Schools for Every Child

Shared Moral rooting- The driving force that gives ethical and moral validity to the organisation. A higher purpose that can be relied upon to drive the organisation. A rooting is long lasting and outlives the wishes of one individual or another.

- UNICEF rights of child

Shared Values- Actions and things we do day to day; we live our values to get to our vision:

- Altruistic- Doing good things whenever, however and to whoever you can
- Pioneering- striving to discover new things and exceed expectations
- Ethical- Making conscious decisions to be kind and fair

Shared Vision- an aspiration for the future. This holds the different parts of the organisation together. The shared vision is something each part works towards, in its own way. Specific enough that it stands you apart from others in the same field.

- Nurturing Brilliance, Guiding Exploration, Cultivating Respect- a committed journey to put every learner's individuality, curiosity, and dignity at the forefront of the world that awaits.

Relationships and Sex Education Policy

Rayleigh Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.
UNICEF Article 28(right to an education)

- *Every child has a right to an education. Children's human dignity. Wealthy countries must help poorer countries achieve this. Article 29(goals of education)Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Date Policy Created:	Autumn 23
Reviewed:	Spring 24 Spring 25 Summer 25

Aims

At Rayleigh Primary School the ultimate aim of our curriculum is to provide an education for our children that enables their levels of attainment, independence and maturity to advance to a level whereby they can achieve their future personal goals and inspire them to continue their education. Personal Social and Health Education (PSHE) and Relationship and Sex Education (RSE) are a central feature of our vision on attaining this aim. The following provide the rationale for our belief in the importance of RSE:

● To ensure that the teaching of PSHE and RSE promotes the spiritual, moral, social, cultural, mental and physical development of our pupils at school and in the community.

● To ensure that pupils have the language skills, knowledge, understanding and confidence to express themselves in order for them to face the challenges and changes that will occur into adulthood.

● To ensure that high quality, evidence based and age-appropriate teaching of these subjects effectively helps prepare pupils for the opportunities, responsibilities and experiences of adult life.

● To ensure that RSE education is accessible for all pupils including those with special educational needs and disabilities. We refer to the guidance for the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEND.

2. Statutory requirements

As a primary academy school it is a statutory requirement to provide relationship education to all pupils as per the Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social work act 2017.

We offer all pupils a varied creative curriculum including the elements of sex education that will occur naturally within the science curriculum.

At Rayleigh Primary School we teach RSE as set out in this policy. We use a PSHE Programme - Kapow PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work. The PSHE programme reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE subject lead and working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to

make comments and suggestions about updates to the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE in discussion with the school council

5. Ratification – once amendments were made, the policy was shared with governors and trustees and ratified

This policy will be reviewed annually by the Rayleigh Primary PSHE subject lead and designated safeguard leads. At every review, it will be approved by the school Governors and Trustees.

4. Definition

Relationship education for children at our school involves teaching the characteristics of positive relationships, with reference to families and friendships, safe relationships and respecting ourselves and others. By the end of primary school our children will have a secure understanding of:

- Families and people who care about them
- Caring friendships
- Respectful relationships
- Online relationships and staying safe online. Please refer to our Child Protection and Safeguarding and e-Safety policies on the school website.

Please see Appendix 1 for the full details of this programme of study (Long Term Plan).

Our Sex Education at Rayleigh Primary School follows the DFE recommendations to prepare pupils for the transition to secondary school and puberty. This is in addition to following the National Curriculum for Science and is not compulsory in primary education.

- Teaching of Sex Education is delivered with consideration of the law. We take into account age, physical and emotional maturity, religious background and developmental differences paying attention to any pupils with special educational needs and or disabilities.
- Lesbian, gay, bisexual and transgender specific content is integral within the delivery of our curriculum.
- All children are well prepared for any changes that adolescence brings.
- We link Sex Education to relevant areas of the science curriculum.
- Parents are consulted and invited to view any resources before the start of the Sex Education programme in Year 6. We encourage communication between parents, staff and children.
- Parents have the right to withdraw their child from our Sex Education programme that is additional to the National Curriculum.

5. Curriculum

Our PSHE curriculum is set out as per Appendix 1. The content will be infused, where possible, into current thematic units and additional lessons will take place to ensure the entire statutory curriculum is covered.

The curriculum is based on The PSHE Association's core themes (Health and Wellbeing, Relationships and Living in the Wider World) and takes into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

All children throughout the school will receive relationship and health education as part of the PSHE curriculum. The programme will build in developmental progression by revisiting themes year on year, building on and extending prior knowledge. Further information can be found here.

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).

Year 6 pupils also receive stand-alone sex education sessions delivered by a trained health professional or a trained member of staff, using resources built into the Kapow PSHE curriculum. Parents can find detailed information here. These sessions are delivered in separate gender groups in order to give the children the opportunity to ask questions in a safe, familiar and reassuring environment.

Some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of the SEND. We reflect this need within our planning and adjustments are made accordingly.

7. Roles and responsibilities

7.1 The Governing board

- The Governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.
- They will ensure the RSE curriculum is covered to a high standard and that it is effectively managed and well planned.
- The Governing board will ensure that the subject is well resourced and timetabled so that the school can fulfill its legal obligations.

7.2 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 (see section 8).

7.3 Subject Lead

The PSHE subject lead is responsible for ensuring that:

- Implementing, monitoring and evaluating the impact and appropriateness of RSE across the school.
- If required, provide appropriate training for colleagues and support where

necessary. ● Ensure delivery is accessible to all children.

7.3 Teaching Staff

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modeling positive attitudes to RSE
- Monitoring progress
- 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 Subject lead or Headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Education.

Parents 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 Appendix 3 of this policy and addressed to the Headteacher.

For children with SEND and/or an EHCP, their SEND should not generally be a consideration for the Headteacher in deciding whether to grant a parental request. However there may be exceptional circumstances where the Headteacher will want to take a pupil's SEND into account when making this decision.

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

9. Training

Staff are trained on the delivery of RSE and it is included in our 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE subject lead through:

Monitoring arrangements, such as planning scrutinies, observations and discussions with pupils, parents and staff.

Pupils' development in RSE is monitored by class teachers as part of internal assessment.

This policy will be reviewed annually by the Rayleigh Primary PSHE subject lead and designated safeguard leads. At every review, it will be approved by the school Governors and Trustees.

Please see below a useful document produced by the government, which provides answers to frequently asked questions:

[Relationships education, relationships and sex education (RSE) and health education: FAQs](#)

PSHE (including RSE) Long Term Plan

(38 sessions a year)

Year 1	**Health and wellbeing** Listen to, reflect on and respect other people's views and feelings. Be able to take turns. Agree and follow rules for a collaborative game.	**Relationships** Learn about the conventions of courtesy and manners. Recognise what is kind and unkind behaviour. Understand that family and friends should care for each other.	**Safety and the changing body** Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	**Citizenship** Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy	**Economic wellbeing** Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs roles in schools.
	2024 onwards **Families and relationships** Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	2024 onwards **Health and wellbeing** Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.			
Year 2	**Relationships:** Recognise the difference between right and wrong / fair and unfair. Understand that family and friends should care for each other.	**Health and Wellbeing:** Know how to keep safe and how and where to get help. Take responsibility for their own safety and the safety of others and be able to seek help in an emergency	**Safety and the changing body** Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises;	**Citizenship** Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local	**Economic wellbeing** Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.

	2024 onwards **Families and relationships** Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.	2024 onwards **Health and wellbeing** Learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene	naming body parts and looking at the concept of privacy.	community; learning how school council works; giving an opinion.	
Year 3	**Relationships** Friendships: Know and understand the features of a good friend. Understand why it is important to be positive in relationships with others. Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	**Health and Wellbeing** Recognise and respect similarities and differences between people. Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle. Develop strategies for managing and controlling strong feelings and emotions.	**Safety and the changing body** Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	**Citizenship** Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	**Economic wellbeing** Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.
	2024 Onwards **Families and relationships** Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	2024 Onwards **Health and wellbeing** Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.			

Year 4	**Health and Wellbeing** Know that for most people the internet is an integral part of life and has many benefits. Reflect on the impact of people's actions on others. Recognise and respond to issues of safety relating to themselves and others and how to get help.	**Living in the wider world / Relationships** Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. Know and understand the terms 'discrimination' and 'stereotype'. Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying. Talk about their views on issues that affect themselves and their class.	**Safety and the changing body** Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	**Citizenship** Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	**Economic wellbeing** Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.
	2024 onwards **Families and relationships** Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	2024 onwards **Health and wellbeing** Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.			
Year 5	**Living in the wider world** Recognise how rights need to be balanced against responsibilities in order to protect individuals and communities from injustice. Recognise the difference between right and wrong and what is fair and unfair. Recognise that people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.	**Relationships / Health and Wellbeing** Know that the same principles apply to online relationships as to face-to-face relationships, incl the importance of respect for others online including when we are anonymous. Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	**Safety and the changing body** Exploring the emotional and physical changes of puberty, incl menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	**Citizenship** An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	**Economic wellbeing** Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.

	2024 Onwards **Families and relationships** Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	2024 Onwards **Health and wellbeing** Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.			
Year 6	**Relationships / Health and Wellbeing** Recognise their strengths and how they can contribute to different groups. Identify the skills they need to develop to make their own contribution in the working world in the future. To know how to be a discerning consumer of information online incl understanding that information, including that from search engines, is ranked, selected and targeted.	**Health and Wellbeing** Make connections between their learning, the world of work and their future economic wellbeing. Begin to set personal goals. Recognise how their behaviour and that of others may influence people both positively and negatively	**Safety and the changing body** Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	**Citizenship** Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	**Economic wellbeing** Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available. **Identity** Personal identity and body image.
	2024 onwards **Families and relationships** Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	2024 Onwards **Health and wellbeing** Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.			

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	● 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
Caring friendships	● 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 violence 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
Respectful relationships	● 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 giving in relationships with friends, peers and adults

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Online relationships	● 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	● 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

Appendix 3: Parent form: withdrawal from sex education within RSE

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	