Townlands C of E Primary Academy

RSE Policy

Approved by: Rachael Johnson (Chair of Governors)

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1. Aims

The aims of relationships and sex education (RSE) at our school 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, and cultivate positive characteristics such as kindness and integrity
- 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 primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

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.

We also have regard to legal duties set out in:

- Education Act (1996)
- Part 6, chapter 1 of the Equality Act (2010)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010).

This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Townlands we teach RSE as set out in this policy.

3. Definition

For the purpose of this policy:

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.

4. Curriculum

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

We will share all curriculum materials with parents and carers on request.

5. 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).

Kapow Primary is used to support the planning of these lessons.

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, kind relationships
- Online safety and awareness
- Being safe

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

Relationships Education is statutory in all primary schools and this includes learning about puberty and the changing body. Sex education remains non-statutory in all primary schools. However, at Townlands, we will continue to deliver additional content on sex education in Year 6 to meet the needs of our pupils which includes 'conception' and 'human reproduction'. We will inform parents by letter when these topics are being taught and parent/carers have the right to request their child is withdrawn from these specific lessons (see section 8).

The Department for Education (DfE), paragraph 30 of the updated RSHE guidance (2025): "Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

We will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of adaptation needed

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Safeguarding

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle / lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed.

6. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
    - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
    - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
    - Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share external materials with parents and carers upon request

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

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.

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/non-science components of RSE (see section 8).

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/non-science components of RSE

● Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, misandry, homophobia and stereotypes

● Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL).

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. Class teachers are responsible for teaching RSE in our school.

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 this includes learning about puberty and the changing body.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. At Townlands, we define sex education as 'conception' and 'human reproduction'.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Monitoring Arrangements

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

- Learning walks / displays
- Lesson visits
- Pupil questionnaires
- Planning looks
- Discussions with teaching staff

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

This policy will be reviewed by the PSHE lead, and Senior Leadership Team annually. At every review, the policy will be approved by governors.

10. Links with other policies

- PSHE Policy
- Safeguarding and Child Protection Policy
- ICT and Online Safety Policy
- Staff Code of Conduct
- Anti-Bullying Policy
- Behaviour Policy
- SEND Policy and Information Report
- Collective Worship Policy
- Equalities Policy

Appendix 1: PSHE Whole School Overview

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Healthy Schools Week Managing self: My well-being
Year 1	*World Mental Health day* My healthy self: How can we look after our emotions?	*Anti-bullying week* Connecting with others: How can I help myself and others feel happy and safe?	*Safer Internet Day* The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Healthy Schools Week Staying safe: How can I stay safe?
Year 2	*World Mental Health day* My healthy self: How can we look after our bodies?	*Anti-bullying week* Connecting with others: How can I build safe, kind and caring relationships with others?	*Safer Internet Day* The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Healthy Schools Week Staying safe: How can I make safe choices in different places?
Year 3/4	*World Mental Health day* My healthy self: How can I take care of my mind and body?	*Anti-bullying week* Citizenship: What rights and responsibilities do we have?	*Safer Internet Day* Health Protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money responsibly?	Healthy Schools Week Growing up: How will my body and emotions change as I grow up?
Year 5	*World Mental Health day* My healthy self: How can I support my mind and body as I grow?	Anti-bullying week Connecting with others: Why are healthy relationships important?	*Safer Internet Day* The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Healthy Schools Week Staying safe: How can we be in control of our money?
Year 6	*World Mental Health day* My healthy self: How do my choices today shape my future health?	Anti-bullying week Connecting with others: What does it mean to stand up for myself and others?	*Safer Internet Day* The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Healthy Schools Week Staying safe: How do people become parents and carers?

RSE Whole School Overview

RSE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me	✓	✓	✓	✓	✓	✓	✓
Caring friendships	✓	✓	✓	✓	✓	✓	✓
Respectful, kind relationships	✓	✓	✓	✓	✓	✓	✓
Online safety and awareness		✓	✓	✓	✓	✓	✓
Being safe	✓	✓	✓	✓	✓	✓	✓
Puberty			✓		✓	✓	✓
Sex education							✓

Cross curricular links:

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Healthy Schools Week Managing self: My well-being
Year 1	*World Mental Health day* My healthy self: How can we look after our emotions?	*Anti-bullying week* Connecting with others: How can I help myself and others feel happy and safe?	*Safer Internet Day* The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Healthy Schools Week Staying safe: How can I stay safe?
		English, RE	*Computing*	*Science, Geography, English: Spoken Language*	*English: Spoken Language, Geography*	
Year 2	*World Mental Health day* My healthy self: How can we look after our bodies?	*Anti-bullying week* Connecting with others: How can I build safe, kind and caring relationships with others?	*Safer Internet Day* The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Healthy Schools Week Staying safe: How can I make safe choices in different places?
	Science, Maths	*English: Spoken Language, Computing*	*Computing, English: Spoken Language*	*English: Spoken Language, Maths*	Science, *English: Spoken Language*	*English: Spoken Language*
Year 3/4	*World Mental Health day* My healthy self: How can I take care of my mind and body?	*Anti-bullying week* Citizenship: What rights and responsibilities do we have?	*Safer Internet Day* Health Protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money responsibly?	Healthy Schools Week Growing up: How will my body and emotions change as I grow up?
	English: Spoken Language	*Geography*		*Science*	*English: Spoken Language, Geography, Maths*	*English: Spoken Language*
Year 5	*World Mental Health day* My healthy self: How can I support my mind and body as I grow?	Anti-bullying week Connecting with others: Why are healthy relationships important?	*Safer Internet Day* The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Healthy Schools Week Staying safe: How can we be in control of our money?
	Science, English: Spoken Language	*English: Spoken Language*	*Computing*	*English: Spoken Language, Reading: Comprehension*	*Science, English: Spoken Language*	*Maths*
Year 6	*World Mental Health day* My healthy self: How do my choices today shape my future health?	Anti-bullying week Connecting with others: What does it mean to stand up for myself and others?	*Safer Internet Day* The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Healthy Schools Week Staying safe: How do people become parents and carers?
	English: Spoken Language	*English: Spoken Language, Computing*	*Computing*	*English: Spoken Language*	*English: Spoken Language, Computing, Geography, Science*	*Science*

Appendix 2 - Relationships Education in Primary schools

The guidance states that, by the end of primary school pupils should know:

Families and people who care for me	● That families are important for children growing up because they can give love, security and stability ● The characteristics of safe and happy family life, such as: 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 other children's 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 are at the heart of safe and happy families, and are important for children's security as they grow up ● that marriage and civil partnerships represent 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 that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties ● That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships ● That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened ● About managing conflict with kindness and respect, and that violence is never right ● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	●The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated ● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults ● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration ● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs ● The practical steps they can take in a range of different contexts to improve or support their relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. ● 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 ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust ● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	●That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

	● That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults ● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online ● 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, including where pictures or words might be circulated ● Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up ● That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	●What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example ● 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 when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust ● How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so ● Where to get advice, for example from their family, school and/or other sources

Appendix 3 - Parent Form: Withdrawal from sex education in 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 school	
Agreed actions and discussion with parents	