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RSE 2023- 2024

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SEPTEMBER 1, 2023  
OXSPRING PRIMARY SCHOOL  
E Wright

### **RSE policy**

At Oxspring, RSE encompasses safe guarding, health and wellbeing, preparation to adulthood, positive relationships and responsibility.

The opening paragraph of the Department for Education guidance states: "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### **Parents right to withdraw**

Parents have the right to withdraw their child from Sex Education taught through RSE. The term Sex Education at Primary school level means human reproduction. This will be taught through the Science curriculum but if it is taught within PSHE/RSE parents have the right to request their child is withdrawn from these specific lessons. The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.' Before granting any such request it would be good practice for the Headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. As a school we will document this process to ensure a record is kept. Good practice is also likely to include the Headteacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings) and the Year 5 Science programme of living things and their habitats, pupils find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Science is a compulsory subjects and parents/carers do not have the right to withdraw their children from these subjects.

### **1decisions scheme of learning**

Health and wellbeing, relationships and living in the wider world are the three core themes that run across all of the 1 decision units.

In addition, the aspects of the RSE curriculum is broken down further into 13 topics. These are:

Topic 1: Families and people who care for me

Topic 2: Caring friendships

Topic 3: Respectful relationships

Topic 4: Online relationships

Topic 5: Being safe

Topic 6: Mental wellbeing

Topic 7: Internet safety and harms

Topic 8: Physical health and fitness

Topic 9: Healthy eating

Topic 10: Drugs, alcohol and tobacco

Topic 11: Health and prevention

Topic 12: Basic first aid additional topic

Topic 13: Changing adolescent body

## Units of learning included in RSE and the progression

The RSE units are entitled Relationships for children ages 5 – 8 (REL) and Growing and Changing ages 9 – 11 (GAC)

Primary sex education will focus on:

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

Below is how this is broken down across the year groups.

YEAR GROUP	TOPIC/THEME DETAILS
Year 1	<b><u>Relationships</u></b> 1. Friendship- • understand how to be a good friend • be able to recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view.
Year 2	<b><u>Relationships</u></b> 1. Bullying- be able to name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours. 2. Body language- be able to recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view • understand why it is important to care about other people's feelings.
Year 3	<b><u>Relationships</u></b> 1. Touch- understand the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • be able to name human body parts.
Year 4	<b><u>Growing and changing</u></b> 1. Appropriate Touch- identify the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.
Year 5	<b><u>Growing and changing</u></b> 1. Puberty- explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty

YEAR GROUP	TOPIC/THEME DETAILS
Year 6	<p><b><u>Growing and changing</u></b></p> <ol style="list-style-type: none"><li>1. Conception- explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explain various different stages of pregnancy • identify the laws around consent</li></ol>

Below expands on how each of the core themes runs through each of these units.

**Core theme 1 – wellbeing**

<b>REL</b>		
<b>Friendships Year 1</b>	<b>Bullying and body language Year 2</b>	<b>Touch Year 3</b>
<ul style="list-style-type: none"> <li>to recognise that not everyone feels the same at the same time, or feels the same about the same things</li> <li>how to manage when finding things difficult</li> </ul>	<ul style="list-style-type: none"> <li>about different feelings that humans can experience</li> <li>how to recognise and name different feelings</li> <li>how feelings can affect people's bodies and how they behave</li> <li>how to recognise what others might be feeling</li> <li>to recognise that not everyone feels the same at the same time, or feels the same about the same things</li> <li>about ways of sharing feelings; a range of words to describe feelings</li> <li>different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</li> <li>to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</li> <li>how to manage when finding things difficult</li> </ul>	<ul style="list-style-type: none"> <li>to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</li> <li>to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>about everyday things that affect feelings and the importance of expressing feelings</li> <li>problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> </ul>

<b>GAC</b>		
<b>Appropriate touch Year 4</b>	<b>Puberty and Adult' and children's' views Year 5</b>	<b>Conception Year 6</b>
<ul style="list-style-type: none"> <li>about everyday things that affect feelings and the importance of expressing feelings</li> <li>a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</li> <li>to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li> <li>problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> <li>about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> </ul>	<ul style="list-style-type: none"> <li>how to make informed decisions about health</li> <li>to recognise that feelings can change over time and range in intensity</li> <li>a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</li> <li>problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> <li>to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>about the physical and emotional changes that happen when approaching and during</li> </ul>	<ul style="list-style-type: none"> <li>a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</li> <li>to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</li> <li>about where to get more information, help and advice about growing and changing, especially about puberty</li> </ul>

<ul style="list-style-type: none"> <li>to recognise their individuality and personal qualities</li> </ul>	<p>puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <ul style="list-style-type: none"> <li>about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>about where to get more information, help and advice about growing and changing, especially about puberty</li> </ul>	<ul style="list-style-type: none"> <li>reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</li> </ul>
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**Core theme 2 – Relationships**

<b>REL</b>		
<b>Friendships Year 1</b>	<b>Bullying and body language Year 2</b>	<b>Touch Year 3</b>
<ul style="list-style-type: none"> <li>about how people make friends and what makes a good friendship</li> <li>about how people may feel if they experience hurtful behaviour or bullying</li> <li>simple strategies to resolve arguments between friends positively</li> <li>how to ask for help if a friendship is making them feel unhappy</li> <li>about what is kind and unkind behaviour, and how this can affect others</li> <li>about how to treat themselves and others with respect; how to be polite and courteous</li> <li>how to listen to other people and play and work cooperatively</li> <li>how to talk about and share their opinions on things that matter to them</li> </ul>	<ul style="list-style-type: none"> <li>to identify the people who love and care for them and what they do to help them feel cared for</li> <li>that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> <li>about how people make friends and what makes a good friendship</li> <li>about how to recognise when they or someone else feels lonely and what to do</li> <li>simple strategies to resolve arguments between friends positively</li> <li>how to ask for help if a friendship is making them feel unhappy</li> <li>that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>about how people may feel if they experience hurtful behaviour or bullying</li> <li>that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> <li>about what is kind and unkind behaviour, and how this can affect others</li> <li>about how to treat themselves and others with respect; how to be polite and courteous</li> </ul>	<ul style="list-style-type: none"> <li>that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>about how people may feel if they experience hurtful behaviour or bullying</li> <li>that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> <li>to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</li> <li>about how to respond if physical contact makes them feel uncomfortable or unsafe</li> <li>basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</li> <li>about what is kind and unkind behaviour, and how this can affect others</li> <li>about how to treat themselves and others with respect; how to be polite and courteous</li> <li>how to talk about and share their opinions on things that matter to them</li> <li>to recognise other shared characteristics of healthy family life, including commitment, care, spending</li> </ul>

	<ul style="list-style-type: none"> <li>• how to listen to other people and play and work cooperatively</li> </ul>	<p>time together; being there for each other in times of difficulty</p> <ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> <li>• what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>• to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> <li>• about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</li> <li>• recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>• about seeking and giving permission (consent) in different situations</li> <li>• where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> </ul>
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<b>GAC</b>		
<b>Appropriate touch Year 4</b>	<b>Puberty and Adult' and children's' views Year 5</b>	<b>Conception Year 6</b>
<ul style="list-style-type: none"> <li>• to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>• about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li> <li>• that forcing anyone to marry against their will is a crime; that help and support is available to</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>• that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</li> <li>• that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> </ul>

<p>people who are worried about this for themselves or others</p> <ul style="list-style-type: none"> <li>• that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>• to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</li> <li>• to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> <li>• how friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>• about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</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>• recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>• about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</li> <li>• where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>• about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>• what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>• that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> <li>• about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> <li>• to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> </ul>	<ul style="list-style-type: none"> <li>• that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> <li>• to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</li> <li>• about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> </ul>
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**Core theme 3 – Living in the Wider world**

<b>REL</b>		
<b>Friendships Year 1</b>	<b>Bullying and body language Year 2</b>	<b>Touch Year 3</b>



<ul style="list-style-type: none"> <li>to recognise the ways they are the same as, and different to, other people</li> </ul>		
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**GAC**

<b>Appropriate touch Year 4</b>	<b>Puberty and Adult' and children's' views Year 5</b>	<b>Conception Year 6</b>
<ul style="list-style-type: none"> <li>to recognise there are human rights, that are there to protect everyone</li> <li>about the different groups that make up their community; what living in a community means</li> <li>about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

### **Consultation with Parents**

The new changes to the curriculum will be shared with parents so that they are informed and aware of the changes and the materials that will be shared in the 1decision units. The right to withdraw will also be shared with parents. Parents should be given every opportunity to understand the purpose and content of Relationships and Sex Education. This policy will be shared with parents and they will be given the opportunity to feedback. Prior to the Summer term and the Relationship and Growing and Changing units, parents will be informed as to the content that their child will be taught. (detailed above in this policy)

### **How delivery of the content will be made accessible to all pupils**

Before the delivery of any RSE content, the teacher will always ensure that it is appropriate all pupils. If under some circumstances the content may not be appropriate for a child due to SEND or other circumstances then a further consultation with parents will take place and appropriate materials will be adapted.

### **How the policy has been produced and Monitoring and Evaluation**

This Policy has be written by the PSHE Lead with consultation of the Headteacher, staff and the Governors. It will be reviewed annually and in light of any changes to the curriculum in the future.

### **LGBT Content**

All pupils will be taught LGBT content at a timely point appropriate to the curriculum and the needs of the children. The 1decisons resources include images of many different family compositions in lessons on family relationships. It will be the teachers' responsibility to teach LGBT content as and when appropriate. In addition as a school we are mindful to promote inclusivity, from displaying posters reflecting a range of diverse images, to including storybooks that talk about same sex parents or challenge gender stereotypes. Teachers are mindful of the language that they use, for example, when talking about marriage remember to include same sex couples and avoid talking about 'boyfriends' and 'girlfriends'. Teachers consider using the term 'partner' instead. Teachers use language that allows children to talk about their home life by asking about their parents and carers or their adult rather than their 'mum' or 'dad'.

Right to Withdraw form for parents :

**TO BE COMPLETED BY PARENTS**

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from any aspects of sexual education within our RSE curriculum			
Any other information you would like the school to consider			
Parent signature			

**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents	