



# **RSE Policy**

## **Relationships, Sex and Health Policy**

**Inception Date: March 2022**

**Review Date: March 2023**



**Twydall Primary School** takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) and Health education to all its pupils as part of Twydall's personal, social, health and economic education (PSHEE) curriculum very seriously. The safety of our children is of paramount importance and we want parents and pupils to feel assured that relationships and sex education will be delivered at a level appropriate to both the age and development of pupils, and will ensure that it is safe to voice opinions and concerns relating to the relationships and sex education provision. This policy has been developed in consultation with parents, pupils and staff to ensure that it meets needs of the school community. The policy is available on the Twydall website.

## **1. Policy aims**

Through the delivery of high quality, evidence-based and age-appropriate RSE and Health Education, we aim to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

## **2. Definitions**

### **Relationships education**

Relationships education is about pupils being taught different relationships including about friendships, family and the people that can help them. Respect for others is also taught in an age appropriate way with a focus on healthy relationships that pupils will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect.

This teaching will include different types of family that provide a nurturing environment for children, including for example single parent families, families headed by grandparents, adoptive parents, LGBT parents among others. The purpose of this is to ensure that there is no stigmatisation of different families and to show people come from different backgrounds.

### **Relationships and sex education (RSE)**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

**RSE does not encourage early sexual experimentation.** It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.



### **3. Roles and responsibilities**

#### **Governors**

Governors will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Headteacher to account for the implementation of the policy.

#### **Headteacher**

The Head of School at Twydall, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

#### **Staff**

Teachers of RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. 1-Decision is the curriculum scheme we have chosen to use.

#### **Parents**

At Twydall we expect parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the staff where they feel it is needed.

#### **Pupils**

Pupils are expected to attend sex education classes that are in their school timetable and take them seriously.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships, sex education or otherwise.



## **4. Implementation and curriculum**

It is important that the Relationships Sex and Health policy is implemented consistently and provides effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding Relationships and Health Education. It is important that pupils know the difference between fact, opinion and belief.

The Relationships and Health Education will be delivered in PSHE through 1Decision, which is a bought in curriculum. At Twydall we understand that different pupils of the same age may develop at different stages and staff will be able to plan provision to take into account these differences. Appendix 1 sets out the themes that will be taught to pupils before the end of primary. Given the age of primary pupils, the focus of the curriculum is around relationships of pupils, with their family members, friends and online relationships.

At Twydall we promote pupils' health and well-being by encouraging self-regulation. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. At Twydall, we believe that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).

Relationships and health education is delivered by teachers and higher level teaching assistants. Sex education is delivered only by teachers. Teaching should include explanation of knowledge, facts and concepts and provide adequate opportunities for pupils to recall the acquired knowledge, facts and concepts to develop an understanding of the topic.

By the end of their primary education We expect pupils to know the information set out at Appendix 2.

At Twydall, we do not currently use external agencies to provide speakers. If we decide to in the future, in line with our legal duties the school will ensure that staff have sight of the material that is used and that it is appropriate for our children, in line with our legal duties to be politically impartial and does not undermine British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those of different faiths and beliefs, and represent or communicate extreme political positions. If we did use external agencies teachers would be required to be in the room throughout the delivery and teach would not be afraid to say 'no' or in extreme cases stop a session. These are our pupils and we are responsible for what is said to them.



## **Dealing with sensitive issues**

To help create a safe environment for pupils when teaching these topics, teacher will:

- set ground rules for lessons, where needed, particularly around not sharing personal information
- stop discussions if personal information is shared in lessons and following up with pupils later where needed
- not promise confidentiality if a pupil confides something concerning
- tell pupils they can ask for help and they will be taken seriously

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. Some questions may relate to sex education which the school may not be teaching, or not yet. These will generally not be answered in front of the whole class. Strategies to handle such questioning could include offering a word outside the lesson, referring to another more senior member of staff or offering a simple 'holding' answer and mentioning the question to parents and carers at the end of the day.

In this case, they may wish to put the question to one side and seek advice from the PSHEE coordinator/pastoral manager.

Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

## **Pupils with special educational needs**

The teachers at Twydall work hard to ensure that all aspects of the curriculum are inclusive and support the needs of pupils of all ranges of abilities. We consider what it is like for a diverse range of pupils to be taught about these topics and how individual pupils may relate to particular topics including complex and sensitive subjects that might personally affect them. Staff differentiate lessons to ensure that all members of the class can access the information fully, and this is no difference. when it comes to RSE and health education. These topics should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

It is the responsibility of the subject leader to work with the SENDCO to make sure:

- the needs of all pupils are met
- the curriculum is fully accessible
- education, health and care (EHC) plans are followed



We will use a variety of different strategies within the 1Decision framework to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods e.g. contraceptive card game
- practical activities
- using recommended video clips
- group and paired activities.

### **Withdrawal from RSE**

At Twydall we hope that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy. We advise parents of the content taught within PSHE lessons.

We do teach elements of sex education in Term 6 and in Year 6.

Parents of children in primary school have the right to withdraw their child from the sex education part of the Relationships and Sex Education and Health curriculum and should state this in writing to the Head of School who will arrange a meeting to discuss their concerns.

The parts of sex education that we teach are found in Appendix 1 under growing and changing where we teach conception. Parents will be offered an opportunity to view these materials prior to teaching.

Before withdrawing or making a request, we strongly urge parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under the National Curriculum for science.

If a pupil is excused from sex education we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### **Complaints**

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the office and follow the RMET complaints policy.

### **Equal opportunities**

Twydall Primary has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. RSE and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in **Twydall's behaviour policy**.



## **Safeguarding and confidentiality**

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality is provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the **Twydall's child protection and safeguarding procedure** will be followed.

## **5. Monitoring, review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly, and will inform parents of any revisions to the School policy or sex education curriculum.

## **6. Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex and relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

---

**Signed by**

\_\_\_\_\_ **Chair of governors**

**Date:** .....

\_\_\_\_\_ **Headteacher**

**Date:** .....

**This policy will be reviewed annually.**

## Appendix 1 – Sex and Relationships Education Primary stage curriculum

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p>Caring friendships</p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
<p>Respectful relationships</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> </ul>





	<ul style="list-style-type: none"><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li><li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
--	--



<p>Online relationships</p>	<ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not</li><li>• 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</li><li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• how information and data is shared and used online</li></ul>
<p>Being safe</p>	<ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• 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</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• where to get advice e.g. family, school and/or other sources</li></ul>



Growing and Changing

- 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 for them.
- 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.
- 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.
- 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.
- 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.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.



	<p>Puberty</p> <p>Pupils should know:</p> <ul style="list-style-type: none"><li>• where to get advice e.g. family, school and/or other sources.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul> <p>Conception</p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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 for them.</li><li>• 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.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li></ul>
--	---

Sex Education

**The National Curriculum for Science covers:**

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.



**Appendix 2 – Health Education Primary stage curriculum and outcomes**



<p>Mental wellbeing</p>	<ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li></ul>
<p>Internet safety and harms</p>	<ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits</li><li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li><li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li><li>• why social media, some computer games and online gaming, for example, are age restricted</li><li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li><li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li><li>• where and how to report concerns and get support with issues online</li></ul>



Physical health and fitness	<ul style="list-style-type: none"><li>• the characteristics and mental and physical benefits of an active lifestyle</li><li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li><li>• the risks associated with an inactive lifestyle (including obesity)</li><li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li></ul>
Healthy eating	<ul style="list-style-type: none"><li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li><li>• the principles of planning and preparing a range of healthy meals</li><li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li></ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"><li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li></ul>
Health and prevention	<ul style="list-style-type: none"><li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li><li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li><li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li><li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li><li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li><li>• the facts and science relating to allergies, immunisation and vaccination</li></ul>
Basic first aid	<ul style="list-style-type: none"><li>• how to make a clear and efficient call to emergency services if necessary</li><li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li></ul>
Changing adolescent body	<ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle</li></ul>