



HIGH LANE PRIMARY SCHOOL

Relationships Education (RSE) Policy

Date policy was agreed with Governors	Autumn 2021
Review Date	Autumn 2024
Person(s) Responsible	Headteacher – A Humphries PSHE lead – K Lloyd

At High Lane Primary School, we value every child as an individual and believe it is important for all children to reach their full potential in a happy, supportive and exciting environment. We seek to develop independent learners who are equipped with the necessary skills, knowledge and understanding to thrive within an ever-changing world. We seek excellence and enjoyment in everything we do.

1. Intent

At High Lane, we recognise and respect pupils' different abilities, levels of maturity and personal circumstances (including, but not limited to, their gender identity, sexual orientation, faith and culture). Relationships Education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health Education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We aim to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an appropriate understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive, age-appropriate culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.

2. Statutory Requirements

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](#).

Department for Education guidance states that, by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of Sex Education contained in the Science National Curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals, including humans. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Should you like to see the guidance from the government please

visit: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

3. Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the National Curriculum for Science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is **not** about the promotion of sexual activity.

4. Curriculum Content and Delivery

4.1 Statutory RSE Curriculum Content

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner, so they are fully informed and do not seek answers online. All members of staff are aware of KCSIE ([Keeping Children Safe in Education](#)) advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the Designated Safeguarding Leads (DSLs) and children's social care.

Staff will never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child. School will involve the DSL in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

Key areas of learning included in the statutory Relationships Education curriculum include (further detail can be found in **Appendix 1**):

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

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, LGBTQ+ 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).

4.2 Links to Statutory Science Curriculum Content

Early Years Foundation Stage (EYFS) children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To 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

- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

4.3 Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals. Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although Sex Education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory Sex Education, covering how human reproduction and conception occurs. This is taught in Year 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals, including humans, the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory Sex Education lessons – please see the relevant section within this policy in regard to this process. The resources we use when teaching the non-statutory sex education units are available for parents/carers to view via links in **Appendix 2**.

5. Roles and Responsibilities

5.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the headteacher to account for its implementation.

5.2 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.

5.3 The PSHE and Wellbeing Lead

The PSHE Lead, Kim Lloyd, is responsible for monitoring how RSE is taught across the school and monitoring progress. They are also responsible for reviewing this policy and sharing key developments with the Headteacher and Governing Body.

5.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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 and/or PSHE Lead (Kim Lloyd).

5.5 Pupils

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

6. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education. However, they do have the right to withdraw their children from the non-statutory components of sex education within RSE outlined in **section 4.3**.

Requests for withdrawal should be put in writing using the form found in **Appendix 3** of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

7. Equal Opportunities

Staff will ensure access to RSE sessions for all pupils, regardless of gender, race or SEND status, in order to provide equal opportunities and avoid unnecessary discrimination.

8. Training

Staff are trained on the delivery of RSE at High Lane Primary and it is included in our continuing professional development calendar.

9. Assessment, Monitoring and Evaluation Arrangements

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Every child, in KS1 and KS2, will have the opportunity to respond to topics through written activities in their books; in some classes, floor books/shared class books will also document learning.

Supporting Documents

Appendix 1: Overview of objectives from Relationships Education Statutory Guidance

Full guidance available at: [guidance for schools on relationships education, RSE and health education](#)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Families and people that care for me</p>	<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.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Caring friendships</p>	<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 physically or verbally aggressive behaviour 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.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Respectful relationships</p>	<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 granting in relationships with friends, peers and adults.

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 and others. • 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: Whole school overview of PSHE (including RSE) topics - Further detail on objectives in each block available on request

	Autumn Core theme: Relationships			Spring Core theme: Living in the wider world			Summer Core theme: Health and wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
EYFS/Rec	Who keeps us safe?	How can we look after our friends?	Who are my 'special' people?	How can we look after our school?	How do we use technology?	When do we use money?	What are my super skills and goals? How can we keep clean?	How do we change and grow?	How can we stay safe in our community?
Year 1	Who is special to us?	What do we do when things upset us?	Why should we be kind?	How do we look after each other and our environment?	Why do people use the internet?	Why do we all have different strengths?	What does it mean to be healthy?	What makes me special?	Which rules keep us safe?
Year 2	What makes a good friend?	Is it ok to keep a secret?	What is the same and different about us?	What does it mean to belong?	How do we use the internet every day?	Why do we need money?	How can we stay healthy?	What changes as we grow older?	How can we keep ourselves safe?
Year 3	What does it mean to be part of a family?	What is bullying and can it ever really be stopped?	Why is it important to be respectful?	Why do we have rights, responsibilities and laws?	Is the internet a good thing?	Can you aspire to have any job you want?	Can our diet affect our health?	How do we reach our goals?	What are hazards?
Year 4	How can we be a good friend in person and online?	Is it easy to do the right thing?	Why is it important to treat others equally?	What does it mean to be part of a community?	What is the impact of our 'digital' footprint?	Is how we spend our money important?	Why is it important to look after our teeth?	How does puberty affect our bodies?	Are all drugs bad?
Year 5	How can our friends influence us?	How do we deal with feelings of discomfort?	What is discrimination?	How can we look after our environment locally, nationally and globally?	What is the purpose of different types of media?	What does it mean to have 'ambition'?	How can we look after our bodies as we get older?	How does puberty affect our bodies? What makes up a person's identity?	What do we do in an emergency?
Year 6	How do friendships change as we grow?	How can we build and maintain positive relationships?	What does it mean to be a positive role model?	What does prejudice look like today?	How do we manage negativity online?	How do people's attitudes about money differ?	How can change affect our mental health?	How can we prepare for high school? How are babies conceived?	How can we protect ourselves online? Are there risks to taking drugs?

Appendix 3: Parent form – withdrawal from non-statutory sex education within RSE/PSHE



HIGH LANE PRIMARY SCHOOL

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	
Headteacher signature	