



Date agreed by Governing Body	3 rd May 2023
Review date	May 2026
Responsible for this policy	Ruth McAvoy and Beth Tidey

Curriculum Intent Statement: Broad, Balanced and Ambitious

At Beeston primary School, our well planned and sequenced curriculum combined with high quality first teaching and resourcing ensures that children are supported to be well rounded young people with a thirst for learning.

Relationships and Sex Education Statement:

Intent:

Our Relationships and Sex Education (RSE) programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future. Through the provision outlined in this policy, the school's overall aims of RSE are to:

- learn the value of family life, marriage and stable relationships
- learn the importance of values and individual conscience and moral considerations
- develop critical thinking as part of decision-making
- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn how to make choices based on an understanding of difference and with an absence of prejudice
- manage conflict
- learn how to recognise and avoid exploitation and abuse
- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

Our intent of RSE is NOT to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation
- sexualise children

Implementation:



The class teacher delivers non-statutory RSE using a range of teaching methods such as videos, discussions and written activities. Teachers will use set planning documents and will not deviate from the agreed content listed below. Lessons are based on Cambridge Education: Sex and Relationship Education resource with supporting resources including: fiction and reference books, leaflets and extracts from the Channel 4 Living and Growing DVD.

RSE is usually delivered in mixed gender groups, however there are occasions where single gender groups are more appropriate and relevant. An additional single sex session, for those children who will menstruate, will take place to allow children to explore sanitary products and ask questions in more detail in Years 5 and 6.

Parents/carers will be informed when RSE is taught in Years 4,5 and 6. Opportunities are provided for parents and carers to discuss the content of the lessons and to view the videos and resources being used in school. Where non-statutory RSE is covered in Year 6, parents will be informed about the right to withdraw their child/ren as detailed below.

A set of RSE ground rules (which may be added to) are to be used in all RSE lessons (see appendix 1).

There will be a minimum of two adults in class when RSE is being taught. Teachers who are new to school will receive training and teach RSE alongside an experienced member of staff the first time they deliver the lessons. Teachers will follow agreed Medium Term Plans (see appendix 3).

Vulnerable pupils (as identified by the class teacher and nurture team) will have a pre-teach session where vocabulary is taught and expectations around the RSE ground rules are discussed, to prepare them for the content of the lessons.

At the beginning of the RSE unit pupils will be taught the anatomical terms for body parts during their planned RSE lessons. Slang or everyday terms, used in certain social circles, may be discussed but staff and children will be using the scientific names for body parts during RSE lessons.

For the majority of the sessions there are to be no hands up. Instead, to ensure staff and children are safe and comfortable, and that the content of the sessions does not deviate from the agreed curriculum, then an 'ask-it basket' will be used. This is where children can write down their questions and teachers take time to answer questions for the whole class, to a group or individually or adapt lessons to repeat content. If a child asks a question which cannot be answered in line with the content of this policy they are encouraged to find a trusted adult to discuss it with at home.

Relationships and Sex Education Curriculum Content

Foundation Stage

In the Early Years Foundation Stage, RSE is taught and assessed through two prime areas; Personal, Social and Emotional Development and Communication and Language. They relate the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. RSE is also recognised as an integral aspect of daily life as the children learn how to form positive relationships, understand who



they are, develop a positive self-image and learn how to communicate effectively. They make links with parents/carers by sharing tasks from school and developing them at home. This is done wherever possible, to involve learning beyond the classroom.

Key Stage 1 and 2

At Beeston Primary School, we base our RSE Curriculum on the 'You, Me & PSHE' scheme of work, which follows the Relationships Education and Sex Education Statutory Guidance.

Each topic within the resource incorporates activities to establish the starting point of learners and assess progress. These topics include:

Year 1	Physical Health and Wellbeing, Mental Health and Emotional Wellbeing, Identify, Society and Equality and Keeping Safe and Managing Risks.
Year 2	Physical Health and Wellbeing, Mental Health and Emotional Wellbeing, Relationships, Keeping Safe and Managing Risks and Families.
Year 3	Physical Health and Wellbeing, Mental Health and Emotional Wellbeing, Identify, Society and Equality and Keeping Safe and Managing Risks.
Year 4	Physical Health and Wellbeing, Relationships, Identify, Society and Equality, Keeping Safe and Managing Risks and Relationships and Sex Education.
Year 5	Physical Health and Wellbeing, Mental Health and Emotional Wellbeing, Identify, Society and Equality, Drugs, Keeping Safe and Managing Risks and Relationships and Sex Education.
Year 6	Relationships, Relationships and Sex Education, Identify, Society and Equality, Mental Health and Emotional Wellbeing and Keeping Safe and Managing Risks.

The following aspects of RSE will be taught as part of the Science National Curriculum:

Key Stage 1:	Key Stage 2:
<ul style="list-style-type: none">• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.• Notice that animals, including humans have offspring which grow into adults.• Describe the importance for humans of hygiene.	<ul style="list-style-type: none">• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.• Describe the life process of reproduction in some plants and animals.• Describe the changes as humans develop into old age.

Specific RSE lessons are delivered in Key Stage 2 and cover the following themes:

Year 4

- To learn about the way, they grow and change throughout the human life cycle.
- To learn about the physical changes associated with puberty including a lesson on menstruation for girls only at this stage.
- To recognise their own worth as individuals and to challenge stereotyping.

Year 5



- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
- To resolve differences by looking at alternatives, making decisions and explaining choices
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread
- About how the body changes as they approach puberty including a lesson on menstruation (for all children)
- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- To recognise and challenge stereotypes
- Where individuals, families and groups can get help and support

Year 6

- Children learn about the changes that occur during puberty
- Children learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact
- What values are important to them in relationships
- To appreciate the importance of friendship in intimate relationships
- Children learn about human reproduction in the context of the human life cycle
- Children learn how a baby is made and grows (conception and pregnancy)
- Children learn about the roles and responsibilities of carers and parents
- To answer each other's questions about sex and relationships with confidence
- Where to find support and advice when they need it
- That contraception can be used to stop a baby from being conceived.

Right to Withdraw

Parents/carers cannot withdraw their child from the statutory Sex Education content included in the National Curriculum for Science (e.g. human development and reproduction). Parents/carers also cannot withdraw their child from Relationships Education because it is



important that all children receive this content, covering topics such as friendships, how to stay safe and puberty. However, they do have the right to request that their child is withdrawn from some or all of the Sex Education delivered as part of the non-statutory RSE. These objectives can be seen in red above.

Requests for withdrawal from the non-statutory RSE should be put in writing and addressed to the child's class teacher or PSHE Lead. This will be documented to ensure a record is kept.

Evaluation:

Throughout the unit pupil voice is taken e.g. through tasks and the 'ask-it basket'. Teachers use formative assessment to adapt planning and question and answer sessions to enable children to make progress and remember the content of the curriculum. Children in Years 5 and 6 are also invited to take part in the anonymous My Health My Schools survey where the school receives information about children's understanding of RSE and this is used to inform future PSHE and RSE lessons.

Equality and Diversity:

At Beeston Primary School we aim to promote equality and develop positive relationships, by tackling any form of discrimination. As part of our duty under the Equality Act 2010 and the Public Sector Equality Duty we aim to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics. We make reasonable adjustments to remove any barriers that may prevent children from participating in all aspects of school life, making progress and achieving their full potential. We make reasonable adjustments to remove barriers to access and participation that may prevent parents and carers being fully involved in the wider education of their child at school. (See Equalities policy).

At Beeston Primary we aim to create a diverse curriculum which reflects the diversity of our pupils, our local and wider community. We celebrate diversity by learning about a broad range of relationships. This provides the opportunity to see a wide range of humanity, see people to which they can aspire that are similar to themselves and develop tolerance and understanding of people with different beliefs, religions, genders, abilities and sexual orientations.

Inclusion:

In school we aim to meet the needs of all our children by differentiation in our RSE planning and by providing a variety of approaches and tasks appropriate to attainment levels and learning styles. This enables children with learning and/or physical difficulties to take an active part in their learning, during practical activities and investigations and to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress.

Sources: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>