

LADY JANE GREY



RSE POLICY

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1. Statutory requirements

We must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. Although, we are not required to provide sex education, 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. Before this development, the Department for Education's guidance to schools on Relationships and Sex Education was last updated in 2000, and it clearly no longer accurately reflects the world we live in. The new guidance was finalised and passed into law by Parliament in 2019. This policy is written in view of the Secretary of State's Guidance on RSE (published 5th April 2019), the revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

2. Policy Development

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding Relationship and Sex Education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements. This policy has been developed in consultation with staff, pupils, governors, and with parents and children in mind. In developing this policy, the PSHE Lead collated a wide range of both statutory and non-statutory information including relevant national, and local guidance. The policy will be reviewed annually and updated according to any new information or guidance.

Last review date: Jan 2025.

3. Definition

What is RSE?

Relationship and Sex Education (RSE) is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE throughout school life aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and staying safe both on and offline. It enables pupils to explore their own and others attitudes and values and aims to help build their self-esteem and confidence.

4. Curriculum

Intent

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect and care for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Aims

The aims of relationships and sex education (RSE) at Lady Jane Grey are to:

- Ensure particular care is taken to both respect and meet the needs of all pupils including those with SEND.
- To work in partnership with parents and carers through all stages of policy development, including the sharing of teaching resources that will be used.
- RSE will be taught as an identifiable and integrated part of PSHE lessons (and other curriculum areas where appropriate with the explicit aim of avoiding duplication where possible).
- Create a secure and positive culture in which all children are valued and where care, consideration and respect for others are at the heart of our community.
- Provide a framework in which sensitive discussions can take place allowing pupils to start to make informed decisions in their own lives.
- Pupils learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- For pupils to develop an understanding of what constitutes a healthy relationship with both themselves and with others and that such relationships can come in different forms.
- Help pupils develop feelings of self-respect, confidence, empathy and the importance of a positive self-image and a sense of identity. This includes exploring issues around the perception of body image, self-esteem and associated individual, peer and societal pressures. An important part of this

focus is to ensure that all young people know who to ask and how to access support relating to these issues.

- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene using scientifically and medically accurate vocabulary and information.
- Create a positive culture around issues of sexuality and relationships.
- Supporting young people in developing self-confidence for physical and emotional changes into adulthood including potential challenges and risks (online abuse, sexual violence, sexual harassment).

5. Delivery of RSE

Implementation

The RSE curriculum is taught within our PSHE sessions and are focused units.

Outlined below are the units for each year group and the key objectives they will cover. Teaching is done sensitively and age appropriately.

FS	<p>Healthy & Safer Lifestyles My Body & Growing Up</p> <ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? • How am I learning to take care of myself and what do I still need help with? • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? 	<ul style="list-style-type: none"> • Valuing the body • External body parts • My teeth • Similarities & differences • Self care skills • Change and responsibilities
Year 1	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS1)</p> <ul style="list-style-type: none"> • What are the names of the main parts of the body? • What can my amazing body do? • When am I in charge of my actions and my body? • How can I keep my body clean? • How can I avoid spreading common illnesses and diseases? 	<ul style="list-style-type: none"> • External parts of the body • My amazing body • Germs • Hand washing
Year 2	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS2)</p> <ul style="list-style-type: none"> • How do babies change and grow? • How have I changed since I was a baby? • What's growing in that bump? • What do babies and children need from their families? • Which stable, caring relationships are at the heart of families I know? • What are my responsibilities now I'm growing up? 	<ul style="list-style-type: none"> • Babies to children to adults • Growing up • Caring families • Family variety • Marriage • Changing responsibilities

Year 3	Healthy & Safer Lifestyles Relationships and Sex Education (RS3) <ul style="list-style-type: none"> How are male and female bodies different and what are the different parts called? When do we talk about our bodies, how they change and who do we talk to? What can my body do and how is it special? Why is it important to keep myself clean? What can I do for myself to stay clean and how will this change in the future? How do different illness and diseases spread and what can I do to prevent this? 	<ul style="list-style-type: none"> Male and female bodies Talking about bodies Valuing the body's uniqueness & capabilities Responsibilities for hygiene Preventing spread of illnesses
Year 4	Healthy & Safer Lifestyles Relationships and Sex Education (RS4) <ul style="list-style-type: none"> What are the main stages of the human life cycle? How did I begin? What does it mean to grow up? What am I responsible for now and how will this change? How do different caring, stable, adult relationships create a secure environment for children to grow up? 	<ul style="list-style-type: none"> Stages of human life cycle Seed+egg Being grown up My responsibilities Families' responsibilities Caring families
Year 5	Healthy & Safer Lifestyles Relationships and Sex Education (RS5) <ul style="list-style-type: none"> What are male and female sexual parts called and what are their functions? How can I talk about bodies confidently and appropriately? What happens to different bodies are puberty? What might influence my view of my body? How can I keep my growing and changing body clean? How can I reduce the spread of viruses and bacteria? 	<ul style="list-style-type: none"> Names of sexual parts Puberty Physical and emotional change Menstruation Developing body image Changing hygiene routines Viruses and bacteria
Year 6	Healthy & Safer Lifestyles Relationships and Sex Education (RS6) <ul style="list-style-type: none"> What are the different ways babies are conceived and born? What effect might puberty have on people's feelings and emotions? How can my words or actions affect how others feel, and what are my responsibilities? What should adults think about before they have children? Why might people get married or become civil partners? What are different families like? 	<ul style="list-style-type: none"> Human lifecycle Sexual reproduction Changing emotions and relationships Responsibility for others Love and care Marriage & civil partnership Families

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PSHE Whole School Curriculum Map – 2024/2025



Year Group	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
FS	Myself and My Relationships <i>Beginning and Belonging</i> Family and Friends My Emotions NSPCC PANTS Rule	Citizenship <i>Identities and Diversity</i>	Healthy & Safer Lifestyles Healthy Lifestyles NSPCC Speak out stay safe	Citizenship Me and my world	Healthy & Safer Lifestyles My Body & Growing Up	Healthy & Safer Lifestyles Keeping Safe
Year 1	Myself and My Relationships 4 <i>Beginning and Belonging</i> NSPCC PANTS Rule	Myself and My Relationships 5 <i>Me and My Emotions</i>	Citizenship 3 <i>Working Together</i> NSPCC Speak out stay safe	Citizenship 4 <i>Diversity and Communities</i>	Healthy and Safer Lifestyles 4 <i>Managing Risk</i>	Healthy and Safer Lifestyles 6 <i>Sex and Relationships Education</i>
Year 2	Myself and My Relationships 7 <i>Beginning and Belonging</i> NSPCC PANTS Rule	Citizenship <i>Rights, Rules and Responsibilities</i>	Healthy and Safer Lifestyles 8 <i>Drug Education</i> NSPCC Speak out stay safe	Healthy and Safer Lifestyles 10 <i>Personal Safety</i>	Healthy and Safer Lifestyles 4 <i>Sex and Relationships Education</i>	Myself and My Relationships 10 <i>Managing Change</i>
Year 3	Myself and My Relationships 9 <i>Beginning and Belonging</i> NSPCC PANTS Rule	Myself and My Relationships 10 <i>My Emotions</i>	Citizenship 6 <i>Working Together</i> NSPCC Speak out stay safe	Citizenship 7 <i>Diversity and Communities</i>	Healthy and Safer Lifestyles 11 <i>Managing Risk</i>	Healthy and Safer Lifestyles 12 <i>Sex and Relationships Education</i>
Year 4	Citizenship 8 <i>Rights, Rules and Responsibilities</i> NSPCC PANTS Rule	Myself and My Relationships 11 <i>Family and Friends</i>	Economic Wellbeing 2 <i>Financial Capability</i> NSPCC Speak out stay safe	Healthy and Safer Lifestyles 15 <i>Drug Education</i>	Healthy and Safer Lifestyles 16 <i>Personal Safety</i>	Healthy and Safer Lifestyles 17 <i>Sex and Relationships Education</i>
Year 5	Myself and My Relationships 14 <i>Beginning and Belonging</i> NSPCC PANTS Rule	Citizenship 9 <i>Working Together</i>	Healthy and Safer Lifestyles 20 <i>Sex and Relationships Education</i> NSPCC Speak out stay safe	Citizenship 11 <i>Rights, Rules and Responsibilities</i>	Myself and My Relationships 17 <i>Anti-Bullying</i>	Healthy and Safer Lifestyles 22 <i>Drug Education</i>
Year 6	Myself and My Relationships 15 <i>My Emotions</i> NSPCC PANTS Rule	Citizenship 10 <i>Diversity and Communities</i>	Healthy and Safer Lifestyles 21 <i>Healthy Lifestyles</i> NSPCC Speak out stay safe	Economic Wellbeing 3 <i>Financial Capability</i>	Healthy and Safer Lifestyles 24 <i>Sex and Relationships Education</i>	Myself and My Relationships 18 <i>Managing Change</i>

7. Inclusivity

Special Educational needs and learning differences It is one of the aims of this policy that pupils who have different needs based on their emotional and physical development, life experiences, and learning differences to be able to access and make good progress in RSE lessons. Teachers will plan, differentiate and then deliver work in a variety of ways in order to meet the needs of individual pupils with SEN or learning differences. Teachers should be mindful of the need to prepare all children for adulthood outcomes as set out in the SEND Code of Practice. Teachers and staff should also be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can be particularly important subjects for some pupils; for example, those with social, emotional and mental health needs or learning disabilities. Such factors should be taken into consideration when planning and teaching these subjects

8. Equality and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Teaching and teaching resources are reviewed (in line with the review protocols of this policy or when deemed necessary) to ensure they comply with equalities legislation and the school's equal opportunities policy. At LJG, we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious (including different faith perspectives), ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of 12 views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different views. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

9. Roles and Responsibilities

The teaching of RSE is an important part of our school's approach to safeguarding and preventative education, in part by providing children with an understanding of healthy relationships and appropriate boundaries. Indeed, schools need to teach children how to keep themselves safe be it online or in the real world as highlighted in 'Keeping Children Safe in Education' or KCSIE. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a child making a disclosure. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. If judged appropriate, teachers will bring their concerns to the attention of the Designated Safeguarding Lead (or their deputy if appropriate). The DSL will then deal with the matter.

10. Parental Rights to withdraw

During each review of our RSE curriculum, parents will be consulted, along with staff and children (where appropriate). Schools will engage and consult with parents/carers when developing and reviewing their curriculum for Relationships Education, Sex Education and Health Education. Parents/carers are encouraged to take up the opportunities when they are offered. Schools may consult parents/carers in different ways, so you may be invited to a consultation meeting or to give your views through surveys, for example. There will be opportunities to find out the content that is in the curriculum, to see examples of materials the school will use and to ask questions and share any concerns. Schools will listen to parent/carer views, but they must deliver the statutory curriculum content. Parent/carer consultation does not provide the power to veto curriculum content. Exactly how the curriculum is taught is ultimately a decision for the school. Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in primary schools which will be granted.

Q. Can I request my child be excused from Relationships Education?

A. No. Parents/carers will not be able to request that their child/ren be excused from any part of Relationships Education. Relationships Education at primary school as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q. Can I request my child be excused from Health Education?

A. No. Parents will not be able to request that their child/ren be excused from Health Education. Health Education includes the teaching of the correct terminology for body parts and learning about the changing adolescent body in a timely way to ensure children are prepared for changes they will experience before they happen.

Q. Can I request my child be excused from the Sex Education curriculum?

A. Yes. Parents/carers will be able to request that their child be excused from those parts of lessons that are defined as 'sex education' in the school's RSE policy. Parents/carers **cannot** request their child be excused from any sex education covered in the science curriculum.

Date: 27.1.25

Appendix 1

Example letter to be given to parents prior to beginning RSE unit of work. This is an Year 6 example.

Dear parents/carers

Next week, we will be beginning our PSHE unit of work around sex and relationship education. This will build upon what we have previously discussed as a class in our PANTS lessons. We will be following the Cambridgeshire PSHE scheme of work. The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. The objectives of Sex and Relationship Education are;

- To clarify/reinforce existing knowledge.
- To raise pupils' self esteem and confidence, especially in their relationships with others;
- To help pupils understand their feelings and behaviour, so they can lead fulfilling lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support.
- To develop skills for a healthier and safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

If you have any questions regarding these sessions, please feel free to contact us.

Thank you for your continued support.

Yours sincerely