

# The Peak Federation

(Bamford and Grindleford Primary schools)

## Relationships and Sex Education (RSE) Policy

Category: Curriculum

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<b>Derbyshire County Council (DCC) model used/ adopted? Other Model?</b>	No	<b>Model date:</b> N/A
<b>Approved by:</b>	CTL committee	<b>Date:</b> 4 <sup>th</sup> March 2025
<b>Reviewed by:</b>		
<b>Nominated Governor:</b>		
<b>Review Period:</b>	2yrs	
<b>Next review due by:</b>	<b>March 2027</b>	
<b>Should it be on the Website?</b>	Yes	
<b>Is there personal information in the document?*</b>	No	
<b>Related Documents:</b>	PSHE Policy Safeguarding Policy Equality Policy Child Protection Policy Behaviour Policy	



## **INTRODUCTION**

At The Peak Federation, we believe that Relationships Education should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, sexual health, sexuality and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

## **INTENT**

The objectives of Relationships and Sex Education at The Peak Federation are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

RSE is not about the promotion of sexual activity.

Our children learn about relationships and sex from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of what they hear.

RSE does not encourage early sexual experimentation but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready. Parents and carers are the key people for their child's learning about relationships and sex, and schools should always work in partnership with home. Parents and carers need to know that the school's RSE programme will complement their role and support them in the education of their child regarding relationships and sex. The Peak Federation will ensure that parents' and carers' views are heard and that taught RSE is culturally appropriate and inclusive of all of our children.

## **IMPLEMENTATION**

At The Peak Federation, we believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding. RSE is taught within the Personal, Social and Health Education curriculum and the biological aspects are also taught within the Science curriculum.

## **Legal requirements**

It is now compulsory for schools to teach Relationships and Sex Education. The statutory guidance states that sex education should ensure children know how a baby is conceived, however, this is not compulsory for primary aged children. When we cover this in Year 6, parents will have the right to withdraw their child from this element of the sessions.

## **How Relationships and Sex Education is taught**

At The Peak Federation, we use a curriculum created and designed by Corum Life Education which is the leading UK provider of relationships, health and wellbeing education. The curriculum is underpinned by 5 core themes which run throughout the programme delivered in every year group which are:

- S- Safety
- C- Caring
- A- Achievements
- R- Resilience
- F- Friendships

The 5 core themes thread through every half termly unit. The 6 units ensure a comprehensive set of age-appropriate lessons are delivered. (Please see our PSHE policy for more information on the 6 units covered). SCARF-specific lessons are designed to cover key skills, attitudes and values that children need to explore in order to develop healthy relationships with peers. Children also need to learn how to keep themselves safe and to ask for help when they need it.

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

Specific sex education lessons that are in addition to the Science Curriculum are delivered in Year 6 and covers the following themes:

- 'Human reproduction' – How babies are made and how babies are born. These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

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).

RSE is taught by the class teacher. A range of teaching methods are which include: use of video clips, discussions, looking at anatomical diagrams and case studies. Relationships and Sex Education is delivered in mixed gender groups, although some small group discussions consisting of pupils of the same gender, may take place within the same room to ensure the clear delivery of objectives. Resources to teach RSE include fiction, reference books, leaflets and extracts from videos.

### **Consulting Parents**

Materials which will be used in the Federation's RSE Programme can be seen by parents in school on request to Jen Chapman or Anna Crease who are the designated teachers in the corresponding schools, and who hold the responsibility for leading Relationships and Sex Education.

The school will inform parents when the puberty aspects of the Relationship and Sex programme are to be taught and will provide opportunities for parents to discuss the content of the lessons and to view the videos and resources being used if requested.

Parents have the right to withdraw their children from those aspects of Relationships and Sex Education not included in the National Curriculum Science Orders. In these instances, alternative work will be set. Requests for withdrawal should be made in writing using the template provided (see Appendix 2) and addressed to the Head teacher.

### **Policy and Practice**

- a designated teacher will have overall responsibility for the provision of the programme, for monitoring developments within Relationships and Sex education and for recommending to governors any amendments that may be necessary and appropriate.
- Class teachers are responsible for communication with parents who will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the RSE Programme will be available to parents on request.
- Parents may withdraw their children from part of the school's RSE programme if it is not compulsory and if they so wish.
- The RSE programme will cover aspects of personal hygiene, puberty, menstruation, conception, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate.
- If questions are asked by children outside the RSE programme, the designated teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child – including those with protected characteristics (see Equality Policy) is entitled to receive RSE.
- It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

### **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the Key Stage 2 objectives, provision will be made to meet the individual child's needs.

### **Use of visitors**

Visitors should complement but never substitute or replace planned provision. It is the PSHE teacher's responsibility to plan the curriculum and lessons. When appropriate, visitors such as the school nurse may be involved in the delivery of Relationships and Sex education, particularly in Key Stage 2.

### **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships and Sex Education.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher /Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

### **IMPACT**

- The effective implementation of our RSE curriculum will lead to children developing the skills needed to become confident, tolerant, respectful, well-balanced adults.
- Children will be able to approach a range of real life situations and apply their skills and attributes to help navigate them through modern life.

### **Monitoring and Evaluation**

The delivery of RSE is monitored by Jen Chapman through: learning walks, planning scrutinies, book scrutinies and pupil voice.

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

This policy document will be available to Parents via our website or via requesting a paper copy from the school office.

**This policy will be reviewed in March 2027**

**Jen Chapman March 2025**

## Appendix 1: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</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>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



## Appendix 2: Parent form: withdrawal from sex education within RSHE

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	