



Reynalds Cross Vision:

*Reynalds Cross is a safe, supportive and fun environment
that nurtures individuality and enables*

Relationships and Sex Education Policy

Date adopted: June 2024

Next Review date: June 2025



1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which pupils can communicate with others in a way that is appropriate to them and in which sensitive issues can be addressed.
- Prepare pupils for puberty, and give them an understanding of the importance of health and hygiene along with their own sexual development.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of relationships and sexuality.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

The teaching of RSE links to all of our Curriculum Intent aims which are shown below.

Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
Learners are fully involved in the process of looking after themselves.	Learners have high levels of wellbeing and happiness.	Learners are able to communicate their wants and needs to others.	Learners are able to be part of their communities.	Learners are able to self-regulate and manage their emotions.	Learners are prepared for the next stage in their lives and continue to be interested in learning new things.

2. Statutory requirements

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

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.

At Reynolds Cross we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – The ‘myself and others’ curriculum development group lead pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – where appropriate we investigated what pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

At Reynolds Cross RSE...

- ...comes under the subject area of ‘myself and others’ which aims to develop the personal and life skills pupils need to support with looking after themselves and to enable them to form positive relationships with others.
- ...is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

- ...involves a combination of sharing information, and exploring issues and values.
- ...is not about the promotion of sexual activity.
- ...is also taught through the science ('my learning') and religious education ('my special events').

***Important note** - Due the needs of our pupils, learning about RSE frequently happens outside of planned RSE lessons. This is because individual behaviours, relationships and maturation, along with the need for pupils to learn in a practical way when issues and questions arise, requires personalised teaching and learning in a timely manner. In addition to this, the need for a pupil to learn about certain aspects of RSE may be identified in their Education, Health and Care Plan and, in these cases, work towards these aims will be provided when opportunities arise throughout the day. Advice and signposting is also available from family support for staff and pupils regarding behaviour at home or school.*

5. Curriculum and delivery of RSE

We have developed our RSE curriculum in consultation with parents, pupils and staff, and taking into account the needs of our pupils. We may need to adapt it and will do so as and when necessary.

Our RSE follows the government guidance of:

By the end of <u>primary</u> school:	Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including: <ul style="list-style-type: none"> • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe
Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of <u>secondary</u> :	RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including: <ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Online and media • Being safe • Intimate and sexual relationships, including sexual health

The Reynolds Cross RSE curriculum content is shown in Appendix One. The different areas covered in the curriculum are flexible enough to be adapted for all pupils, whatever their needs. The examples of activities given are developmental, with the first being suitable for pupils with more complex needs and the last for more able students. When deciding on lesson content teachers will consider the ability, physical development, social/emotional/sensory needs and maturity of the pupils and share details of what they plan to teach with parents prior to teaching commencing. This will be done via curriculum newsletters for EYFS and primary aged pupils and via a parent consent form for all other pupils (see Appendix Two).

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 (families can include single parent families, LGBTQAI+ parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

5.1 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 differentiation needed.

5.2 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, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- 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

5.3 Introduction of key vocabulary

Reynolds Cross School is a place where all children and young people are able to develop communication skills, confidence, positive body image and personal safety skills. RSE is a vehicle for enabling children to develop these skills in a safe and supportive environment and the consistent use of appropriate vocabulary throughout the school contributes to this, allowing pupils to be able to communicate about their bodies.

Key vocabulary can be found in Appendix Three. However, an assessment of individual pupil needs and abilities will be considered prior to the introduction to make sure the appropriate vocabulary is introduced at the right time.

This vocabulary will also be used throughout the day. For example, during personal care pupils experience consent (e.g. "can I take you to the bathroom?") and have an awareness of what private body parts are (e.g. "wipe your penis with tissue"). All pupils are encouraged to indicate consent through symbols, sign, speech, PECS, gesture and/or communication boards.

6. Use of external organisations and materials

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

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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, being clear on what they're going to say and 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

- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- 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

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

7. Roles and responsibilities

7.1 The Governing board

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

7.2 The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

7.3 Other staff members

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 components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head Teacher.

Name	Job Title/Responsibility	Role in RSE
Jacqui Lucas	<ul style="list-style-type: none"> • Assistant Head Teacher • Curriculum lead 	Monitoring of the RSE curriculum and it’s delivery
Jacqui Moore	<ul style="list-style-type: none"> • Class teacher • ‘myself and others’ curriculum development group lead 	Supporting other Class teachers to deliver RSE to a high standard
Various	All class teachers	Delivering the RSE curriculum to pupils

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 have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will discuss this with the pupil and parents.

Requests for withdrawal should be put in writing using the form found in Appendix Two of this policy and addressed to the Head Teacher. Pupils can be withdrawn for all, or some, sessions. If a pupils is withdrawn alternative activities will be provided away from the class base with appropriate staff support.

A copy of withdrawal requests will be placed in the pupil’s educational record. The Head Teacher will discuss the request with parents and take appropriate action.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head Teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Jacqui Lucas (Assistant Head Teacher) through observations, learning walks, planning scrutinies, scrutiny of the 'myself and others' action plan, etc.

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

This policy will be reviewed and approved by the Governing Body annually.

APPENDIX ONE: The Reynolds Cross RSE curriculum

The examples of activities given are developmental, with the first being suitable for pupils with more complex needs and the last for more able students. When deciding on lesson content teachers will consider the ability, physical development, social/emotional/sensory needs and maturity of the pupils.

Key Stage	Year of cycle		
	Year 1	Year 2	Year 3
EYFS	The early knowledge and skills required for RSE are taught through the following EYFS areas of learning: <ul style="list-style-type: none"> • physical development • personal, social and emotional development • understanding the world • communication and language 		Not applicable – only two years in cycle.
Key Stage 1	Self-identify e.g. showing an awareness of who you are, describing self, showing things you like and dislike, showing what you are good at	Friends and family e.g. showing an awareness of familiar people, showing who is your family and friends, showing what you do with family and friends, showing when and who you shake hands with / hug / kiss, showing an understanding of people who can help with relationships	Not applicable – only two years in cycle.
Key Stage 2 Lower	Our bodies e.g. showing an awareness of different parts of your body, sorting pictures of males / females, showing you know you are male / female, showing you know names of parts of your body / body of opposite sex (including private parts), showing you know differences between males and females	Public and private e.g. showing an awareness of different places, showing something that belongs to you / someone else, showing places it is ok / not ok to take off your clothes, showing which parts of your body it is ok / not ok to touch in public, showing you know places that are public and private (where you can be on your own)	Not applicable – only two years in cycle.
Key Stage 2 Upper	Growing up e.g. showing an awareness of changes to size, showing you know who are babies / children / teenagers / adults / old people and which one you are, show you know that bodies change at puberty, show you know how bodies change at puberty, showing you know how to get help	Understanding changes e.g. showing an awareness of changes to routines, show you know how people change at different stages in their lives, show you know that bodies change at puberty, show you know how bodies change at puberty, showing you know how to get help	Not applicable – only two years in cycle.

Key Stage	Year of cycle		
	Year 1	Year 2	Year 3
Key Stage 3	<p><u>Knowing how I am changing</u> e.g. <u>male students</u> – showing an awareness when new things happen, showing you know what an erection / wet dream is and that you can cope with these appropriately, showing you know how to get help <u>female students</u> – showing an awareness when new things happen, showing you know what periods are and that you can cope with these appropriately, showing you know how to get help</p>	<p><u>Touch</u> e.g. showing an awareness of different types of touch, showing a preference for different types of touch, showing some awareness of consent regarding touch, showing and understanding of what to do if someone touches you and you do not want them to, showing you know what the word ‘masturbation’ means, showing you know where it is safe to masturbate, showing you know how to get help</p>	<p><u>Boyfriends and girlfriends</u> e.g. showing a preference for different people, showing you know what makes somebody a friend, sharing celebrities that you like, showing how the celebrities you like make you feel, showing you know what makes someone a boyfriend or a girlfriend, showing you know what a boyfriend / girlfriend might do to make you happy / sad, showing you know which parts of your body it is ok for boyfriends / girlfriends to touch in public, showing you know how to get help</p>
Key Stage 4	<p><u>Safe relationships</u> e.g. showing your ability to greet others with support if necessary, showing you can complete tasks alongside and with others, showing you can answer questions with a ‘yes’ or ‘no’, showing an awareness of different kinds of relationships (including how to form them and how they can sometimes go wrong), showing an understanding of consent, showing that you know how to get help, showing an awareness of the risks around communication online/sending nudes</p>	<p><u>Knowing and respecting my body</u> e.g. showing an awareness of different parts of my body and what they do, showing an awareness of when you are clean/unclean and what to do about this, showing an awareness of when you are well/unwell and what to do about this, showing an awareness of slang words for body parts and which of these are offensive, showing an understanding about masturbation and when/where it is appropriate, showing an understanding of sexual intercourse (including contraception, pregnancy and birth), showing you know where to go for support</p>	<p>Not applicable – only two years in cycle.</p>
Key Stage 5	<p>Personalised delivery of RSE building on and consolidating work already done throughout school and focusing on the needs the pupil.</p>		

APPENDIX TWO: Parent form: withdrawal from sex education within RSE

Parent consent form – Relationships and Sex Education

Relationships and sex education sessions will be taught in [add class name] over the next term. Where appropriate pupil’s will be able to ask questions, which will be answered factually. Each pupil’s privacy will be respected, and no one will be asked to reveal any personal information.

The sessions we feel are most appropriate for your child have been planned as follows:

Date	Activity
	[Insert brief details of what will be covered]

We hope everyone will have the opportunity to take part in our carefully planned sessions.

Please advise us by [insert date] that you are happy for these lessons to go ahead. If we do not hear from you, or if you notify us that you would like to withdraw your child from some (or all) of the sessions, we will get in touch with you. This will be to discuss the reasons for this and, where possible, to put together a suitable plan that will meet the needs of the child or young person.

If you wish to discuss lesson content in more detail, please get in touch with [insert name of class teacher]. Alternatively, if you would like further information about RSE at Reynolds Cross or would like a copy of the RSE policy, please contact Jacqui Moore (‘myself and others’ Curriculum Development Group Lead) or Jacqui Lucas (Assistant Head Teacher).

Thank you.

APPENDIX THREE: Reynalds Cross School RSE vocabulary

An assessment of individual pupil needs and abilities will be considered prior to the introduction, to make sure the appropriate vocabulary is introduced at the right time.

Key stage	Key areas of learning	Personal and life skills	Sex and relationships	Extended Learning
EYFS Key Stage 1	<ul style="list-style-type: none"> External body parts Self-awareness Emotions Personal care Helping in the kitchen Having your say Getting dressed Helping tidy up Friends and family 	Baby Child Boy Girl Safe/unsafe Help Self help Communicating choice (no/yes) Family and familiar people Position in family	External body parts e.g. hands, head, teeth etc. Penis Testicles Vulva (external) Vagina (internal) Bottom Items of clothing and what they cover Choices (consent for personal care)	Range of action words e.g. run, jump, etc. Germs (basic hygiene) Range of feelings words e.g. happy, sad, angry, calm etc. Own belongings Reflection in mirror
Key Stage 2 Lower	<ul style="list-style-type: none"> External body parts Taking turns Working with others Helping and asking for help Families Sharing Friendship Public and private 	Same Similar Different Unique Special Responsibility Safe/unsafe Sharing Help	Family and familiar people Safe adults Choices (consent for personal care) Public and private body parts (external body parts) Hygiene Words linked to being safe in the community	Male Female Man Woman Teenager Adult Experience Hygiene products
Key Stage 2 Upper	<ul style="list-style-type: none"> Safety instructions Being safe in the community Electrical safety Growing up and puberty Self-personal care Being safe in the kitchen Safe relationships Understanding changes 	Safe Unsafe Electrical items Dangerous Stop Switches	<u>Puberty- changes for girls</u> Female identity Period Breast Nipple Pubic hair Menstruation Fallopian tube Ovary/ovum Anus Safe adults (stranger danger) <u>Puberty-changes for boys</u> Male identity Penis Scrotum Pubic hair Voice breaking Erection Arousal Anus Safe adults (stranger danger)	Male Female Man Woman Teenager Adult Older adults Toiletries Bacteria Infection Hormones Hygiene Sanitary towel Tampon Body odour Deodorant Bras

Key stage	Key areas of learning	Personal and life skills	Sex and relationships	Extended Learning
Key Stage 3	<ul style="list-style-type: none"> • External body parts • Differences between male and female • Puberty • Making personal choices • Safety in the community • Knowing how I am changing • Personal responsibility • Respecting privacy • Boyfriends and girlfriends • Touch • Keeping safe • Rights and choices • Awareness and coping 	Love Dependent Independent Binary Civil partnership Boyfriends Girlfriends Consent Safe adults	Consolidate vocabulary from Key Stage 2	Toiletries Bacteria Infection Hygiene Sanitary towel Tampon Body odour Deodorant Bras Skincare Emotional awareness and regulating self
Key Stage 4 Key Stage 5	<ul style="list-style-type: none"> • Sexual reproduction • Internal body parts • Forming relationships and friendships • Identifying consent and the right to withdraw consent • Sharing nudes • Communication online • Being safe • Touch (masturbation) • Hygiene • Sex (age of consent and law) • Sexual health/contraception • Pregnancy and birth • Drugs and alcohol 	Commitment Marriage Boyfriends and girlfriends Binary and non-binary (definitions) Civil partnership Healthy/unhealthy relationships	Cervix Labia Clitoris Vagina Womb Sperm Urethra Sex Sexual intercourse Ovulation Ejaculation Conception Pregnancy Wet dreams Masturbation	Contraception Male and female choices Positive body image Different types of families/relationships (challenge stereotypes)
16-19 - where appropriate	<ul style="list-style-type: none"> • Awareness of self and others • What the law says • Drugs and alcohol (influences when consenting) 	Consent in sexual relationships	Types of sex Foreplay Orgasm Pornography Dealing with sexual advances STI's Sending nudes	Contraception male and female choices Pregnancy choices and sexual health