

Hutton Rudby Primary School

Relationships and Sex Education Policy – September 2023



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1. Aims

The overall aim of RSE at Hutton Rudby Primary School is to foster a positive notion of lifelong learning about physical, moral and emotional development, including how to keep a healthy mind and body in regards to relationships. It aims to support the development of self-respect and empathy for others in the community. Along with this, it promotes the development of lifelong skills such as individual excellence and determination in all aspects of life. Our aim supports the understanding of necessary skills to manage conflict and learn how to recognise and avoid exploitation and abuse.

RSE provides opportunities for pupils to:

- Provide a framework in which sensitive discussions can take place
- Better understand the nature of human relationships
- Learn about relationships, the importance of communication and assertiveness skills including the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- Reflect upon the importance of stable and loving relationships for family life, including the bringing up of children, this also includes marriage and civil partnerships
- Consider and understand the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- Reflect upon how to make good, informed and safe choices concerning relationships and healthy lifestyles.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The RSE curriculum at Hutton Rudby reflects our ethos and values, and demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

2. Statutory requirements

In EYFS we are not required to provide RSE, however elements of RSE are taught within Communication & Language, Personal, Social and Emotional Development and Physical Development.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Hutton Rudby Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – The PSHE subject lead and Head Teacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff, including Governors, were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the policy on our website and then were invited to email any questions about the policy and curriculum to the Head Teacher.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. It 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 also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 2.

6. Delivery of RSE

RSE is taught within PSHE lessons, the personal, social, health and economic (PSHE) education curriculum delivered through the school's vision of Culture and Community, Healthy Body and Mind, Individual Excellence, Lifelong Learners and Determination (CHILD). Biological aspects of RSE are taught within the Science curriculum.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by

grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the Head Teacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to The Head Teacher.

7.2 The Head Teacher

The Head Teacher 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).

7.3 Staff

Teaching 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

Teaching 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 Head Teacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. The non-statutory components of sex education within RSE will be taught in the Summer term.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head Teacher.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head Teacher may 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 arrangements

The delivery of RSE is monitored by the PSHE lead through; Lesson observations, support with planning, learning walks and pupil voice questionnaires etc.

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

This policy will be reviewed by the PSHE subject leader every year. At every review, the policy will be approved by the Head Teacher.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<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 • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Appendix 2: PSHE and RSE Curriculum Map

	Y1	Y2	Y3	Y4	Y5	Y6
Culture and Community	<p>-To begin to identify people who look after them in the community, e.g. their family who can give love, security and stability and who to go to if they are worried about family relationships.</p> <p>-To begin to recognise that they belong to different social groups and communities such as family and school.</p> <p>-To identify ways in which we are the same or different as other people in our community, what we have in common with everyone else e.g. pets or hobbies.</p> <p>- To begin to learn how important friendships are in making us feel happy and secure.</p> <p>-To begin to learn courtesy and manners.</p>	<p>-To identify their special people in the community (family, friends, carers), what makes them special, feel loved, secure and stable and how special people should care for one another</p> <p>-To identify the 'special people' e.g. NHS workers who work in their community and how to contact if they need their help e.g. 999 in an emergency.</p> <p>-To identify that they belong to different groups and communities such as family and school, for example how our families may look different to other families</p> <p>-To begin to understand what harms their local environment and develop strategies to improve these areas within the community.</p> <p>- To begin to identify and respect the differences and similarities between people in the community, e.g. hair colour.</p> <p>- To begin to understand the characteristics of friendships e.g. loyalty, respect and trust.</p>	<p>-To respect differences and similarities between people in the community arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, personality, appearance and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>- To begin to understand the range of national, regional, religious and ethnic identities within our community and in the United Kingdom.</p> <p>-To begin to consider the lives of people living in other communities, and people with different values and cultures.</p> <p>-To learn how important friendships are in making us feel happy and secure.</p> <p>-To have strong courtesy and manners.</p>	<p>-To recognise basic human rights shared by all people and societies and children have their own special rights set out in the UN Rights of the Child.</p> <p>-To begin to recognise the role of voluntary and community groups especially in relation to health and wellbeing e.g. youth club, the Hub etc.</p> <p>-To recognise different types of relationships in your community: friends, acquaintances, family, relatives</p> <p>-To begin to identify stereotypes and how to challenge them in the community.</p> <p>- To identify the characteristics of friendships e.g. loyalty, respect, sharing problems and trust.</p>	<p>-To define what being a part of a community means, varied institutions that support communities e.g. our school fundraisers, charities, summer fayre etc.</p> <p>- To begin to recognise the role of voluntary and community groups especially in relation to health and wellbeing e.g. youth club, the Hub etc.</p> <p>- To understand and recognise the range of national, regional, religious and ethnic identities within our community and in the UK.</p> <p>- To identify the lives of people living in other communities compared to their own, and people with different values and cultures.</p>	<p>-To respect and discuss differences and similarities between people in the community arise from: family, cultural, ethnic, racial, religious diversity, age, sex, gender identity, sexual orientation and personality, appearance and disability (see 'protected characteristics' in Equality Act 2010.)</p> <p>-To verbalise basic human rights shared by all people and societies and children have their own special rights set out in the UN Rights of the Child.</p> <p>-To know some cultural practices against the law and human rights e.g. female genital mutilation (FGM)</p> <p>-To discuss, identify and challenge a range of stereotypes in the community.</p>

	<p>-To begin to recognise what they like and dislike and how to make sensible choices to improve their body e.g. eating fruit and vegetables.</p> <p>- To begin to discuss change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>-To identify where and how to seek support including who to speak to in home and school if they are worried about someone's mental health.</p> <p>-To begin to understand the difference between secrets and surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>-To begin to understand what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them using vocabulary).</p>	<p>- To understand what they like and dislike, how to make sensible choices that improve their mind and body.</p> <p>-To recognise that choices can have good and not so good consequences on your mind and body e.g. eating too many fats or benefits of exercise.</p> <p>-To recall the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</p> <p>- To understand the difference between secrets and surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid in a range of contexts.</p> <p>-To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them using vocabulary)</p> <p>-To begin to identify rules for and ways of keeping your mind and body safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p>	<p>- To recognise the emotions associated with change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>- To begin to recognise when they need help and to develop the skills to ask for help until they are heard; to use basic techniques for resisting pressure to do something dangerous, unhealthy to their mind and body, that makes them uncomfortable or anxious.</p> <p>- To understand that a healthy friendship is positive and they do not make others feel lonely or excluded.</p> <p>-To begin to understand the concept of 'keeping something confidential or secret', to keep a healthy mind when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>-To begin to identify forms of self-care e.g. spending time with friends and family, hobbies and rest.</p>	<p>-To begin to understand what positively and negatively affects their mind and body.</p> <p>-To understand how to take care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact.</p> <p>-To identify which, why and how commonly available substances and drugs including alcohol, tobacco and energy drinks can damage their immediate and future health and safety, that some are restricted and some are illegal to own, use and give to others.</p> <p>- To recognise and manage dares.</p> <p>- To identify forms of self-care e.g. spending time with friends and family, hobbies and rest.</p> <p>-To identify where and how to seek support including who to speak to in home and school if they are worried about someone's mental health.</p>	<p>- To recognise what constitutes a positive, healthy relationship and develop skills to maintain healthy relationships with a positive mindset.</p> <p>- To discuss healthy friendships, in a range of contexts, and that these friendships can be repaired and should never result in violence.</p> <p>- To discuss good and not good feelings, extend their vocabulary to enable them to explain their feelings to others.</p> <p>-To verbalise the emotions surrounding change, including transitions between key stages, loss, separation, divorce and bereavement.</p> <p>- To describe how their body will and emotions may change as they approach and move through puberty.</p> <p>- To understand and discuss keeping secrets when they should or shouldn't agree to this, to keep a healthy mind, the right to break a confidence or share a secret.</p> <p>-To discuss and understand human reproduction including key facts about the menstrual cycle.</p>	<p>- To identify what positively and negatively affects their physical, mental and emotional health.</p> <p>-To deepen their understanding of good and not good feelings in a range of contexts, extend their vocabulary to enable them to explain their feelings to others.</p> <p>-To recognise and discuss when they need help and develop the skills to ask for help until they are heard, use techniques for resisting pressure to do something dangerous, unhealthy or anxious to their body and mind.</p> <p>-To highlight the importance of taking care of their body, understanding they have a right to protect their body from inappropriate and unwanted contact in a range of contexts, understanding actions such as female genital mutilation (FGM) constitute abuse and are a crime, develop skills to get support if they have fears about themselves or others.</p> <p>- To identify several ways their body will and emotions may change as they approach and move through puberty.</p> <p>-To highlight which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and</p>
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						<p>future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>-To have a deep understanding of human reproduction and how their bodies may change over time including the menstrual cycle.</p> <p>-To recognise, discuss and manage dares in a range of environments.</p>
Individual Excellence	<p>-To understand the responsibilities that increasing independence may bring e.g. monitors.</p> <p>-To understand that people have rights and that everyone has an individual responsibility to protect others' bodies and feelings; being able to take turns and share.</p> <p>-To begin to understand ways in which they are all individually excellent and understand there has never been and never will be another 'them'.</p>	<p>- To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring e.g. school council, buddies</p> <p>-To discuss that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns)</p> <p>-To identify various ways in which they are all individually excellent and understand that there has never been and will never be another 'them'</p>	<p>- To understand the importance of self-respect and how this links to individual happiness.</p>	<p>-To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>-To begin to understand an individual's personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy including online contexts.</p>	<p>-To understand the importance of self-respect in a range of contexts and how this links to individual happiness.</p>	<p>-To understand and discuss personal boundaries, identify what they are willing to share with their most special people, friends and others, we all have a right to privacy including online contexts.</p>

	<ul style="list-style-type: none"> - To begin recognise different types of teasing and bullying, to understand that these are wrong and unacceptable in your life. -To begin to learn about teasing, if they experience or whiteness it in their life, whom to go to and how to get help. -To treat others with respect including those in authority. 	<ul style="list-style-type: none"> -To recognise that they share a responsibility for giving permission, including keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets -To realise what is meant by 'privacy'; their right to have a 'private' life; the importance of respecting others' privacy. -To identify strategies to resist teasing or bullying, if they experience or whiteness it, whom to go to and how to get help. -To understand that money comes from different sources and can be used for different purposes, including concepts of spending and saving. -To consistently treat others with respect including those in authority. 	<ul style="list-style-type: none"> -To begin to understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. - To begin to define the term 'habit' and why habits can be hard to change. - To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. -To recognise risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience - To begin understand that marriage represents a formal and legally recognised commitment of two people which is intended to be lifelong. -To begin to understand how to follow your same personal values in person and online including how your personal information is shared. 	<ul style="list-style-type: none"> - To learn about school rules about health and safety, basic emergency aid procedures e.g. head injuries and where and how to get help. - To begin to learn about keeping safe online, importance of protecting personal information, including passwords, addresses, the distribution of images of themselves or others and people pretending to be someone they are not. - To introduce the use of mobile phones, keeping safe, user habits. - To learn about managing requests for images of themselves or others, what is not appropriate to ask for or share, who to talk to if they feel uncomfortable. -To begin to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying and trolling. - To begin to learn about bullying and abuse in all its forms (online and through social media) -To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk. -To begin to determine what is presented to them on social media, misrepresenting or misleading involving harmful content and how to report - To begin to differentiate between the term's 'risk', 'danger' and 'hazard'. -To recognise, predict and assess different situations and 	<ul style="list-style-type: none"> -To understand the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources including people or on social media. -To understand and discuss what is meant by habit and why habits can be hard to change, whether we have any life habits. -To begin to understand the difference between the terms sex, gender, identity and sexual orientation. -To realise consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk. -To understand what is meant by enterprise and begin to develop these enterprise skills. - To understand that marriage represents a formal and legally recognised commitment of two people which is intended to be life-long. - To identify the responsibilities of by-standers when there is bullying present. -To understand how to follow your same personal values in person and online including how your personal information is shared. 	<ul style="list-style-type: none"> - To understand and discuss strategies for keeping safe online, importance of protecting personal information, including passwords/images of themselves or others and people pretending to be someone they are not. - To learn and discuss the responsible use of mobile phones, safe user habits. - To discuss how to manage requests for images of themselves or others as they grow older, what is not appropriate to ask for or share, who to talk to if they feel uncomfortable. -To highlight and discuss the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber bullying and trolling. -To highlight the difference between the terms sex, gender, identity and sexual orientation. -To discuss and recognise bullying and abuse in all its forms in a range of contexts (online and through social media) -To realise the serious consequences of anti-social, aggressive and harmful behaviours such as bullying and develop strategies to support others at risk in a range of contexts. -To recognise and discuss images in the media and how they do not always
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				decide how to manage them responsibly including sensible road use and risks in their local environment and to use this as an opportunity to build resilience.		reflect reality and can affect how others feel. - To discuss and differentiate between the term's 'risk', 'danger' and 'hazard'.
Determination	-To think about themselves, to learn from their experiences, to recognise and celebrate their determination and set simple goals.	- To think about in a range of contexts, in school or at home, to learn from their experiences, to recognise and celebrate their determination and set simple but challenging goals.	-To reflect on and celebrate their achievements due to their determination, identify their strengths and areas for improvement, set high aspirations and goals			

***bold statements outline RSE statutory curriculum to be taught in Summer term**

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	