The Grove Primary School

Relationships Education, Relationships and Sex Education and Health Education Policy and Guidance

...every moment matters!

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This policy should be read and understood in with reference to the following school's policies and documents:

SCHOOL DOCUMENTS, POLICIES AND PROCEDURES
School Policies
Behaviour & Code of Conduct Policy
Anti-Bullying Policy
Online Safety Policy
Child Protection & Safeguarding policy
Equality Information Plan
Personal, Social, Health & Economic Education (PSHE) Policy
DfE Publications used to support the school RSE policy
Relationships Education, Relationships and Sex Education and Health Education guidance
SEND code of practice: 0 to 25 years (statutory guidance)
Keeping children safe in education - GOV.UK 2024
Equality Act 2010 and schools
Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
Alternative Provision (statutory guidance)
Mental Health and Behaviour in Schools (advice for schools)
Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
Sexual violence and sexual harassment between children in schools (advice for schools)
The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
National Citizen Service guidance for schools

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1. Definitions:

- **Parent/s** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Protected characteristics** as defined by the Equality Act 2010 are:
  - age
  - disability
  - gender reassignment
  - marriage and civil partnership
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
- **SEND** stands for Special Education Needs and Disabilities
- **PSHE** stands for Personal, Social, Health and Economic education
- **SCARF** stands for Safety, Caring, Achievement, Resilience and Friendship and refers to our adopted PSHE scheme of work provided by Coram Life Education
- **RSE** stands for Relationships and Sex Education (including Health Education)
- **KCSIE** stands for Keeping Children Safe in Education
- As a staff, we agree that RSE is: "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a life-long partnership for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health." DfE 2000

2. Principles:

This policy reflects the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education issued by the Department for Education in 2025 and effective from September 2026. The school is committed to delivering an age-appropriate, inclusive and evidence-informed curriculum that promotes pupils' safety, wellbeing and preparation for life in modern Britain.

At The Grove, we have chosen to teach aspects of sex education (which go beyond the national curriculum for Science), as we have a responsibility to ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for Science – how a baby is conceived and born. The statutory national curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It is up to each primary school to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

Our school acknowledges that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and therefore have the most significant influence in enabling their children to grow and mature and to form healthy relationships. In order to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.
Everyone faces difficult situations in their lives and these subjects can support young people to develop resilience, to know how and when to ask for help and to know where to access support.

Teaching about mental wellbeing is central to these subjects. We are aware that children and young people are increasingly experiencing challenges and that young people are at particular risk of feeling lonely.

High quality, and age appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

The RSE programme at The Grove reflects our ethos, and demonstrates and promotes the following:

- Learn the value of respect, care and love;
- Valuing family life within stable, loving and committed relationships;
- Appreciate that different, successful family structures exist;
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children;
- Respect for self and others;
- Respect for the rights and responsibilities within relationships, including safety around online relationships;
- Understanding of 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;
- 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.

RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and for staying safe both on and off-line. It is learning accurate and age-appropriate skills, attitudes and knowledge about the body, reproduction, sex and sexual health. Some aspects are taught in Science, and others are taught as part of Personal, Social, Health and Economic Education. (PSHE).

Equality of Opportunity

The RSE policy reflects, and is in line with, the school's equal opportunities policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and Disabilities. Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils to feel valued and included, regardless of the gender, ability, disability, experiences and family background.

RSE strives to meet the needs of all pupils regardless of their developing sexuality and deals honestly and sensitively with sexual orientation, answers appropriate questions and offer support. Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at our school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and prevent bullying.

Parties involved in the policy's development and consultation:

- RSE/PSHE curriculum leader
- Head Teacher
- SENCO
- Governing Body
- Teaching staff
- Parents contributing feedback and views

The policy reflects the statutory DfE 2019 RSE guidance and guidance from the local authority and public health.

3. <u>Aims:</u>

This policy is a working document that provides guidance and information on all aspects of RSE for staff, parents/carers and governors. To be accessible to all of these groups, this document is available on request and is presented in a way that is easy to understand.

'RSE - or SRE as it was formerly known - is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). It is a developmental process and is about helping and supporting young people through their physical, emotional and moral development.

The main aim throughout the school is to prepare children, so that when they are introduced to facts about human sexuality they do not find them shocking, or frightening in any way, but appreciate them as part of a natural process. Moral values are conveyed which extol the virtues of family life and relationships and promote a positive self-image in each individual. It is crucial that pupils learn to respect themselves and others. By using a well-structured and approved on-line programme (SCARF), we will complement and support the work of parents in this area.

Through our PSHE and RSE programme, we aim to support the development of self-respect and empathy for others, promote the skills and understanding necessary to manage conflict peaceably, and learn how to recognise and avoid exploitation and abuse.

It is our belief that RSE provides opportunities for pupils to:

- 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.

In fulfilling our statutory obligations with regards to the teaching of 'Relationships and Health Education' we aim to deliver the compulsory subject content in a sensitive way that is both age and developmentally appropriate and accessible for all pupils, including those with special educational needs and disabilities. We aim to teach these subjects as part of a broad and balanced curriculum,

breaking them down into units of a manageable size in a carefully sequenced way within a planned programme of lessons.

The school recognises that there may be understandable and legitimate areas of contention in delivering some aspects of the Sexual Education curriculum and so our aim whilst teaching this curriculum is to provide pupils with the knowledge they need, whilst respecting the backgrounds and beliefs of both pupils and parents.

4. Developing our curriculum:

The school has adapted the RSE teaching units, (as part of our PSHE provision) provided by the SCARF programme, which is an online teacher resource provided by Coram Life Education. This is an age-appropriate curriculum used by many school across the country. An overview of the PSHE SCARF Curriculum (incorporating the RSE content) across the school is available to view as **Appendix A** to this policy. SCARF is used as a spine for our RSE curriculum as we adapt it to the context of our cohorts to ensure the needs of our children are met.

At the Grove, we are committed to the provision of RSE to all of our pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. We consider the vulnerability of particular pupils, including pupils with SEND, social, emotional and mental health needs, pupils with protected characteristics as defined by the Equality Act 2010, as well as identifying any specific issues that might impact on individual pupils on the delivery of this area of the curriculum.

We aim for RSE to complement the personal and social development of children provided in the home and the wider community. Parents are provided with the opportunity to find out about, and discuss, the school's programme through parent's evenings, in-policy development and consultation, the school website, displays and an open-door policy.

We recognise that parents and carers are the prime educators for children on many of these matters. It is our responsibility to complement and reinforce this role. We recognise that there may be times when some parents find it difficult to talk about these matters with their children and might welcome advice from the school about ways to approach them. To promote effective communication and discussion between parents and their children, we notify parents through information/permission letters, parent mail and the school website about when particular aspects of RSE will be taught. There may also be occasions when we will invite parents of UKS2 to come to our after-school parent workshops, which are provided by our RSE/PSHE scheme provider (this is subject to confirmation due to the implications of Covid-19). We also encourage an open-door policy to ensure that parents can discuss issues with the school staff in a positive, sensitive and pro-active manner.

5. Rights of parents to withdraw children from sex education:

We recognise that there may be a variety of responses from parents to the teaching of the RSE curriculum. Some parents may not wish the school to give their child any information about the changes that take place during puberty.

These parents have the 'right to withdraw' their child from the puberty and sex education lessons (although not from the lessons that form part of the National Science Curriculum), however we do not encourage this and research shows sex education is best taught by trained educators through a safe and positive learning environment. Parents need to be aware that misconceptions can arise from natural conversations outside of these lessons; this could include any social and emotional effects of being excluded, as well as the likelihood of their child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. However, we recognise that any detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

It is important that our parents are also informed that the RSE curriculum is an essential vehicle in supporting a schools' statutory duty to:

- Safeguard and promote the welfare of their children;
- Advance the 2010 Equality Act;
- Encouraged the spiritual, moral, social and cultural development of pupils;
- Foster British Values, and
- Prepare children and young people for the challenges, opportunities and responsibilities of adult life, along with the coverage of the National Curriculum for Science.

Once a child has been withdrawn, they cannot take part in the sex education part of the RSE curriculum until the request for withdrawal has been removed. Information and support materials can be made available to parents/carers who wish to deliver RSE to their children at home.

There is no right to withdraw from Relationships Education or Health Education or the formal RSE elements found in the statutory National Curriculum for Science or where RSE issues arise incidentally in other subject areas, (see section 8 of this RSE Policy for further details). However, if a conversation arises about sexual health issues in a non sex education lesson with pupils present who have been withdrawn from that aspect of RSE, the teacher will stop the conversation and ask that the issues be discussed at an appropriate time. The teacher must, as soon as possible, find an appropriate time to continue the conversation with pupils when the withdrawn child is not present.

If a parent(s) wishes to withdraw their child from the Sex Education lessons, it must be made in writing to the Head Teacher. The Head Teacher will automatically grant a request from parents to withdraw a pupil from any sex education delivered at school, with the exception of that which is delivered as part of the Science curriculum (for example being able to 'describe the changes as humans develop to old age').

This also applies to pupils with SEND; however, there may be exceptional circumstances where the school would want to take a pupil's specific needs arising from their SEND into account when making this decision.

In all cases when parents wish to make a request to withdraw their child from sex education, we would ask that they make an appointment to discuss their request in person to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving this important education and the possible detrimental effects that withdrawal

might have upon their child. We will document any such request and result of any meetings and conversations with parents and pupils to ensure that accurate records are made.

Pupils who are withdrawn will continue with individual learning tasks from another curriculum area, which will be carried out in another area of the school.

6. Responsibilities

Governors:

As well as fulfilling their legal obligations, the governing board should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn, and
- that the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

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The school's responsibilities:

- Whilst the school will take into account the background of all pupils when planning the teaching of these subjects and we ensure that we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are among the protected characteristics, we must also ensure that teaching reflects the law as it applies to relationships, so that young people clearly understand what the law does and does not allow and the wider legal implications of the decisions they make.
- The teaching of 'Relationships Education' and 'Health Education' complements (and overlaps with) several other key subjects, for example Personal, Social, Health & Economic education (PSHE), Physical Education (PE), Science and Computing. The curriculum lead teachers with responsibility for these subjects will work closely with their colleagues in related curriculum areas to ensure that the content delivered in each subject area complements rather than duplicates what is covered.
- The RSE lead provides support and advice to other members of staff, monitors quality of teaching and is responsible for evaluating and reviewing the programme and provision for RSE across the school. She/he will also further staff development by providing opportunities for staff to update and extend their knowledge and expertise in RSE.

7. Curriculum content, delivery and evaluation

Resources and materials used

RSE is taking place all the time in school. It is reflected in the ethos of the school, the nature of relationships, the displays in school and the outside environment of the school. However, there will be particular instances when RSE is taught:

- in the classroom as a discrete subject through PSHE/Circle-time (in particular the Sex Education aspects);
- in the classroom as part of the broader curriculum;
- in assemblies;
- on school visits, including residential;

- by visitors to school;
- through curriculum enrichment;
- through involvement in School Council.

The knowledge and beliefs that our pupils bring to the classroom should be the starting point for Relationships Education. Varied and interactive teaching methods can be used to give them opportunities to express their own ideas, share and learn about the views of their peers and to reflect on discussions. Examples include visitor workshops, activities in pairs and groups, games, question boxes, storyboards, class discussions, role-play, diamond nine activities (where children prioritise a set of statements according to their perceived importance, helping to clarify values and attitudes) and the use of puppets or other visual aids.

For our pupils, learning about the body, feelings and relationships brings with it a range of new vocabulary. Recognising this and giving pupils time to absorb this will help them learn best, as well as provide a safe environment in which everyone is using the same language and therefore understands what is being discussed. This is particularly important and relevant in relation to using the correct names for the sexual organs.

As The Grove has chosen to follow and adapt the PSHE and RSE teaching units from the Coram Life Education SCARF programme, we are certain that we offer a comprehensive relationships and sex education resource that brings together all the key elements of Relationships Education: Relationships, Keeping Safe, Emotional Health, and Puberty and Reproduction. The content of the resource has been informed by the PSHE Association's Programme of Study and related Learning Opportunities; also by the needs and wants of schools surveyed by Coram Life Education in advance of the resource development and, crucially, by young people themselves, through feedback captured by the Sex Education Forum (a membership organisation that works with its members and other stakeholders to achieve quality sex and relationships education).

SCARF Relationships Education is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

Organisation

RSE is normally delivered by the class teacher in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. Class teachers will make choices about ways of working, as appropriate to their own classes and depending upon the lesson content that is to be covered. As a school, we may, for example, consider and utilise the best teacher (male or female) for the lessons. The key point is that someone who is competent and confident to do so, delivers it. It's important to remember that children need (and often want) to understand the changes and challenges that face all genders in relation to puberty and body changes as they grow into young adults. One way to deliver this would be for the girls and boys to be taught the <u>same lesson</u> regarding body changes, <u>but separately</u>, therefore they would receive the same information but be given the opportunity to ask questions that may be more specific to them, reducing any potential embarrassment.

Many aspects of RSE are taught throughout the year, whilst some specific age related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child. Sex education lessons typically take place in the summer term (June/July) across the school. Parents will receive a summary of the core RSE learning in the form of a letter prior to the teaching of RSE. Parents are able to view the materials to be shown to pupils if requested.

Before embarking on the session, a set of ground rules to create a safe environment for both adults and pupils is established. Pupils are encouraged to discuss and question, and where necessary, distancing techniques are used to avoid embarrassment and maintain privacy. Pupils are encouraged to reflect on their learning and a question box is often provided so that pupils may maintain anonymity with questioning.

Visitors may be invited in to school to support this work because of their particular expertise or contribution they are able to make; all visitors will be familiar with and understand the school's RSE policy and work within it. They are supervised/supported by a member of staff at all times and their input is monitored and evaluated by staff and pupils. This evaluation informs future planning.

***Curriculum Content*: For the purposes of this document and to increase clarity and understanding of the specific content of the RSE curriculum, this section has been split into three separate areas of:**

- ***Relationships Education,***
- ***Health Education (including Mental Wellbeing), and***
- ***Sex Education.***

Relationships Education

- The key purpose of Relationships Education at primary school level is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.
- This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent and is explored in an age-appropriate way. Consent is further taught and explored in secondary phase.
- Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.
- From the beginning, teachers will talk openly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. We recognise that here, at The Grove, we have families of many forms who provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.
- Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers, also in families and with others, in all contexts, including online.
- Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.
- **The Relationships Education curriculum is divided in to 5 key areas under the following headings:**
    - ***Families and people who care for me***
    - ***Caring friendships***
    - ***Respectful relationships***
    - ***Online relationships***
    - ***Being safe***
- '**Appendix B**' sets out in greater detail the key contents of this area of the curriculum that pupils should know by the time they finish primary school.

Health Education and Mental Wellbeing

- The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.
- The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.
- This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

- Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In Key Stage 2, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
- A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.
- Puberty, including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset, thus ensuring that male and female pupils are prepared for changes that they and their peers will experience.
- **The Health Education curriculum is divided into 8 key areas under the following headings:**
  - ***Mental wellbeing***
  - ***Internet safety and harms***
  - ***Physical health and fitness***
  - ***Healthy eating***
  - ***Drugs, alcohol and tobacco***
  - ***Health and prevention***
  - ***Basic first aid***
  - ***Changing adolescent body***
- '**Appendix C**' sets out in greater detail what pupils should know by the time they finish primary school.

<u>Sex Education (as part of RSE)</u>

- All RSE lessons are 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 all RSE work (particularly when covering aspects of Sex Education), in addition to those already used in the classroom.
- RSE is delivered through a varied range of activities, which promote dialogue and understanding. These include circle time, active teaching and learning, videos, role play/scenarios, card sorting and discussions.
- External agencies can be invited to support the delivery of RSE, these include the school nurse, a dental nurse, the police and the SCARF Life Education outdoor classroom. All visitors are supervised/supported by a member of staff at all times and the input of visitors is monitored and evaluated by staff. This evaluation may inform future planning.
- Correct medical and scientific vocabulary will be used throughout the RSE and PSHE curriculum.
- For each of these units covered, in agreement with the RSE lead, teachers will have considered which elements of the lessons they plan to cover, and therefore which elements they consider to be inappropriate, given the age, and physical and emotional maturity of their particular class.

They will make decisions about the exposure, coverage and vocabulary used to make sure that they provide a relevant and informative lesson.

- After finding children in UKS2 couldn't recall what they had learnt from the previous year's RSE sessions, we will now deliver some repeat sessions in Term 2 from their previous year's coverage, focusing on periods and what to do within school if they come on their period. This has been put in place to avoid the anxieties some of the students reported in feeling in a time when they are likely to experience their first periods.
- For a complete overview of our school PSHE units of work, including RSE objectives, see **Appendix A.**

Below you will find an outline of what each year group will cover in Relationships and Sex Education. It is important to note that much of this content overlaps with Relationships Education, Health Education and Science Curriculum objectives, which are all statutory.

Reception (EYFS)

The following themes are covered in Reception:

- Thinking about basic care for babies and considering how they themselves have changed physically since they were very small; also, future changes that they will undergo as they grow older.
- The introduction of basic hygiene routines, including washing, toileting and cleaning teeth; also developing an understanding of the importance of good hygiene and cleanliness for preventing the spread of germs.
- What they currently do to look after themselves, including dressing and undressing, and learning that as they grow they will become more independent and take more responsibility for looking after themselves.
- Which parts of their body are private and the introduction to the NSPCC Pants rules.

Year 1

The following themes are covered in Year 1:

- Building on their learning so that they can explain how to meet the basic needs of a baby and identify things they could do as a baby, a toddler and now; they will also think about the people who help/helped them at those different stages.
- Identifying and naming the parts of the body that are private and describing ways in which private parts can be kept private.
- Identifying people that they can trust and who they can talk to about their private parts.
- Identifying situations as being secrets or surprises and who they can talk to if they feel uncomfortable.
- Revisiting in more depth the NSPCC Pants rules; understanding and learning them so that they can name and know which parts should be private.
- Explaining the difference between appropriate and inappropriate touch and understanding that they have the right to say 'no' to unwanted touch.

Year 2

The following themes are covered in Year 2:

- Learning about life cycles, including that humans produce babies who grow into children and then into adults. They will revisit and think about the ways they have changed physically since they were babies and how their responsibilities have changed during this time.
- Continuing to build upon their learning about personal hygiene, including the importance of good dental hygiene and simple hygiene routines, such as hand washing.
- Continuing to build on their learning about which parts of the body are private and recognising that some touches are not fun and can hurt or be upsetting. They will learn that they can ask someone to stop touching them, and revisit the idea of who they can talk to if someone touches them in a way that makes them feel uncomfortable.

- Explaining very simply that a person's genitals help them to make babies when they are grown up.
- Understanding that humans mostly have the same body parts but that they can look different from person to person.

Year 3

The following themes are covered in Year 3:

- Thinking about risk taking, explaining what a dare is and understanding that no one has the right to force them to do a dare; suggesting strategies to use if they are ever made to feel uncomfortable or unsafe.
- Knowing that our bodies can often give us a sign when something does not feel right; to trust these signs and talk to a trusted adult if this happens.
- Recognising and describing appropriate behaviour online as well as offline; identifying what constitutes personal information and when it is not appropriate or safe to share this. Understanding and explaining how to get help in a situation where requests for images or information of themselves or others occurs.
- Identifying qualities of friendship and suggesting reasons why friends sometimes fall out; thinking then about the skills needed for making up again.
- Recognising that there are many different types of family and understanding terms such as 'adoption', 'fostering' and 'same-sex relationships'.
- Understanding what is meant by the term body space (or personal space) and thinking about when it is appropriate or inappropriate to allow someone into their body space.
- Revisiting the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; thinking again about who they could ask for help if a secret made them feel uncomfortable or unsafe.

Year 4

The following themes are covered in Year 4:

- Describing 'good' and 'not so good' feelings and how feelings can affect our physical state; explaining what we mean by a 'positive, healthy relationship'.
- Continuing to build upon their learning about personal body space and people they can talk to if they feel uncomfortable.
- Recognising that they have different relationships with people they know, giving examples of features of these relationships and listing some of the ways that people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals).
- Understanding and identifying stereotypes, including those promoted in the media.
- Continuing to think about staying safe online and suggesting simple strategies for managing risk.
- Understanding how the onset of puberty can have emotional as well as physical impact; suggesting reasons why young people sometimes fall out with their parents and taking part in role-play to practise how to compromise.
- Understanding that for girls, periods are a normal part of puberty and identifying some of the key facts of the menstrual cycle.
- Recognising that babies come from the joining of an egg and sperm, and explaining what happens when an egg does not meet a sperm.

- Understanding that marriage is a commitment to be entered into freely and not against someone's will; knowing the legal age for marriage in England or Scotland.
- Recognising that marriage includes same sex and opposite sex partners.
- Discussing the reasons why a person would want to be married, or live together, or have a civil ceremony.

Year 5

The following themes are covered in Year 5:

- Developing an understanding of discrimination and its injustice, and describing this using examples. Considering how individual/group actions can impact on others in a positive or negative way.
- Understanding and explaining the difference between sex, gender identity, gender expression and sexual orientation.
- Continue to consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private. Recognising that people are not always who they appear to be online and explaining the risks of being friends online with a person they have not met face-to-face. The children will learn to recognise disrespectful behaviour online and know how to respond to it.
- Continuing the learning about people that they can trust and understanding what kinds of touches are acceptable or unacceptable.
- Identifying parts of the body that males and females have in common and those that are different.
- Know the correct terminology for their genitalia; labelling the correct words for the external sexual organs.
- Learn in more detail about puberty for both boys and girls and why it happens, discussing some of the myths associated with it. This includes knowing what menstruation is and why it happens; they will identify some products that they may need during puberty, and why.
- Explore further the differences between a safe and unsafe secret and identify situations where someone may need to break a confidence in order to keep someone safe.
- Recognise that some people can get bullied because of the way they express their gender and give examples of how bullying behaviours can be stopped.

Recap from previous year for recap session in Term 2:

- Understanding that for girls, periods are a normal part of puberty and identifying some of the key facts of the menstrual cycle.

Year 6

The following themes are covered in Year 6:

- Describing ways in which people show their commitment to each other; know the ages at which a person can marry, depending on whether their parents agree. They will understand that everyone has the right to be free to choose who and whether to marry.
- Know that all people are unique but that we have far more in common with each other than what is different about us.

- Define and discuss what is meant by the term stereotype and recognise how the media can sometimes reinforce gender stereotypes. They will to learn how to challenge stereotypical gender portrayals of people.
- Building on their prior learning, they will know that it is illegal to create and share sexual images of children under 18 years old; they will explore the risks of sharing photos and films of themselves with other people, and know how to keep their information private online.
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group. They will understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
- Knowing where someone could get support if they were concerned about their own or another person's safety and identifying situations where someone might need to break a confidence in order to keep someone safe.
- Continuing their learning about puberty and some of the physical and emotional changes associated with it. They will consider strategies that would help someone who felt challenged by the changes in puberty.
- Identifying the changes that happen throughout puberty to allow sexual reproduction to occur. This includes learning about sexual intercourse, conception, implantation, pregnancy and birth.
- Knowing about a variety of ways in which the sperm can fertilise the egg to create a baby, including surrogacy and IVF.
- Knowing about the legal age of consent and what it means.

Recap from previous year for recap session in Term 2:

- Learn in more detail about puberty for both boys and girls and why it happens, discussing some of the myths associated with it. This includes knowing what menstruation is and why it happens; they will identify some products that they may need during puberty, and why.

Links with other curriculum areas

- At the Grove, we look for opportunities to draw links between the subjects and integrate teaching where appropriate. Relationships Education, RSE and Health Education complement several national curriculum subjects, such as Science, Computing and PE.
- At key stages 1 and 2, the national curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.
- The national curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
- The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

Monitoring, assessment and evaluation

- We have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.
- Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support, further learning or intervention.
- The elements of sex education within the science curriculum are assessed by the teachers along with all other elements of the science curriculum. Assessment and evaluation of the RSE programme outside of the science order is conducted using a variety of informal activities, which are built into the programme. This could include peer assessment and self-assessment. Any formal recording of work will be kept in subject-related books. Much of the work will be verbal and informal.
- Class teachers assess pupil's understanding and progress through formative and summative processes. At the end of each year, each year group will review the RSE programme they have implemented and pass on any comments to the RSE lead as part of the monitoring cycle.
- Pupil interviews will take place and parents are invited to provide written feedback on the provision of RSE. This will strengthen the quality of provision in this subject.

8. **Safeguarding, reports of abuse and confidentiality**

Confidentiality & Safeguarding

- At the heart of these subjects there is a focus on keeping children safe, and as a school, we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.
- Where we invite external agencies in to support delivery of these subjects (e.g. SCARF LifeBus, Dental Nurse, etc.), we will agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.
- As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, RSE discussions may prompt a pupil to disclose about related incidents; for example, FGM, Forced marriage, child exploitation or abuse. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed, she/he talks to the Designated Safeguarding Lead who takes action as laid down in the Child Protection Policy. All staff are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by staff throughout the whole process.
- KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's

social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Answering difficult questions

- Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.
- Primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.
- Both formal and informal RSE arising from pupil's questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. At The Grove, we believe that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Lead if they are concerned.
- Relationships Education will involve discussing sensitive topics, questions and issues. Where possible, consideration should be given on how best to address issues before they arise. The use of a question box or 'Ask-it Basket' are particularly useful in these lessons. They allow time to consider appropriate responses to questions and are empowering for the pupils, providing a safe, useful way of encouraging openness whilst deflecting embarrassment.
- The Grove believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with issues such as sexual orientation, transgender or gender ambiguity.

9. Policy review

- The RSE Lead, in discussion with the staff, the head teacher and the Governing Body will review the policy every year, and also in the light of any related issues that may occur, such as new findings arising from educational research, local or national guidance.