

<u>Policy Information</u>			
Status:	Statutory	Reviewed by:	Full Governing Board
Cycle of Review:	Every two years	Policy Ratified	January 2025
PSHE Subject lead:- Miss D. Lavery			
Safeguarding Governor: Sally Cowell			

This policy has been produced in consultation with parents, staff and Governors and covers our approach to Relationships and Sex Education.

Legal Requirements

As maintained primary schools, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

Aims of Relationships and Sex Education

The Cliff Federation believes that relationships and sex education in our schools will be developmental and a foundation for further development in the secondary school. The focus will 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. The school will work towards these aims in partnership with the parents. The aim of the relationships and sex education policy is to clarify the content and manner in which sex and relationships education will be delivered in this school.

Other school policies that have relevance to relationships and sex education are:

- Anti-bullying
- Behaviour
- Child Protection
- Confidentiality
- Drugs Education
- Equality
- E-safety/ICT
- PSHE and Citizenship
- RE
- Special Educational Needs and Inclusion
- Teaching and Learning

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.

MORAL AND VALUES FRAMEWORK

The sex and relationships education programme will reflect the Federation's over-arching aims and demonstrate and encourage the following values:

- respect for self and others – including caring friendships, on-line relationships and being safe
- responsibility for their own actions
- responsibility for their family, friends, school and wider community

Equal Opportunities

The Cliff Federation is committed to working towards equal opportunities in all aspects of school life. We ensure Relationships and Sex Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). All resources and teaching methods used will support this commitment.

Content

The relationships and sex education programme will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships
- encourage the exploration and clarification of values and attitudes
- foster self-esteem, positive self-image and confidence

Topics and themes will be revisited from year to year taking account of the pupils' development and the spiral curriculum concept. The three core themes of RSE are health and wellbeing, relationships and living in the wider world.

The content of the relationships and sex education programme including learning outcomes will be based on the recommended relationships and sex education curriculum outlined in the PSHE Association planning toolkit. For example, in EYFS and KS1 this means laying the foundations of understanding about growth and change and respect for one another; in KS2 this will be preparation for the changes of puberty.

A variety of resources will be used to cover key concepts, skills and topics at EYFS, KS1 and KS2. Topics will include:

- What is meant by a healthy lifestyle?
- Maintaining physical and emotional health and well-being.
- Managing risks to emotional health and well being
- Ways of keeping physically and emotionally safe
- Managing change such as puberty, transition and loss
- Identifying different influences on health and well being
- How to develop and maintain a variety of relationships
- How to recognise risky or negative relationships
- How to respect equality and diversity in relationships.
- Identify, name, draw and label basic parts of human body
- Understand that animals, including humans, have offspring that grow into adults.

See appendix 1 for Relationships and Sex education progression document.

Organisation

Sex and relationships education will be co-ordinated by the PSHE subject leader in close co-operation with the Head teacher and class teachers.

Delivery will be:

- as topics
- through planned aspects of science
- addressed occasionally in assembly time
- through pastoral time
- through small group work
- through Values-based education
- through story time
- through PSHE lessons
- themed weeks

Active learning methods that involve pupils' full participation will be used. Single sex groups will be used as and when deemed appropriate.

Parents can view resources by contacting the school.

Specific Issues Statement

Working with parents and pupil withdrawal procedures.

The Cliff Federation is committed to working with parents. Pupils can be withdrawn by their parents, from part of the relationships and sex education programme that is outside the

compulsory elements of relationships and sex education in the National Science Curriculum. Parents wishing to exercise this right are invited to contact the headteacher who will explore the concerns and the possibilities of adjusting the programme or approach. They will discuss the possible impact that withdrawal may have on the pupil and she will talk with the parents about the pupil's possible negative experiences or feelings that may result from exclusions and ways which these can be minimised. Once a pupil has been withdrawn they cannot participate in relationships and sex education until the request of withdrawal has been removed. However, if a parent requests that their child be removed from "sex education" the school will provide support by offering packs of materials to parents to help them provide this learning in a way that they are comfortable with.

Confidentiality

Pupils will be made aware that some information cannot be held confidential and that their best interests will be maintained.

Disclosure or suspicion of possible abuse

The Cliff Federation has a Child Protection policy and procedure for dealing with child sexual abuse based on the LA guidelines and recommendations. This policy is available on request.

Teaching and Outside Agencies

At The Cliff Federation, class teachers will teach RSE lessons. Outside agencies can be used to support and assist the teachers in the development of the classroom-based work. On rare occasions outside agencies may be involved in classroom-based work as part of the developmental programme following discussions and negotiation. They will be required to work within the school's moral framework outlined earlier. Lessons will only have a teaching input from anyone other than the class teacher when there is a clear enhancement that they can bring. In this instance these sessions will be jointly planned and run jointly between teaching staff and visitors and the class teacher will be present at all times. The school's procedures for working with external agencies and teaching and learning policy will be followed, including criminal record bureau checks.

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Teachers have been informed that they do not have to answer questions of this nature directly; they can be addressed individually later. The governors support individual teachers in using their discretion and skill in these situations and can refer to the management team if they are concerned.

Provision for pubertal pupils

Sanitary Disposal Units are available for pupils.

Complaints Procedures

Any complaints about the Relationships and Sex Education Programme should be made to the Subject Leader who will report to the governors via the safeguarding governor.

Dissemination of this policy

All staff members and governors will be informed of this policy and able to view it on the G drive. Hard Copies will be available from the school office on request. It will be published on the school's website.

Assessment and Recording

Teachers assess the children's work in Relationships and Sex Education both by making informal judgments as they observe them during lessons and by doing formal assessments of their work, measured against the specific programmes of study set out in our progression document. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

Monitoring

The safeguarding governor will have a link role between the school and the governing body. The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching.

The subject leader supports colleagues in the teaching of Relationships and Sex Education, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Relationships and Sex Education policy review date

As part of effective RSE provision, the RSE policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Appendix 1- Progression in Relationships and Sex Education.

Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-----------	------	--------	--------	--------	--------	--------	--------

Relationships	Refer to EYFS curriculum development matters statements for; Personal, social & emotional development, Health & Self-care, and Understanding the world.	Pupils should have the opportunity to learn: 1. to communicate their feelings to others, to recognise how others show feelings and how to respond 2. to recognise how their behaviour affects other people 3. the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises 4. to recognise what is fair and unfair, kind and unkind, what is right and wrong 5. to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class 6. to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) 7. to offer constructive support and feedback to others 8. to identify and respect the differences and similarities between people 9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) 11. that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) 12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 13. that there are different types of teasing and bullying, that these are wrong and unacceptable 14. how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.	Building on Key Stage 1, pupils should have the opportunity to learn: 1. to recognise and respond appropriately to a wider range of feelings in others 2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships 3. to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. 4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 5. that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment 6. to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so 7. that their actions affect themselves and others 8. to judge what kind of physical contact is acceptable or unacceptable and how to respond 9. the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view 11. to work collaboratively towards shared goals 12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves 13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 15. to recognise and manage 'dares' 16. to recognise and challenge stereotypes
	Key vocabulary	behaviour, fair/unfair, right/wrong, secrets, surprises, sharing, cooperating, resolving arguments, people, similarities, differences, special people, caring, physical contact, touch, acceptable, unacceptable, feelings, bodies, hurt, comfortable, teasing, bullying	feelings, empathy, recognising others' feelings, friendships, families, couples, positive relationships, actions, behaviour, consequences, acceptable, unacceptable, confidentiality, secrets, surprises, personal safety, listening, viewpoints, opinions, respect, collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise, people, identity, similarities, differences, equality, bullying, discrimination, aggressive behaviour, dares, challenges, stereotypes, privacy, sharing, personal boundaries

Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-----------	------	--------	--------	--------	--------	--------	--------

Education Sex	Refer to EYFS curriculum development matters statements for; Personal, social & emotional development, Health & Self-care, and Understanding the world.	There are no set coverage requirement for each of the years in a key stage as the curriculum is described as a “spiral”. It is intended that content is revisited as children’s understanding develops. Pupils should have the opportunity to learn: 1.. about the process of growing from young to old and how people’s needs change 2. about growing and changing and new opportunities and responsibilities that increasing independence may bring 3. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls	There are no set coverage requirement for each of the years in a key stage as the curriculum is described as a “spiral”. It is intended that content is revisited as children’s understanding develops. Building on Key Stage 1, pupils should have the opportunity to learn: 1. how their body will, and emotions may, change as they approach and move through puberty 2. about human reproduction 3. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; how to get support if they have fears for themselves or their peers.
Key vocabulary:		Growing, changing, young to old, independence. Correct terminology for body parts including genitalia	puberty, physical and emotional changes,

Appendix 2- PSHE objectives

	<i>Autumn Term</i>		<i>Spring Term</i>		<i>Summer Term</i>	
	Health and wellbeing		Relationships		Living in the Wider World	
	<i>Year A</i>	<i>Year B</i>	<i>Year A</i>	<i>Year B</i>	<i>Year A</i>	<i>Year B</i>
Year1/2	What keeping healthy means Ways to keep healthy What foods are good and bad for us How physical activity helps us to stay healthy Feelings that humans can experience How to recognise my feelings How to recognise what others might be feeling What makes me special? How are we all unique? Naming parts of my body (including genitalia)	Why sleep is important and ways to rest and relax Dental care, visiting the dentist and how to brush our teeth Simple hygiene that helps stop germs spreading How to manage big feelings and calm themselves To recognise when they need help with their feelings To recognise that not everyone feels the same What helps up to feel good What am I good at?	The roles of different people in our lives (friends, family and acquaintances) To identify the people who love and care for us and what they do to help us How people make friends and what makes a good friendship How to recognise when they or someone else feels lonely and what to do That bodies and feelings can be hurt by word and actions; that people can say hurtful things online How it feels to experience hurtful behaviour or bullying	Different types of families and how they are different to their own. Identify common features in family life Why it is important to tell someone if something about their family makes that unhappy or worried Simple strategies to resolve arguments within a friendship How to ask for help if a friendship is making them unhappy. Understanding there are situations they should ask for permission and when	What rules are, why they are needed and why different rules are needed for different situations. How people and other living things have different needs (about responsibilities to care for them) Understanding what the internet is, digital devices and how we can use them safely The role of the internet in everyday life Not all information we see online is true. To understand that	Our responsibility to the environment and how we can look after our environment The different groups we belong to The different roles and responsibilities people have in their community To recognise ways we are the same and different Understand what money is, the forms it comes in and that money can come from different sources That people make different choices

	Rules and restrictions to keep us safe Recognise risk in everyday and how to minimise this Staying safe at home (how things can be harmful)	What to do when I find things difficult Growing and changing from young to old Whose job is it to keep us safe? Staying safe online What to do if there is an accident and someone is hurt	That harmful behaviour (including teasing and name calling) is not acceptable and how to report it. To understand that some things are private and how to respect privacy To understand that people may behave differently online and pretend to be someone else How to respond safely to adults they don't know How to respond if physical contact makes them uncomfortable What is kind and unkind behaviour and how this affects others To understand ways we are the same and different and to treat themselves and others with respect	permission should be sought Understand the importance of not keeping adult's secrets (only happy surprises) To learn basic techniques for resisting pressure to do something they don't want to do and could make them unsafe What to do if they feel unsafe or worried for themselves or others (who to ask, vocabulary to use) How to listen well to others and play and work well together How to talk about and share their opinions on things that matter to them	everyone has different strengths To understand that jobs help people to earn money and pay for things To examine the different jobs that people they know/are in their community do The strengths and interests people need to do different jobs	about how to save and spend money The difference between needs and wants; that sometimes people may not always be able to have what they want That we need to look after money and that there are different ways to do this.
--	--	---	--	--	--	---

Year 3/4	How to make informed decisions about health To make decisions about how to live a healthy lifestyle How our choices influence our lifestyle How habits can have a good and bad impact on our lifestyle How mental health is as important and physical health and part of daily life Strategies and behaviours that support mental health (sleep, exercise, time outside) Personal identity, who we are (gender, faith, ethnicity) Recognise their individuality and personal qualities To identify personal strengths, achievements and skills. Why we follow regulations and	What good physical health means How to recognise early signs of physical illness. What contributes to a healthy to a healthy diet (how to plan meals, benefits of healthy lifestyle) The benefits of regular exercise on physical and mental health (recognise the opportunities to be physically active That feelings can change over time and in intensity What affects our feelings and how we can express these To develop vocabulary when talking about feelings and emotions How to manage setbacks/perceived failures and reframe mind set To identify external	To recognise that there are different types of relationships (friendships, family, romantic, online) That people who love and care for us can be in a relationship or live apart Understand that a feature of positive family life is caring relationships (how people can care for each other. To recognise and respect that there are different types of family structure (single parents, same sex) How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help. How to respond safely and appropriately to adults they may encounter that they do not know.	Th importance of friendship and strategies to build positive friendships What makes a friendship healthy (link in values) That healthy friendships make people feel included and recognise when others may feel lonely or excluded. The Impact of bullying (including online) and the consequences of it Strategies to respond to hurtful behaviour and how to report their concerns About discrimination: what it means and how to challenge it. To understand what privacy is and respecting personal boundaries; what is appropriate in friendships To know how to	To recognise reasons for rules and laws; consequences of not adhering to rules and laws To recognise human rights and understand they're there to protect us The relationship between rights and responsibilities The different ways we pay for things and the choices people have about this To recognise that people have different attitudes towards savings and spending money (examine what influences peoples choices) That peoples spending decisions can affect others and the environment To recognise that	The different groups that make up our community and what living in the community means To value the different contributions that people and groups make to the community Diversity- what it means and the benefits of living in a diverse community What stereotypes are and how they can have negative influences behaviours and attitudes towards others What prejudice is, how to recognise behaviours and actions which discriminate against others (ways to respond when you witness it) Recognise positive
-----------------	---	---	--	---	---	--

	restrictions to keep us safe How to predict and manage risk in different situations. About hazards and that may cause harm or injury in the home.	genitalia and internal reproductive organs. Importance of taking medicine correctly and household products safely. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road).	Understanding consent- seeking and giving permission in different situations That personal behaviour can affect other people; recognise and model this behaviour online To recognise the importance of self-respect and how this can affect our thoughts and feelings about ourselves	respond safely and appropriately to adults they may encounter whom they don't know Consent- seeking and giving permission in different situations Respecting the differences and similarities between people and recognising what they have in common with others	people make spending decisions based on priorities, needs and wants Understand stereotypes in the workplace and that a person's career aspirations should not be limited by them Understand what might influence people's decisions about a job or career (family, personal interests, values)	things about them and their achievements Set goals to help them to achieve personal outcomes Understand that there is a broad range of different jobs/careers that people can have' that often have more than one career/type of job in their life
Year 5/6	The importance of sleep in maintaining a healthy lifestyle and how a lack of sleep affects mood, behaviour How virus and bacteria can affect health; examining everyday hygiene routines The role of medicines in someone's health (vaccinations, immunisations and	Benefits of sun exposure and danger of overexposure The benefits of the internet and importance of balancing time online How and when to seek support (who to speak to in and out of school when needing support) Change and loss and how to deal with death	To understand that people may be attracted to someone emotionally, romantically and sexually (same sex or different to them) Understand that marriage and civil partnership is a legal declaration of commitment between two adults That forcing	To recognise what it means to 'know someone online'. And how it differs from knowing them face-to-face. The Importance of seeking support if feeling lonely or excluded. Strategies to manage peer influence To understand that	The importance of compassion towards others; shared responsibilities we all have for caring for each other and living things To recognise the ways social media and the internet can be used (positives and negatives) How to assess the	Ways of carrying out our responsibilities for protecting the environment in school and at home Recognise things appropriate to share and things that should not be shared on social media Understand how text images in the

allergies) The importance of oral hygiene and why we visit the dentist Strategies to respond to feelings (intensity and conflict) To recognise warning signs about mental health and wellbeing (how to seek support) To understand anyone can experience poor mental health. The opportunities and responsibilities that increased independence brings. Keeping personal information private and how to stay safe online What is First Aid and basic techniques for dealing with common injuries How to respond to emergency situations and using the emergency services That FGM is against	Problem solving strategies for dealing with emotions, challenges and changes. How people's gender identity does not correspond with their biological sex The physical and emotional changes that happen when approaching or during puberty How hygiene routines change during puberty (importance of keeping clean- use of deodorant). The process of reproduction and birth as part of the human lifecycle (how babies are conceived) Where to get help and information about puberty. The risks and effects of legal drugs to everyday life and impact on health	someone to marry against their will is a crime (understand help and support is available) To recognise shared characteristics of healthy family life (commitment, care, spending time together) Understand different types of physical contact; what is acceptable and unacceptable Keeping things confidential and secret, when this should or should not be agreed to To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to our own, How to discuss and debate topical issues, respect other people's point of view and challenge	friendships can change over time (making new friends and benefits of having different friends) Understand that friendships can have ups and downs and strategies to deal with this. To recognise if a friendship is making them feel unsafe or uncomfortable. To understand why someone may act differently online (pretending to be someone else)- strategies for recognising risks and report concerns How to recognise pressure from others is unsafe or makes them feel uncomfortable and how to deal with this. Where to get advice and support if you are worried about their own or	reliability of sources and information online Understand some of the ways the different information and data is shared and used online Understand how information on the internet is ranked, selected and targeted at specific individual and groups To understand that some jobs are paid more than others and money is one factor which may influence a person's job/career (also people to voluntary) To develop skills that will help them in their future career (teamwork, communication and negotiation) To identify the kind of job that they might like to do when they are older	media and on social media can be manipulated or invented Ways to assess the reliability of sources and information To understand ways to track money To understand the risks associated with money (it can be won, lost or stolen) and ways to keep it safe Understand the risks involved with gambling; different ways money can be won or lost through gambling related activities (the impact on health and wellbeing) To identify ways money can impact on people's feelings and emotions.
--	---	---	--	--	--

	the law in Britain	To understand the law that surrounds the use of legal drugs and that some drugs are illegal The messages used by social media for legal drugs (nicotine, alcohol) and why people use legal and illegal drugs, Organisations that can support people with addictions to legal drugs (alcohol, tobacco, nicotine).	those they disagree with.	someone else's safety	To recognise a variety of routines into careers (college, apprenticeships, university)	
--	--------------------	--	---------------------------	-----------------------	---	--