



# The Edge Schools' Federation

## Relationships and sex education (RSE) policy



Last reviewed on: 11.2.2022

Next review due by: 10.2.2023

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## 1. Aims

The aims of relationships and sex education (RSE) at our Federation schools 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

As a federation of maintained primary schools we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are also required to teach the elements of sex education contained within the Science national curriculum.

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

In teaching RSE, we are 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](#).

At The Edge Schools' Federation we teach RSE as set out in this policy. Our curriculum delivery is flexible and may be adjusted in order to respond or address specific issues in individual schools, classes or groups of pupils.

## 3. Policy development

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

1. Review – a member of staff or 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 – federation elected parent governors reviewed the policy and made recommendations

## 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. Curriculum

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

We have developed the curriculum taking into account the age, needs and feelings of our 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. We may modify our planned curriculum in response to specific issues in a school, class or group of pupils.

Primary sex education will focus on:

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

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

## 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 of families and relationships may be included in religious education (RE).

Pupils in Upper Key Stage 2 also receive stand-alone sex education sessions delivered by their class teacher.

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

Schools in the Edge Schools' Federation follow the award-winning Shropshire "Respect Yourself" relationship and sex education programme for sex education in Upper Key Stage 2 (Years 5 and 6). We use the transition units to prepare our pupils for work continued as they move into Year 7 at secondary school. Parents / carers will be notified prior to these lessons being taught and will be given opportunities to view resources being used with pupils.

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).

## 7. Roles and responsibilities

### 7.1 The federation governors

The governing body will hold the headteacher to account for the implementation of this policy.

### 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.

### 7.3 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 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.

## **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 do 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 2 of this policy and addressed to the headteacher.

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

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

## **9. Training**

Staff training is included in our continuing professional development calendar. Visitors from outside the school, such as school nurses or sexual health professionals, might also be invited to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the headteacher and PSHE lead teacher through planning and book scrutinies, learning walks, pupil voice and parent feedback

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

This policy will be reviewed by the headteacher annually.

## Appendix 1: Curriculum map

### RELATIONSHIPS

	YEAR 1	YEAR 2
Families	<p>I can identify the members of my family and understand that there are lots of different types of family.</p> <p>I know how it feels to belong to a family and care about the people who are important to me.</p>	<p>I can identify the different members of my family, understand my relationships with each of them and know why it is important to share and cooperate.</p> <p>I accept that everyone's family is different and understand that most people value their family.</p>
Friends	<p>I can identify what being a good friend means to me.</p> <p>I know how to make a new friend.</p>	<p>I can identify some of the things that cause conflict with my friends.</p> <p>I can demonstrate how to use the <b>positive problem solving technique</b> to resolve conflicts with my friends.</p>
Being My Own Best Friend	<p>I can recognise my qualities as a person and a friend.</p> <p>I know ways to praise myself.</p>	
People Who Help Us Trust and Appreciation	<p>I know who can help me in my school.</p> <p>I know when I need help and know how to ask for it.</p>	<p>I recognise and appreciate people who can help me in my family, my school and my community.</p> <p>I understand how it feels to trust someone.</p>
Greetings Keeping Safe	<p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable to me.</p>	<p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I know which types of physical contact I like and don't like and can talk about them.</p>
Secrets		<p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p>
Celebrating My Special Relationships	<p>I can tell you why I appreciate someone who is special to me.</p> <p>I can express how I feel about someone who is special to me.</p>	<p>I can express my appreciation for the people in my special relationships.</p> <p>I am comfortable accepting appreciation from others.</p>

	YEAR 3	YEAR 4
Families Relationship Web	<p>I can identify the role and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>I can describe how taking some responsibility in my family makes me feel.</p>	<p>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant.</p> <p>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them.</p>
Friends Love and Loss	<p>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution.</p>	<p>I can identify someone I love and can express why they are special to me.</p> <p>I know how most people feel when they lose someone or something they love.</p>
Memories		<p>I can tell you about someone I know that I no longer see.</p> <p>I understand that we can remember people even if we no longer see them.</p>
Keeping Myself Safe	<p>I know and can use some strategies for keeping myself safe.</p> <p>I know who to ask for help if I am worried or concerned.</p>	
Being a Global Citizen  Are Animals Special and Special Pets	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices.</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them.</p>	<p>I can explain different points of view on an animal rights issue.</p> <p>I can express my own opinion and feelings on an animal rights issue.</p> <p>I understand how people feel when they love a special pet.</p> <p>I can understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark loss by celebrating special things about the pet.</p>
Celebrating My Relationships	<p>I know how to express my appreciation to my friends and family.</p> <p>I enjoy being part of a family and friendship groups.</p>	<p>I know how to show love and appreciation to the people and animals who are special to me.</p> <p>I can love and be loved.</p>

	YEAR 5	YEAR 6
<p>Recognising Me</p> <p>My Relationship Web</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>I know how to keep building my own self-esteem.</p>	<p>I can identify the most significant people to be in my life so far.</p> <p>I understand how it feels to have people in my life that are special to me.</p>
<p>Getting On and Falling Out</p> <p>Power and Control</p>	<p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p>	<p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>
<p>Girlfriends and Boyfriends</p>	<p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</p> <p>I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend.</p> <p>I can recognise the feeling of jealousy, where it comes from and how to manage it.</p>	
<p>Love and Loss</p>		<p>I know some of the feelings we can have when someone dies or leaves.</p> <p>I can use some strategies to manage feelings associated with loss and can help other people to do so.</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them.</p>
<p>Relationships with Technology</p>	<p>I understand how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.</p> <p>I can explain how to stay safe when using technology to communicate with my friends.</p>	<p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening.</p> <p>I can take responsibility for my own safety and well-being.</p> <p>I can use technology positively and safely to communicate with my friends and family.</p> <p>I can take responsibility for my own safety and well-being.</p>

## Shropshire Respect Yourself Relationship and Sex Education (SRE) Scheme of Work

### Module Outcomes and Lesson Overview - Y6 to 11

**Module Outcome:** Pupils develop capacity to explore & evaluate their confidence, beliefs and ability to put knowledge and information into practice in their personal relationships

Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Pupils develop understanding and confidence about their body, how it works and changes during puberty	Pupils explore changing relationships, peer pressure and media stereotypes	Recap foundation knowledge on puberty and pregnancy. Introduction to risk taking, alcohol and sexual behaviour, sex and the law, myths and misinformation	Focus is on clarification of pupils' attitudes and awareness, the development of self-esteem and delay techniques. Knowledge and skills on contraception and STIs are introduced	Skill development, assertiveness, decision making and self-esteem combined with knowledge on rights and responsibilities in sexual and non sexual relationships	Exploration of attitudes values and peer pressure. Informed consent and rights and responsibilities in sexual and non sexual relationships
Valuing Ourselves	Changes Now	Talking about Relationships and Sex	Pressures – Changing Relationships	Problems and Dilemmas	What is Sexual Health?
Changes	Relationships	Puberty & Reproduction or Conception, Pregnancy	Boundaries - R U Ready	Lines to Take	Sexually Transmitted Infections
Puberty	Adolescence	Perfect Partner	Respect Yourself: Talking it Over	R U Ready	Parenthood
Knowing Our Bodies	What's love got to do with it?	Risk Taking Alcohol	Keeping Safe: a) Contraception b) Condoms	Protecting Yourself and Others	Sexual Diversity
Review and Reflect	Risk and Images Review and Reflect	Risk Taking: Sexual Behaviour	Keeping Safe: Sexually Transmitted Infections	Condoms	Review and Reflect
		Review and Reflect	Review and Reflect	Parenting Review and Reflect	

### Year 6 (Primary) to Year 7 (Secondary) transition and beyond

#### Respect Yourself

## Appendix 2: 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 non-statutory elements of the sex education curriculum within the relationships and sex education programme of study			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	