

# Kingshurst Primary School

## RSE Policy 2023/24



**Head Teacher:** Miss Hunter  
**PSHE/RSE Lead:** Miss Osborne  
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## **Rationale**

This policy outlines the purpose, nature and management of the Relationships and Sex Education (RSE) taught and learned in school. The implementation of this policy is the responsibility of all the teaching staff. Children will be taught RSE within the umbrella of Personal, Social Health Education (PSHE) and Science.

## **Definition of Sex and Relationships Education**

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish. "The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights." Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

## **Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science 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.

At Kingshurst Primary School we teach RSE as set out in this policy.

## **Aims and Objectives**

Relationships and Sex Education, teaching and learning programme will contribute to the school's overall aims to help children:

To offer pupils a planned programme of education about human development, relationships, sexuality and family life that is developmental and appropriate to the age and maturity of the child.

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

To encourage pupils to develop a positive attitude towards all bodily functions.

Help pupils develop feelings of self-respect, confidence and empathy

To encourage pupils to develop an understanding of risk and safety and the motivation and skills to keep themselves safe.

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies  
Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.  
To help pupils to make healthy and informed choices.

RSE also relates to one of our core values; respect where we teach children to respect all human beings as individuals and respect the different relationships within society.

## **Curriculum**

At Kingshurst Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

"The Relationships 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, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

### ***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in

Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education program tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'

At Kingshurst Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we will be teaching Sex Education through the Jigsaw programme- see appendix 2 for details.

We define Sex Education as understanding human reproduction and we intend to teach this through our PSHE lessons.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At our School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Program in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

## **Delivery of RSE**

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

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

## **Specific issue statements**

**Confidentiality** – Teachers should not promise confidentiality because, if a child tells them something and the teacher believes they are either behaving illegally or they may be putting themselves in danger, then the Designated Member of Staff MUST be informed and action taken in the best interest of the child. See 'Confidentiality Policy'.

**Bullying Procedures** – teachers and/or parents who are aware of any bullying which is taking place of a sexual nature should follow the procedures laid down in the 'Positive Behaviour and Anti-Bullying Policy' and 'Child Protection Policy'.

### **Child on Child Sexual Harassment, Online Sexual Abuse and Sexual Violence**

Kingshurst Primary School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying, and sexual violence.

*"Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable."*

KCSIE (Part 5: 428, 2021)

At Kingshurst Primary School, we have a zero-tolerance approach to all forms of sexual harassment, online sexual abuse and sexual violence which are taken very seriously and dealt with swiftly and appropriately.

Examples of this include:

- Unwelcome sexual flirtations or propositions,
- invitations or requests for sexual activity,
- sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names(verbally or online),
- sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions,
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body,
- taking, displaying, or pressuring individuals into taking photos of a sexual nature,
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing,
- purposefully cornering or hindering an individual's normal movements.
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following: ➤ Accessing, downloading or uploading pornography ➤ Sharing pornography via the internet, email or mobile phones ➤ Creating or maintaining websites with sexual content.

- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

**All members of staff are expected to assume that sexual harassment, online sexual abuse and sexual violence can happen at our school. If any allegations are made, or this type of harassment and violence occurs, a clear process will be followed, and a full investigation will take place immediately.**

Process:

- The person reporting the allegation of sexual harassment, online sexual abuse or sexual violence needs to report this **immediately** to the safeguarding Lead.
- The victim and perpetrator will be separated initially. The safeguarding lead will determine where and how the children will be separated whilst the allegation is investigated.
- Any form of sexual harassment, online sexual abuse and sexual violence will need to be recorded on CPOMs under the category of sexual harassment or abuse.
- HT/DHT/safeguarding Leads will need to complete the risk assessment (available in appendix 5) as soon as possible.
- HT/DHT/safeguarding Leads will inform parents who will be asked to come into school for a face-to-face conversation.
- The age and context of the allegation being made will be investigated to determine the level of severity and whether external agencies need to be involved, and which ones. This is duty of the safeguarding Lead only and not the person reporting the allegation.

Any decisions and outcomes are made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. This will be documented and relayed to all relevant parties.

Teachers educate children through Relationships and Sex Education (RSE), NSPCC PANTS programme and JIGSAW PSHE, specifically during our Relationships and Changing me units of work. These units of work cover all the requirements of the governments outcomes. This includes building a positive self-image, sense of identity and healthy relationship with self, and then from that starting point helps children grow healthy relationships with others. For older children, we also facilitate NSPCC workshops, loudmouth productions and the Keep Cool programme in years 5 and 6.

**Supporting Gender Variant and Trans Young People** - Gender Variant and Trans\* children will need support and/or specific provision. The following steps must be considered:

- 1) An individualised approach to support will be core: Listen to the child or young person and be led by them.
- 2) Name and Pronoun: Respecting a child or young person's request to change name and pronoun is a pivotal part of supporting and validating that young person's identity.

- 3) Uniform and dress: Trans\* and gender questioning pupils have the right to dress in a manner consistent with their gender identity or gender expression.
- 4) Confidentiality and information sharing: All people, including pupils and students, have a right to privacy. This includes the right to keep private one's trans\* status or gender nonconforming presentation at school. It is not the job of schools to 'out' its pupils.
- 5) Working with parents and carers: Although many parents/carers are supportive of their child identifying as Trans\*, this is not always the case. Schools should bear in mind that they are representing the interests of the child or young person and respect their request for confidentiality unless there are safeguarding reasons not to.

### **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/non-science 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 Head teacher.

Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Relationships and Sex issues can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. The Science curriculum in all maintained schools also includes content on human development, including reproduction, from which there is no right to withdraw children.

### **Roles and Responsibilities**

#### **The governing board**

The governing board will approve the RSE policy, and hold the Head teacher to account for its implementation.

#### **The Head teacher**

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science components of RSE (see section 8).

#### **Subject leader**

The Subject Leader is responsible for ensuring that young people are receiving a relationship/sex education, suitable for their age and maturity. This will be achieved through the suggested scheme of work. The Subject Leader will be informed by members of staff as to the necessary changes or alterations that need to be made to the Scheme of Work. The Subject Leader will also be involved in the arranging of any professional development needed by staff.

#### **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/non-science 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 PSHE lead.

### **Pupils**

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

## **Monitoring arrangements**

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

- Planning scrutinies
- Learning walks
- Observations
- Pupil Interviews (in regards to relationships only)
- Book scrutiny

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

### **Appendix 1**

To see a general curriculum map of the jigsaw scheme of work please see:

**“Jigsaw PSHE Content Overview 2020”**

**This can be found on the PSHE curriculum page**

### **Appendix 2**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Please see:

**Jigsaw and the PSHE Association Programme of Study 2020 Making Connections**

**This can be found on the PSHE curriculum page**

**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. |  |