

# RSE Policy Framework



## Grove CE Primary School

<b>Approved by:</b>	<b>Education Quality Standards Impact Committee</b>
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# Contents

1. Aims.....	2
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition.....	3
5. Roles and responsibilities.....	4
The board of trustees.....	4
Local governing bodies.....	4
The headteacher.....	4
Staff.....	4
Pupils.....	4
6. Curriculum.....	4
7. Delivery of RSE.....	5
8. Inclusivity.....	6
Use of resources.....	6
9. Use of external organisations and materials – Trust statement.....	6
10. Parents’ right to withdraw.....	8
11. Training.....	8
12. Monitoring arrangements.....	9
13. Appendix 1: Curriculum map.....	10
14. Appendix 2: By the end of primary school pupils should know.....	14
15. Appendix 2: By the end of secondary school pupils should know.....	<b>Error! Bookmark not defined.</b>
16. Appendix 3: Parent/carer form: withdrawal from sex education within RSE.....	16

This policy framework sets out the approach to relationships and sex education (RSE) across ODST. The appendices have been adapted to reflect the circumstances in our school.

## 1. Aims

The aims of relationships and sex education (RSE) in our trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

All ODST primary schools, must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our middle school (Y5–Y8).

ODST schools follow the National Curriculum. This includes the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a school within ODST, we teach RSE as set out in this policy.

## 3. Policy development

This ODST policy framework is intended to provide information about the RSE curriculum and delivery for all ODST schools. Each school is responsible for developing their own policy and for providing the correct appendices for all stakeholders.

For our school, the policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff team pulled together all relevant information including relevant up to date national and local guidance
2. Staff consultation – staff across our school were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested stakeholders were invited to comment on the policy
4. Ratification – once amendments were made, the policy was shared with the Local Governing Body for ratification

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

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

## 5. Roles and responsibilities

The Scheme of Delegation

### The board of trustees

The board of trustees, delegated to the Education Quality Standards and Impact Committee, will approve the RSE policy framework, and hold the headteacher to account for its implementation through local governing bodies.

### Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees if they occur.

### The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 10).

### Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers 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.

### Pupils

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

## 6. Curriculum

Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers upon request.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 7. Delivery of RSE

At Grove Church of England Primary School, we provide children with age-appropriate knowledge, building life skills over time in a way that prepares pupils to make informed choices about their future relationships. **Relationships Education** focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

**Health Education** focuses on teaching children, in this modern world of technology, how to keep safe and make informed choices about what they do with their bodies as well as what to expect when growing up. This includes:

- 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

Our curriculum is taken from the scheme of learning provided by *SCARF- Coram Life Education*. The themes of Relationships and Health Education are woven into each termly unit and are introduced at age-appropriate stages.

**Relationship and Sex Education (RSE)** is taught within the PSHE curriculum (Personal, Social, Health Education) with the biological elements also being covered in both the Science and Religious Education curriculums. Each Year group, in term 6, will complete the unit 'Growing and Changing' in PSHE lessons, which includes teaching children about the changes that occur both emotionally and physically when going through adolescence as well as what needs to happen for reproduction.

Primary sex education will focus on:

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

The statutory RSHE guidance states that sex education should ensure children know how a baby is conceived. SCARF interprets 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). Sexual intercourse and IVF as well as a small amount on condoms, is included in our Year 6 'Making Babies' lesson, to help children understand how babies are conceived, particularly before they transition to secondary school to support the pupils' ongoing emotional and physical development effectively, as stated by the DfE. Condoms are also included in this lesson to help pupils understand that pregnancy can be avoided and does not always have to be a consequence of sexual intercourse. SCARF also believe this to be a safeguarding issue, as children starting secondary school will be mixing with 16 year olds and possibly 18 year olds who will legally be able to have sex – and so by providing sex education in Year 6 we are laying the foundations to further sex education in secondary school, as well as helping children to identify what sexual intercourse is and its potential consequences (pregnancy), and how to avoid it, should anyone be trying to coerce them to engage in sexual activity.

For more information about our primary RSE curriculum, see Appendix 1

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

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

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Children with Special Educational Needs and Disabilities (SEND) will be worked with as a smaller group or one on one with an adult to ensure that the curriculum is delivered at their level but which also covers all the age-appropriate content that they need. This will allow all children to be safeguarded.

## 8. Inclusivity

ODST schools will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### Use of resources

Our schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 9. Use of external organisations and materials – trust statement

Across our trust, we delegate responsibility for making sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality to each school.

Schools remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our schools **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage

- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)

- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our schools **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 10. Parents' right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE.

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

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

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

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

## 11. Training

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

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

## 12. Monitoring arrangements

The delivery of RSE is monitored by the Local Governing Body through the usual monitoring programme agreed. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy framework will be reviewed by the EQSI committee of the trust board every 3 years. At every review, the school's policy will be approved by LGB.

## 13. Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Summer 2	<p>Where do babies come from?</p> <ul style="list-style-type: none"> <li>Explain that a baby is made by a woman and a man and grows inside a mother's tummy.</li> <li>Understand that every family is different.</li> <li>Talk about similarities and differences between themselves and others.</li> </ul> <p>Me and My Body- girls and boys</p> <ul style="list-style-type: none"> <li>Name parts of the body (including reproductive parts) using the correct vocabulary.</li> <li>Explain which parts of their body are kept private and safe and why.</li> <li>Tell or ask an appropriate adult for help if they feel unsafe.</li> </ul>	<p>Coram Life Education: SCARF plan  <a href="#">Key Vocabulary and terms</a>            Mummy's tummy            "A type of seed, called an egg from a woman and a type of seed, called a sperm, from a man."            private parts            penis            vulva            testicles            vagina            sperm            eggs            privacy            my body is mine (body autonomy)            dolls and cars are for everyone (gender stereotyping)</p>
Year 1	Summer 2	<p>Keeping privates private</p> <ul style="list-style-type: none"> <li>Identify parts of the body that are private;</li> <li>Describe ways in which private parts can be kept private;</li> <li>Identify people they can talk to about their private parts.</li> </ul>	<p>Coram Life Education: SCARF plan  <a href="#">Key Vocabulary</a>            privates            private            penis            vulva            hygiene            sore            help            change            doctor            private activity            my body is mine (body autonomy)</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 2	<p>My body, your body</p> <ul style="list-style-type: none"> <li>Identify which parts of our body are private;</li> <li>Explain that our genitals help us make babies when we are older;</li> <li>Understand that we mostly have the same body parts but how they look is different from person to person.</li> </ul> <p>Some secrets should never be kept</p> <ul style="list-style-type: none"> <li>Identify how inappropriate touch can make someone feel;</li> <li>Understand that there are unsafe secrets and secrets that are nice surprises;</li> <li>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul>	<p>Coram Life Education: SCARF plan</p> <p><u>Key Vocabulary</u></p> <p>Unique special Penis scrotum Vulva nipples private parts my body is mine (body autonomy) Sperm eggs Ovaries womb Pregnancy genitals Consent permission</p>
Year 3	Summer 2	<p>My changing body</p> <ul style="list-style-type: none"> <li>Recognise that babies come from the joining of an egg and sperm;</li> <li>Explain what happens when an egg doesn't meet a sperm;</li> <li>Understand that for girls, periods are a normal part of puberty.</li> </ul>	<p>Coram Life Education: SCARF plan</p> <p><u>Key Vocabulary</u></p> <p>Egg sperm puberty fallopian tube ovary uterus (womb) lining vagina period menstruation pad tampon menstruation cup breasts genitals Testicles womb wet dreams Penis mammals fertilise Birth hips periods Spots sweat pubic hair Cervix menstrual cycle menstruation If using the film clips, the following words are also used: fertilised egg pregnant</p>
Year 4	Summer 2	<p>All change!</p> <ul style="list-style-type: none"> <li>Identify parts of the body that males and females have in common and those that are different;</li> </ul>	<p>Coram Life Education: SCARF plan</p> <p><u>Key Vocabulary</u></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Know the correct terminology for their genitalia;</li> <li>• Understand and explain why puberty happens.</li> </ul> <p>Preparing for changes at puberty</p> <ul style="list-style-type: none"> <li>• Recognise that babies come from the joining of an egg and sperm;</li> <li>• Explain what happens when an egg doesn't meet a sperm;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> <li>• Identify some of the ways they can cope better with periods.</li> </ul>	<p>Puberty      pubic hair      eggs      perm  penis      testicles      breasts      ovaries  womb      vagina      vulva      clitoris  Labia      semen      legal age of consent  marriage</p> <p>Film links:  <a href="https://amaze.org/video/top-signs-girls-are-in-puberty">https://amaze.org/video/top-signs-girls-are-in-puberty</a>  <a href="https://amaze.org/video/all-about-getting-your-period">https://amaze.org/video/all-about-getting-your-period</a>  <a href="https://amaze.org/video/top-signs-boys-are-in-puberty">https://amaze.org/video/top-signs-boys-are-in-puberty</a>  <a href="https://kidshealth.org/en/teens/menstruation.html">https://kidshealth.org/en/teens/menstruation.html</a> film  near the bottom used</p>
Year 5	Summer 2	<p>Growing up and changing bodies</p> <ul style="list-style-type: none"> <li>• Identify some products that they may need during puberty and why;</li> <li>• Know what menstruation is and why it happens.</li> </ul> <p>Changing bodies and feelings</p> <ul style="list-style-type: none"> <li>• Know the correct words for the external sexual organs;</li> <li>• Discuss some of the myths associated with puberty.</li> </ul>	<p>Coram Life Education: SCARF plan  <u>Key Vocabulary</u></p> <p>Puberty      genitalia      menstruation  Semen      period      period/menstruation pad  Tampon      managing feelings</p> <p>Film clip:  <a href="https://amaze.org/video/puberty-taking-care-of-your-body-during-puberty/">https://amaze.org/video/puberty-taking-care-of-your-body-during-puberty/</a></p> <p>pubic hair      clitoris      vaginal opening  urinary opening      lips (labia)      penis  menstruation cup      period protection  Sweat      washing      body confidence  Emotions      spots      hair removal  body autonomy      vaginal discharge  involuntary erections      wet dreams      body odour  Hormones      hydration      exercise      sleep  breast development      height gain      hips widen  Periods      FGM/cuts to the vulva      menstruation  Genitalia      deodorant      shower gel      tissues  washing powder      spot cream      facial wash</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
			period products      circumcised
Year 6	Summer 2	<p>Is this normal?</p> <ul style="list-style-type: none"> <li>• Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>• Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>• Understand what FGM is and that it is an illegal practice in this country;</li> <li>• Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul> <p>Making babies</p> <ul style="list-style-type: none"> <li>• Identify the changes that happen through puberty to allow sexual reproduction to occur;</li> <li>• Know a variety of ways in which the sperm can fertilise the egg to create a baby;</li> <li>• Know the legal age of consent and what it means.</li> </ul>	<p>Coram Life Education: SCARF plan  <u>Key Vocabulary</u>            Puberty                      physical changes            emotional changes                      rights            FGM                                      periods            mood swings                                      spots            voice deepening                                      period products            Vulva  <a href="https://amaze.org/video/puberty-finding-out-who-you-are/">https://amaze.org/video/puberty-finding-out-who-you-are/</a> film clip            Films during 'Making Babies' lesson:  <a href="https://www.plannedparenthood.org/learn/pregnancy">https://www.plannedparenthood.org/learn/pregnancy</a>  <a href="https://www.youtube.com/watch?v=ZDP_ewMDxCo">https://www.youtube.com/watch?v=ZDP_ewMDxCo</a>  <a href="https://amaze.org/video/sexual-orientation-how-do-lgbt-couples-become-parents/">https://amaze.org/video/sexual-orientation-how-do-lgbt-couples-become-parents/</a></p>

## 14. Appendix 2: By the end of primary school pupils should know

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

TOPIC	PUPILS SHOULD KNOW
	<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>
Online relationships	<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>
Being safe	<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>

## 15. Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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	Include notes from discussions with parents and agreed actions taken.