Mesne Lea Primary School
Working together for individual excellence

RELATIONSHIPS AND SEX EDUCATION POLICY

Reviewed By: Ms V Unsworth

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Next Review Date: October 2027

Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach Science which would include the elements of sex education contained in the science curriculum.

Curriculum

The intent of our PSHE curriculum is to enable our children to become independent, respectful, healthy and responsible members of our society. We want children at Mesne Lea to develop their confidence and self-esteem and to have high aspirations, realising that anything is possible if they put their mind to it. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community and to ultimately prepare them for a life in modern Britain.

Our PSHE curriculum is to help children personally and socially, as well as promoting their social, mental and physical development.

It is important that children are aware of different factors that affect the world and learn how to deal with these so that they have good mental health and well-being. Our PSHE curriculum will incorporate an age appropriate understanding of RSE as set out in the statutory guidance, enabling all children to be safe and to understand and develop healthy relationships both now and in their future lives.

* Children will learn about themselves as individuals and the roles they play in their families, friendship groups and in their wider community.
* Children will have a deep understanding of how to keep themselves both physically and mentally healthy and how to support others. They will know about changes in their bodies and how our bodies change with age.
* Children will know how to keep themselves safe in terms of road safety, safety in the home, online safety, stranger danger, drug and alcohol awareness and how to use the emergency services and apply basic first aid.
* Recognise that as humans we have a huge impact on the world we live in and we can help shape this world with our actions such as recycling, supporting a local charity, fund raising.

Delivery of RSE

The DfE recommends that all primary schools should teach RSE and their lessons should be tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about positive relationships; including friendships, family relationships, and relationships with other children and adults. It is up to schools to make sure that the needs of all pupils are met. Children need to feel that RSE is relevant to them and sensitive to their needs. In our school, Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

By the end of primary school:

Families and people who care for me	Pupils should know: • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents 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	Pupils should know: • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

	• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know: • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • 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. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know: • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.

	• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • 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.
Being safe	Pupils should know: • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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 and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

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

We complement the curriculum by adding Think Equal for EYFS and No Outsiders for KS1 and KS2.

Roles and responsibilities

The governing board

The governing board will hold the head teacher to account for the implementation of this policy.

The Head Teacher

The head teacher and the PSHE co-ordinator are 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.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way through the PSHE curriculum
- 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

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 and Miss Berry the RSE Leader.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the head teacher.

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

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 and the PSHE co-ordinator 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.

Monitoring arrangements

The delivery of RSE is monitored through: Learning walks, pupil voice and termly assessment. We also monitor PSHE books.

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

This policy will be reviewed by the Head Teacher annually.

Promoting respect, boundaries and healthy relationships

As part of our personal development offer and to promote understanding of respect, personal boundaries and healthy relationships and continue to foster a safe and respectful school environment. Across the school, we have introduced consistent phrases to help pupils express how they feel about their personal space and boundaries. These include:

- *"I'm okay with this."*
- *"I'm not okay with this."*
- *"Please be mindful of my personal space."*

This shared language empowers pupils to communicate clearly, promotes mutual respect and supports a culture where everyone feels safe and valued.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

At Mesne Lea we use KAPOW to support our teaching of PSHE/RSE. The unit titles are the same for each year group for each term, knowledge and skills are structured toensure age appropriate learning and progression of knowledge and understanding.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS		**Self-regulation: My feelings** Children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions. **Building relationships: Special relationships** Children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies,see themselves as valuable individual and explore diversity through thinking about similarities and differences. **Managing self: Taking on challenges** Children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience andperseverance in the face of challenge. **Self-regulation: Listening and following instructions** Children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they canbecome one. **Building relationships: My family and friends** Children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen toone another. **Managing self: My wellbeing** Children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.	KAPOW planning, video, resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 - 6	Autumn 1	Family & Relationships: • Y1 - Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. • Y2 - that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Lookingat conventions of manners and developing an understanding of self-respect. • Y3 - how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist. • Y4 - that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement. • Y5 - Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes. • Y6- to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief	KAPOW planning, video, resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 -6	Autumn 2	Health & Wellbeing: • Y1 - Exploring personal qualities and strategies to manage feelings; understanding the impact of sleep and relaxation on physical and mental wellbeing, the importance of washing hands and sun protection; identifying and dealing with allergic reactions; awareness of people in the community who keep us healthy. • Y2 – learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene. • Y3 - Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps. • Y4 - learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene. • Y5 - Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation. • Y6 - Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	KAPOW planning, video, resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 -6	Spring 1 & 2	Safety & The Changing Body: Y1 - Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost andhow to call the emergency services; identifying: hazards in the home and people in the community who keep us safe. Y2 - Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking atthe concept of privacy. Y3 - Learning how to call emergency services; responding to bites and stings; becoming a responsible digital citizen; learning about cyberbullying and identifying unsafe digital content; exploring influences and making independent choices; developing awareness of road safety Y4 - Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risksassociated with tobacco; knowing how to help someone with asthma. Y5 - Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding. Y6 - Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	KAPOW planning, video, resources.School nurse team. E safety assembly materials

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 -6	Summer 1	Citizenship: Y1 - Learning about: the importance of rules and consequences of not followingthem; caring for the needs of babies, young children and animals; exploring oursimilarities and differences and an introduction to democracy Y2 - learning about rules outside school; caring for the school and local environment;exploring the roles people have within the local community; learning how school council works; giving an opinion. Y3 - Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy Y4 - Learning about Human rights and caring for the environment; exploring the roleof groups within the local community and appreciating community diversity; lookingat the role of local government. Y5 - An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community. Y6 - Learning about human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	KAPOW planning, video, resources.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 -6	Summer 2	Economic Wellbeing: Y1 - Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of jobs roles in schools Y2 - Learning about where money comes from, how to look after money and why weuse banks and building societies. Y3 - Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers Y4 - Exploring choices associated spending, what makes something good value for money, career aspirations and what influences career choices. Y5- Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace. Y6 - Exploring attitudes to money, how to keep money safe, career paths and the variety of different jobs available.	KAPOW planning, video, resources.

Appendix 2: Parent form: withdrawal from sex education within 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 THE SCHOOL	
Agreed actions from discussion with parents	