Betty for schools – encouraging open and honest talk about periods.
- Power-point presentations. Yr 5 and 6;
- Ice Breaker exercise on appropriate use of words medical terminology/exploring sanitary wear/foetuses /body board/ noughts and crosses quiz to evaluate learning.
- Evaluation forms at beginning/end of session to children and teachers.
- Egg, sperm, Game on menstruation /worksheets to facilitate group-work and discussion.
- Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise’s website which teachers may find helpful for their knowledge.
- Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office.
- PSHE Association lesson plans from the PSHE association.
- LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary.
- Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

6.8 Pupil Participation

- We will involve children in the evaluation and development of their RSE in ways appropriate to their age.
- We will engage the children in assessment activities to establish their development needs, for example ‘Draw and Write’ activities.
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.

7. Roles and responsibilities

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child’s request for information and advice. All staff are encouraged to access support from colleagues where necessary.

7.1 The Trust board

The Trust board will approve the RSE policy and hold the Trust to account for its implementation. Evidenced through the curriculum strategy, website compliance and the monitoring of teaching and learning in this area by the Director of Education and SIP (School Improvement Partner). The KPI for RSE will require that all schools attain at least good for personal development under the new Ofsted framework (Sept 2019). Trustees hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the

Head of Safeguarding and Pupil Well-being, the Headteacher and the PSHE Lead.

7.2 The Advisory board

The Advisory board will ensure that the RSE consultation and personalisation of the policy reflects the context and curriculum of the school and its community.

7.3 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 components of RSE (see section 8).

7.4 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 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.

7.5 Pupils

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

7.6 PSHE Lead

- The PSHE Lead is responsible for reviewing and evaluating RSE at our school. The PSHE Lead will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Lead who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.

8. Involvement of Parents and their right to withdraw

Parents and carers are the key figures in supporting their children through the emotional and physical aspect of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter of our school RSE curriculum
- Providing parents, through our website, to comment on RSE within school and voice any concerns
- Inviting parents to learn more about resources and activities used in RSE
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- Informing parents and carers about the RSE programme as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in RSE
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this policy on request. It will also be available on the school website within the 'Policy' section or from the school Office. It will be discussed in more detail at a parents' evening offered prior to the delivery of the sessions. Including resources for parents to look at and information for them to take away on how to answer their children's questions.

Parents' have the right to withdraw their children from the non-statutory components of RSE (Appendix 2).

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE lessons.

9. Training

Staff are trained on the delivery of RSE as part of their ongoing CPD and performance management cycle.

The headteacher and/or PSHE Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring, Evaluating and Reviewing our RSE Policy

Monitoring and evaluation of the policy is the responsibility of the Senior Leadership Team and the Advisory Board. Information will be gathered from the Headteacher, the PSHE Lead, SIP, Ofsted and parents to inform judgements about effectiveness.

The policy will be added to the Discovery Schools Policy Framework to ensure its review is systematic and timely. This policy will be reviewed in line with this document by the Head of Safeguarding and Pupil Wellbeing.

Appendix 1 - Specific year groups planning

Keystage one: Growing and changing, making babies, explore respect, friendship and kindness

How it could be taught

Growing and Changing:

- Using animals to explain how they grow (visit to a farm)
- Relating this to children - changes that have happened since they were a baby; What they can do now; Talking, toilet trained, feeding themselves, dressing themselves and starting to take care of their personal hygiene (cleaning teeth, washing face and hands etc)
- Briefly mentioning older siblings wanting to do different things (12yr old brother getting bigger and moody – introducing the concept of puberty but no more than mentioning that we continue to grow until we are an adult)
- Using the life cycle of a human being
- Differences to boys and girls

Making Babies:

- Introducing concept of where babies come from - Mummy's tummy.
- Seed inside the Daddy, egg inside the mummy.
- The penis connects to the vagina and the baby is created, it develops and grows until its ready to come out.
- Pregnancy – the womb being a special place where the baby grows and comes out when its ready

Respect / friendship and kindness:

- Expect respect lesson plans
- Bullying
- Kindness
- How to treat each other

Keystage two: Puberty, hormones and emotional changes, explore relationships, kindness and friendships, bullying.

How could it be taught

Taking care of your emotional health:

- Relationships with parents and friends

Specific gender changes including:

- Wet-dreams
- Masturbation (not actively taught)
- Periods
- Breast development

Hygiene:

- How to keep clean and take care of yourself as you are growing

Sex:

- What is love, including trust, respect and communication.
- Discussion on sex including; Knowing someone well and trusting them. People have sex for different reasons, they enjoy it, they want to have a baby or they don't want to have a baby so they use contraception.
- Conception / pregnancy
- Two women or two men could love each other (not actively taught)
- Family models – different families, what is a family?
- FPA interactive resources – 'Growing up with Yasmine and Tom'

Links to information regarding the 'PANTS' programme in schools

<https://www.nspcc.org.uk/globalassets/documents/schools/underwear-rule-resources-lessonplan.pdf>

<https://www.nspcc.org.uk/globalassets/documents/schools/underwear-rule-teaching-resourceguidance.pdf>

Appendix 2 - The teaching programme

Nursery/foundation

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for each other; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have the confidence in their own abilities. (DFE, 2017)

Year 1 and year 2

Noticing that animals, including humans have offspring which grow into adults. Find out and describe the basic needs of animals including humans for basic survival. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Lower key stage 2 (Yr. 3 and 4)

Identify that animals, including humans need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.

Upper key stage 2 (Yr 5 and 6)

Describe the differences in the lifecycles of a mammal and amphibian and insect and a bird. Describe the life process of reproduction in plants and animals. Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans by finding out and recording the length and mass of a baby as it grows. (Sept. 2013 national curriculum)

The RSE programme will complement the content of new curriculum for science 2013 for years 1 – 6.

Appendix 3 - References

- Guidance on producing your school's RSE policy – PSHE Association 2013
- WWW.SEXEDUCATIONFORUM.ORG.UK Leicestershire Healthy Schools Programme, outline Sex and Relationships Education Policy for a Primary School Sex and Relationship Education Guidance DfE 2000
- National Curriculum SEPT 2013 Arc federation RSE policy - 2014 Every child matters - 2004 Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, development and care for children from birth to five.
- (DfE, 2012) PSHE association Department for Education.
- (2017) Schools to teach 21st Century Relationships and Sex Education.
- Department for Education policy statement: Relationships Education, Relationships and Sex Education, And Personal, Social, Health And Economic Education. (2017)
- Statutory Guidance for Relationships and Sex Education (2019)

Appendix 4 – Curriculum Map

Farndon Fields Primary School have a detailed 'PSED, PSHE, RSE Sequence and Progression' document that outlines the key knowledge and vocabulary to be taught in each unit for each year group. This can be found on our website [Farndon Fields PSHE/RSE Curriculum](#)



PSED, PSHE, RSE Sequence and Progression						
<p>'Children are the living messages we send to a time we will not see' Neil Postman (1982)</p>						
<p>Being a Responsible Human Being and Citizen Intent statement</p>						
<p>Children's personal, social and emotional development is crucial for children to lead a healthy and happy life and is fundamental to their cognitive development. As a school we value diversity and foster mutual respect, modelling and inspiring attributes in children such as respect, courtesy and honesty. These underpin and inform the relationships we have, between children and between adults and children. This is evident across our whole school context through our focus on ethos, environment and relationships. It is also delivered through a discrete curriculum program and weaves throughout a range of other subject areas taught within the school curriculum.</p> <p>PSED, PSHE, RSE and the environment and approaches used to deliver it, enable pupils to build their resilience to cope with change and prepare them for the future by providing a safe environment for debating controversial issues helping them to understand how they can influence and participate in decision making, not only in their own lives but on a local, national and global scale too. It also helps to develop an understanding and appreciation of the wide cultural influences that have shaped their own heritage and those of others.</p> <p>The statutory Relationships Education, Relationships and Sex Education and Health Education guidance is taught through our existing PSHE program. Current learning is linked explicitly to previous learning and the school's approaches are informed by current research and pedagogy about how pupils learn best. Teaching clearly explains the knowledge and concepts needed and provides opportunities for children to practise and apply knowledge and concepts so they are embedded in long term memory and build towards a coherent understanding of the topic.</p> <p>Our approach develops children's ability to be reflective in their own beliefs that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. It allows children to recognise the difference between right and wrong and to apply this understanding in their own lives, recognise legal boundaries and in doing so respect the civil and criminal law of England. It builds a range of social skills in different contexts and gives children the opportunity to work and socialise with other children from a different religious, ethnic and socio-economic backgrounds.</p>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



Whole School Overview Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SEAL	<i>New Beginnings</i>	<i>Getting on and Falling out</i>	<i>Going for Goals</i>	<i>Good to be Me</i>		
EYFS	Beginning & Belonging: BBF	Identities and Diversity: IDF (ASHA Week) Family & Friends (inc. Antbullying): FFF	Me and My World: MWF My Emotions: MEF	Me and My World: (Heritage Week) My Body & Growing Up: BGF	Keeping Safe (Inc. Drug Education) KSF Protective Behaviours (2023)	Healthy Lifestyles: HLF
Year 1	Beginning & Belonging: BB12 Protective Behaviours (Sept 2023)	Family and Friends: FF12 Anti-Bullying: AB12	Diversity & Communities: DC12	Relationships & Sex Education: RS1 Drug Education: DE12	Personal Safety: PS12	Healthy Lifestyles: HL12
Year 2	Rights, Rules and Responsibilities: RR12 Protective Behaviours (Sept 2023)	My Emotions: ME12 Anti-Bullying: AB12	Working Together: WT12 Financial Capability: FC12	Relationships & Sex Education: RS2	Managing Safety & Risk: MSR12	Managing Change: MC12 <i>Digital Lifestyles</i>
Year 3	Beginning & Belonging: BB34 Protective Behaviours (Sept 2023)	Family and Friends: FF34 Anti-Bullying: AB34	Diversity & Communities: DC34	Drug Education: DE34 Relationships & Sex Education: RS3	Personal Safety: PS34	Healthy Lifestyles: HL34
Year 4	Rights, Rules and Responsibilities: RR34 Protective Behaviours (Sept 2023)	My Emotions: ME34 Anti-Bullying: AB34	Working Together: WT34 Financial Capability: FC34	Relationships & Sex Education: RS4	Managing Safety & Risk: MSR34	Managing Change: MC34 <i>Digital Lifestyles</i>
Year 5	Beginning & Belonging: BB56 Protective Behaviours (Sept 2023)	Family and Friends: FF56 Anti-Bullying: AB56	Diversity & Communities: DC56	Drug Education: DE56 Relationships & Sex Education: RS5	Personal Safety: PS56	Healthy Lifestyles: HL56
Year 6	Rights, Rules and Responsibilities: RR56 Protective Behaviours (Sept 2023)	My Emotions: ME56 Anti-Bullying: AB56	Working Together: WT56 Financial Capability: FC56	Relationships & Sex Education: RS6	Managing Safety & Risk: MSR56	Managing Change: MC56 <i>Digital Lifestyles</i>

The following example demonstrates the content within a unit for a half term in EYFS and Year 1:

EYFS

Term: EYFS Autumn 1	Topic title: All About Me	
Links to prior learning:	PSED Progression Map 3-4 Years	
Early Learning Goals	Key knowledge and Vocabulary	
Self-Regulation: <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, begin to regulate behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Managing Self: <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly Building Relationships: <ul style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and others' needs 	MMR1 BBF: Beginning and Belonging Being Special (A) I know how I am special and what is special about other people in my class Working Together (C) I know who and how to ask for help if I need it I know how to welcome new children to the class I am beginning to understand how people's behaviour makes other people feel I am beginning to respect the needs of other children in the class I am beginning to understand how to play and work alongside others in school	Being Special (A) special, similar, different, personal, likes, dislikes Working Together (C) worries, belong, feelings, friend, welcome, fair, unfair, kind, unkind, rules, share, take turns,
Relationships, Sex and Health Education Links SMSC / British Values / Prevent Agenda	Families & People Who Care for Me, Caring Friendships, Respectful Relationships So, M, C / Rules & the law, responsibility for behaviour, respect for others, tolerance and harmony, discrimination / When, where and how to get help	
Links to future learning	Year 1 - Beginning and Belonging BB12	

Year 1

Term: Year 1 Autumn 1	Topic title: This is me!	
Links to prior learning: EYFS - Beginning & Belonging BBF		
Statutory Relationships / Health Education:	Key knowledge and Vocabulary	
MMR BB12: Relationships Education: <i>Respectful Relationships (RR)</i> <ul style="list-style-type: none"> 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. the conventions of courtesy and manners. 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. <i>Caring Friendships (CF)</i> <ul style="list-style-type: none"> 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. <i>Being Safe (BS)</i> <ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or <i>Mental Wellbeing (MW)</i> <ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	MMR BB12: Beginning and Belonging Helping the classroom feel a safe place (A) <i>I understand simple ways to help my school feel like a safe, happy place (RR)</i> Building Relationships (B) <i>I know how to get to know people in my class (CF)</i> Coping with new Situations (C) <i>I can describe how I feel when I am doing something new (MW)</i> <i>I know how to make someone feel welcome in my class (MW)</i> <i>I know what helps me manage in new situations (MW)</i> Sources of Support (D) <i>I know who can help me at home and at school (BS)</i>	
Protective Behaviours (Sept 2023)	So, M, C / respect for others, tolerance and harmony / When, where and how to get help (safety circles / networks of support)	
SMSC / British Values / Prevent Agenda:	So, M, C / respect for others, tolerance and harmony / When, where and how to get help (safety circles / networks of support)	
Links to future learning:	Year 3 Beginning and Belonging BB34	

Units that contribute to the different aspects of Spiritual, Moral, Social and Cultural agenda:

Social Development	Moral Development
Beginning and Belonging	Rights, Rules and Responsibilities
Rights, Rules and Responsibilities	Anti-bullying
My Emotions	Diversity and Communities
Family and Friends	Financial Capability
Working Together	Managing Risk
Anti-bullying	Drug Education
Diversity and Communities	Safety Contexts
Managing Risk	(Beginning and Belonging)
Personal Safety	(Family and Friends)
Sex and Relationships Education: SR2, SR4, SR6	(Working Together)
Healthy Lifestyles	(Sex and Relationships Education: SR2, SR4, SR6)
Spiritual Development	Cultural Development
My Emotions	Beginning and Belonging
Working Together	Diversity and Communities
Sex and Relationships Education: SR1, SR3, SR5	(Rights, Rules and Responsibilities)
Managing Change	(Family and Friends)
(Sex and Relationships Education: SR2, SR4, SR6)	(Anti-bullying)

Units that promote British Values:

Strand	Theme	Aspects of British Values
Myself and My Relationships	My Emotions	Self knowledge and self esteem and responsibility for behaviour
Myself and My Relationships	Family and Friends	Respect for others, tolerance and harmony
Myself and My Relationships	Anti-bullying	Rules and the law, responsibility for behaviour, respect for others, tolerance and harmony, discrimination
Citizenship	Rights, Rules and Responsibilities	Responsibility for behaviour, rules and the law, public institutions (including parliament), democracy, having a voice and making a positive contribution
Citizenship	Diversity and Communities	Respect for others, tolerance and harmony between different cultural traditions, discrimination, contributing to their locality and to society
Citizenship	Working Together	Self knowledge and self confidence, responsibility for behaviour, showing initiative, having a voice and making a positive contribution
Economic Wellbeing	Financial Capability	Charitable organisations

Part of our requirement to provide Spiritual, Moral, Social and Cultural development, demonstrate how we promote British Values and address life in modern Britain. These units contribute to these agendas, alongside and within our school's ethos and approach to a range of areas of school life.

Units that support the Prevent Agenda: Teaching and learning in areas that contribute to the Prevent agenda takes place within a context of a whole school approach that includes an ethos, environment, relationships and policies that enable the safeguarding of the whole school community. Our school's development of shared values and meeting the 'British Values' agenda, is integrally linked to Prevent. Safeguarding training and policies include Prevent, and all staff know and follow policies and procedures when they have concerns about any individual children in relation to this.

Strand	Theme	Aspects of Prevent
Myself and My Relationships	Beginning and Belonging (and other themes, e.g. Personal Safety, My Emotions)	When, where and how to get help (safety circles / networks of support).
Myself and My Relationships	My Emotions	Self esteem, resilience, confidence, managing emotions
Myself and My Relationships	Anti-bullying	Mutual respect and understanding
Citizenship	Rights, Rules and Responsibilities	Democracy, government, rules / laws, responsibilities, debates. Understanding values. Critical thinking
Citizenship	Working Together	Resilience, determination, confidence.
Citizenship	Diversity and Communities	Diversity of national, regional, religious and ethnic identities in the UK. Mutual respect and understanding.
Healthy and Safer Lifestyles	Understanding and Managing Risk	Recognising and managing risk Making safer choices. Resisting pressures.
Healthy and Safer Lifestyles	Personal Safety	Pressure from others that threatens their safety and wellbeing.

Work with children that supports this agenda is delivered throughout the curriculum, in structured lessons and beyond (for example through assemblies, educational visits, school and class council).

Positive and healthy relationships between staff and children / young people, between the school and home and the community, and between children and young people themselves are an essential part of safeguarding in this context.

Appendix 5 - Statutory Relationships Guidance: end of primary outcomes

By the end of primary school pupils should know:

Families and people who care for me

- 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

- 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

- 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.
- The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales.

- The Marriage and Civil Partnership (minimum age) Act 2022 raises the minimum marriage and civil partnership age to eighteen, removing all consent requirements. The Act extends existing forced marriage legislation, so it will be an offence to carry out any conduct causing a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion aren't used.
- The ceremony through which a couple get married may be civil or religious.
- 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

- 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

- 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.