



## Pirton Hill Primary School

### Relationships and Sex Education (RSE) Policy 2023 - 2024

Originated by: Mrs Emma Collis  
Proposed for Consultation by Governors: May 2021  
Adapted and Agreed: June 2021  
Reviewed and Agreed: Autumn 2023  
Review date: Autumn 2024

#### 1. Overarching Values

##### Expect:

We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.

##### Believe:

We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.

##### Achieve:

We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.

##### Enjoy:

We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.

#### 2. Aims

2.1 We aim to deliver this through:

- Developing children's skills as effective, powerful learners and equipping them with skills for life.
- Developing a sense of community and belonging, contributing to our community through direct interaction with the relevant stakeholders.
- Providing opportunities for children to extend their learning inside and outside of the classroom.
- Making learning more meaningful, by putting it into context.
- Establishing cross-curricular links to foster a broader understanding.
- Working through themes that engage children, whilst ensuring there is National Curriculum coverage.
- Involving the children in the planning and the direction that their learning takes, where possible.

#### 3. Statutory requirements

3.1 As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. (Appendix 1)

3.2 However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

3.3 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. (Appendix 2)

3.4 We are required to comply with relevant requirements of the Equality Act 2010

(<https://www.legislation.gov.uk/ukpga/2010/15/contents>) and we will not discriminate against any pupils.

3.5 At Pirton Hill Primary School we teach RSE as set out in this policy.

#### **4. Definition**

4.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health, healthy lifestyles, diversity and personal identity.

4.2 RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

5.1 We have adopted a Personal, Social, Health and Economic (PSHE) Association approved scheme of work for RSE - the Christopher Winter Project which is endorsed by Luton Council.

5.2 Our curriculum is set out as per Appendix 3 but we may need to adapt it as and when necessary.

5.3 As with all curriculum subjects, RSE is included within the PHPS Curriculum documents (*as part of the Global Citizen Badges*) which can be found on the school website. (<https://www.pirtonhill.com/curriculum-overview/>)

5.4 We have developed the curriculum in consultation with staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are informed and don't seek answers online.

5.5 In Year 6 a lesson is taught about the process of conception and pregnancy. This is the focus of Primary Sex Education. Parents have the right to withdraw their children from this lesson.

*For more information about our curriculum, see our curriculum overview in Appendix 3.*

#### **6. Delivery of RSE**

6.1 RSE is taught within the Personal, Social, Health Education (PSHE) curriculum during the Summer Term. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in PSHE and Religious Education (RE) lessons.

6.2 Pupils with special educational needs will NOT be withdrawn from Relationships or Health Education, but will be supported to access the curriculum at the level that is appropriate to their level of understanding. They will be helped to develop skills to reduce the risk of being abused and exploited and will be taught about behaviours that are acceptable and unacceptable. Work may be planned in different ways in order to meet the need of individual pupils.

6.3 We value and respect the learning that occurs in the home, family and community, believing that these alongside school links are essential dimensions of RSE.

6.4 Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

#### **7. Delivery of the curriculum**

7.1 Teaching approaches

A variety of approaches are given to give pupils relevant information. This may be through whole class or group discussions, use of age-appropriate images, video clips and 'teacher talk'.

## 7.2 Pupil groupings

Pupils will generally be taught in mixed groupings, but when appropriate, single sex groups; which will be subject to the same information (Year 4 upwards). Occasionally teachers may deem it necessary to work with a small group, on work planned for a different year group. This would be discussed with PSHCE Subject Leader prior to the sessions.

## 7.3 Assessment

Pupil's progress and learning in RSE will be regularly assessed against the appropriate learning outcomes, using a variety of methods. These may include self-assessment, dilemmas, quizzes and more formal tasks. Teachers will also make informal judgements on pupils' attitudes, skills and understanding on a regular basis through observations to inform their planning for future sessions.

PSHE is included in the non-core curriculum assessments as detailed in section 9.2 of the Curriculum Policy.

## 7.4 Resources

A range of resources are listed in the scheme of work that we follow. Many of these are available online for teachers to use. They can be looked at in detail with the PSHCE Subject Leader.

## 7.5 Time available

PSHCE is taught weekly or bi-weekly to each class and these lessons may include some Relationship Education.

Explicit objectives that are in the Christopher Winters curriculum and relate to Relationship Education, Health Education and Science are taught in a short series of lessons during the summer term.

## 7.6 Staff Delivery and Training

It is important that staff feel comfortable and confident in delivering RSE lessons. If a teacher feels the need for extra training, this should be discussed with senior leaders in the school.

If adults, other than teachers, deliver areas of the RSE curriculum, it should be pre-planned and both the content and format must be agreed by the PSHCE Subject Leader or Headteacher. The additional adult support should support the teaching but should not take that place of a teacher within the class.

The PSHCE Subject Leader, Assistant Headteacher (non-core curriculum) or Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

# 8. Roles and Responsibilities

## 8.1 The Governing Body

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

## 8.2 The Headteacher

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

## 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science sex education 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 Headteacher.

Every class teacher will be responsible for the teaching of RSE. RSE will be managed by the PSHCE Subject Leader, who is supported and managed by the Assistant Headteacher (non-core curriculum).

#### 8.4 Safeguarding concerns

Any safeguarding concerns that come to light through RSE lessons will be reported to the Designated Safeguarding Lead following the school's normal safeguarding procedures:

Staff are responsible for:

- Ensuring that pupils know that their teachers cannot offer confidentiality
- Reassuring pupils that their best interests are maintained at all times
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Making sure pupils are informed of sources of confidential help. For example, Child Line and the G.P.
- Using ground rules in each lesson

#### 8.5 Pupils

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

### 9. Parents' right to withdraw

9.1 Parents do not have the right to withdraw their children from Relationships or Health Education.

9.2 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education taught within RSE. At Pirton Hill, and through working with our community, we have deemed the following lessons not compulsory:

- Year 2: Lesson 3
- Year 3: Lesson 1
- Year 6: Lesson 3

9.3 Prior to the delivery of RSE lessons, the school will inform parents / carers that the lessons are about to commence (see *Appendix 6*). Where lessons are not compulsory (see *section 9.2 above*), the coverage of these lessons will be made clear and parents / carers will be given the right to withdraw their child(ren) from those specific lessons. Parents / carers will be encouraged to view the content of the upcoming lessons and prepare their child for them, prior to the lessons commencing.

9.4 Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy.

9.5 Alternative work will be given to pupils who are withdrawn from RSE lessons.

### 10. Monitoring arrangements

10.1 The delivery of RSE is monitored by the PSHCE Subject Leader and Assistant Headteacher (non-core curriculum).

10.2 The monitoring of coverage and quality of RSE teaching will be carried out through learning walks, lesson observations, and discussions with teachers and pupils.

### 11. Policy Implementation

11.1 This policy is freely available on the school Website and to all staff and parents/carers.

11.2 The School Governing Body is responsible for the implementation, review and evaluation of this policy. It will be consulted during the review of this policy.

**Appendix 1: Section 34 of the Children and Social work act 2017.**

**403 Sex education: manner of provision.**

- (1) The <sup>F1</sup>..., governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school <sup>F2</sup>(whether or not as part of statutory relationships and sex education), it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.
- <sup>F3</sup>(1A) The Secretary of State must issue guidance designed to secure that when sex education is given to registered pupils at maintained schools—
- (a) they learn the nature of marriage and its importance for family life and the bringing up of children, and
  - (b) they are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.
- <sup>F4</sup>(1ZB) In subsection (1A) the reference to sex education does not include sex education given as part of statutory relationships and sex education.]
- (1B) In discharging their functions under subsection (1) governing bodies and head teachers must have regard to the Secretary of State's guidance.
- (1C) Guidance under subsection (1A) must include guidance about any material which may be produced by NHS bodies for use for the purposes of sex education in schools.
- (1D) The Secretary of State may at any time revise his guidance under subsection (1A).]
- (2) In <sup>F5</sup>this section "maintained school" includes <sup>F6</sup>a community or foundation special school established in a hospital <sup>F7</sup>and "NHS body" has the same meaning as in <sup>F8</sup>the National Health Service Act 2006 (see section 275(1) of that Act).]
- <sup>F9</sup>(2A) In this section "statutory relationships and sex education" means education required to be provided at a school in England under section 80(1)(d) of the Education Act 2002.]

**Textual Amendments**

- F1** Words in s. 403(1) repealed (1.11.2000 (E.) 1.9.2001 (W.)) by 2000 c. 21, ss. 148(3), 153, Sch. 11 (with s. 150); S.I. 2000/2559, art. 2(2), Sch. Pt. II; S.I. 2001/1274, art. 2(2), Sch. Pt. II
- F2** Words in s. 403(1) inserted (E.) (1.9.2020) by The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (S.I. 2019/924), reg. 1(2), Sch. para. 2(2)
- F3** S. 403(1A)-(1D) inserted (1.11.2000 (E.) 1.9.2001 (W.)) by 2000 c. 21, s. 148(4) (with s. 150); S.I. 2000/2559, art. 2(2), Sch. Pt. II; S.I. 2001/1274, art. 2(2), Sch. Pt. II
- F4** S. 403(1ZB) inserted (E.) (1.9.2020) by The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (S.I. 2019/924), reg. 1(2), Sch. para. 2(3)
- F5** Words in s. 403(2) substituted (1.11.2000 (E.) 1.9.2001 (W.)) by 2000 c. 21, s. 148(5)(a) (with s. 150); S.I. 2000/2559, art. 2(2), Sch. Pt. II; S.I. 2001/1274, art. 2(2), Sch. Pt. II
- F6** Words in s. 403(2) substituted (1.9.1999) by 1998 c. 31, s. 140(1), Sch. 30 para. 102 (with ss. 138(9), 144(6)); S.I. 1999/2323, art. 2(1), Sch. 1
- F7** Words in s. 403(2) inserted (1.11.2000 (E.) 1.9.2001 (W.)) by 2000 c. 21, s. 148(5)(b) (with s. 150); S.I. 2000/2559, art. 2(2), Sch. Pt. II; S.I. 2001/1274, art. 2(2), Sch. Pt. II
- F8** Words in s. 403(2) substituted (1.4.2013) by The Health and Social Care Act 2012 (Consequential Amendments) Order 2013 (S.I. 2013/594), arts. 1(2), 3
- F9** S. 403(2A) inserted (E.) (1.9.2020) by The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (S.I. 2019/924), reg. 1(2), Sch. para. 2(4)

## Appendix 2: Education Act 1996 – Section 403

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### Appendix 3a: Relationships and Sex Education – Pirton Hill Primary School

Year	Theme	Content (Christopher Winter Project)	Related Content	New Vocabulary (covered in Science, statutory Relationship / Health Education and non-statutory Sex Education)
R	Families and Friendship	1. Caring friendships 2. Being kind 3. Families		Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothbrush, toothpaste, shampoo, soap, comb, hairbrush, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad
1	Growing and caring for ourselves	1. Different friends 2. Growing and changing 3. Families and care		Clean, similar, different, family, boy, girl, male, female, private parts
2	Differences	1. Differences: boys and girls 2. Differences: male and female 3. Naming the body parts*		Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva
3	Valuing differences and keeping safe	1. Body differences* 2. Personal space 3. Family differences	<u>Managing feelings:</u> Respecting other people's feelings <u>Keeping safe:</u> Hugs and touches Internet safety Asking for help Resisting peer pressure	Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, womb, family, fostering, adoption, relationship
4	Growing up	1. Growing and changing 2. What is puberty? # 3. Healthy relationships	<u>Physical changes:</u> Body changes Periods Hygiene	Puberty, lifecycle, physical, breasts, sperm, egg, pubic hair, emotional, feelings, menstruation, periods, spots, pubic hair, underarm hair
5	Puberty	1. Talking about puberty # 2. The reproductive system # 3. Puberty: help and support	<u>Emotional Changes:</u> Feeling positive Different feelings for different people	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts
6	Puberty, relationships, reproduction	1. Puberty and reproduction # 2. Communication in relationships 3. Conception and pregnancy*# 4. On-line relationships	Sexual reproduction Birth Understand different types of adult relationships (Sexuality)	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

\* Non-Compulsory Lessons (parents / carers may choose to withdraw)

# Lessons where the whole or part of the lesson may be taught in single-sex groups

### **Appendix 3b: Statutory Science National Curriculum Programme of Study**

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child/children from this.

#### **Key Stage 1**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

#### **Key Stage 2**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

### **Appendix 3c: Statutory Relationships Education**

**By the end of primary school pupils should know:**

<b>Families and people who care for me</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Caring friendships</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or strengthened, and that resorting to violence is never right.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and wider society they can expect to be treated with respect by others, and that they should show due respect to others, including those in positions of authority.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>

<b>Online relationships</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

### **Appendix 3d: Statutory Physical Health and Mental Well-being**

**By the end of primary school pupils should know:**

<b>Mental wellbeing</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
<b>Internet safety and harms</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"><li>• that for most people the internet is an integral part of life and has many benefits.</li><li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>• why social media, some computer games and online gaming, for example, are age restricted.</li><li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>• where and how to report concerns and get support with issues online.</li></ul>

<b>Physical health and fitness</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p><b>Pupils should know;</b></p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p><b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**Appendix 4: Withdrawal from Non-Statutory RSE Lessons Request Form**



**Parent / Carer Request Form (Withdrawal from Non-Statutory RSE Lessons)**

TO BE COMPLETED BY PARENTS / CARERS	
Name of Child:	
Class:	
Name of Parent / Carer:	
Date:	
Reason for withdrawal from sex education within Relationships and Sex Education:	
Any other Information the parent / carer would like the school to consider:	
Parent / Carer Signature:	
Contact Telephone Number:	
Contact Email Address:	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussions with parents / carers:	
Headteacher Signature:	
Date:	

## **Appendix 5 – Luton Borough Council (LBC): Frequently Asked Questions**

### **1. What is the difference between relationships education and sex education?**

Relationships education is 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.

This starts with children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, children are taught how to take turns; how to treat each other with kindness, consideration and respect; the importance of honesty and truthfulness; permission seeking and giving; and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical contact — these are the forerunners of teaching about consent. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet.

Sex education ensures that both boys and girls are prepared for the changes that adolescence brings and — drawing on knowledge of the human life cycle set out in the national curriculum for science — how a baby is conceived and born.

### **2. Does school encourage marriage? I believe this is the most stable way to live.**

Marriage between two loving adults is very much recognised within relationships education along with other relationships which people decide upon. Relationship education does not focus on one particular narrative but gives factual unbiased information which allows for children to make their own informed choices in adulthood.

### **3. When will my child be taught about pornography?**

Pornography is not mentioned during the primary stage as it is not age appropriate. When discussed, not taught, with young adults the focus is on the dangers of addiction, the harmful effects pornography can have on future adult relationships in terms of expectations versus reality and the negative portrayal of women.

### **4. Can I withdraw my child from lessons?**

The new legislation brought in through the Children and Social Work Act 2017 will bring about some important changes in relation to parental rights to withdraw children from school RSE:

- Parents will not be able to withdraw their child from relationships education in primary school or secondary school.
- Parents will be able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum.
- Maintained primary schools are required to teach National Curriculum science, which includes some elements of sex education. Parents do not have a right to withdraw from this.
- If you wish to withdraw your child from the non-statutory elements, you can arrange an appointment with your school to discuss this.

**5. Don't children learn anything else in PSHE other than sex?**

The PSHE curriculum is extremely broad and covers many other topics such as:

- Financial capabilities
- Emotional and mental wellbeing
- Health eating
- Physical activity
- Gangs and knife crime
- Citizenship
- The Law

Relationships and sex education consists of approximately 3 lessons per year.

**6. I believe that a family should be a man and a woman. How does this match up with what is taught in schools?**

In schools we teach that families are made up in many different forms and can include, for example: single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures. The most important element of any family group is that it provides a nurturing environment for children.

**7. Everyone in my child's class is Muslim and feels the same as me. Shouldn't this be reflected in what is taught?**

The RSE curriculum fully supports the Luton Council values of embracing equality and diversity, cohesion and inclusion whilst showing respect for others. The guiding principles being that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

**8. My child is too young to learn about sex - I believe that RSE will sexualise my child — how can school prevent this?**

There is a myth that talking or learning about sex and relationships sexualises children and young people. There is strong evidence (Kirby 2007, UNESCO 2009, NICE 2010) that comprehensive relationships and sex education actually delays the initiation of sex, reduces the number of sexual partners and increases the use of condoms and contraception in adulthood. There is no evidence that RSE hastens the first experience of sex.

**9. I teach my child that being gay is wrong in our culture. Surely school should respect this?**

Under the provisions of the Equality Act, schools must not unlawfully discriminate against people because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). To undermine the rights of one of the protective characteristics is to undermine the rights of them all. Relationship education nurtures tolerance allowing children to grow up to be respectful of people who are different.

**10. It is my job to teach my child about sex and relationships — you are taking away my right to bring up my child within my values.**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All schools will work closely with parents when planning and delivering these subjects. Schools will ensure that parents know what will be taught and when, for example, by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues and keeping children safe.

**11. Teaching children about sex just encourages it — I don't want my child to know about adult matters so young.**

Primary RSE does not teach children about sex. It educates children on the importance of loving respectful relationships along with biological information regarding how the body changes during puberty and conception.

**12. Why does my child have to know about homosexuality?**

Everyone in Britain is protected by the Equality Act 2010. This act protects people against discrimination because of the protected characteristics.

Relationship education prepares children for adulthood in modern Britain, teaching respect for other people's human rights and tolerance of those that are different from themselves; this includes respecting people from different religions, different ethnic backgrounds as well as people of different sexuality.

**13. How will teaching about RSE keep my child safe on the internet?**

Children are taught the rules and principles for keeping safe online. This includes how to recognise risks, harmful content and contact, and how and to whom to report issues. Some children are exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

**14. Surely learning about homosexuality and transgender issues is going to encourage my child to consider this as an option for themselves.**

Raising awareness around LGBT issues does not encourage or teach children to become homosexual or transgender. It does however teach tolerance and respect for others. It can also provide support and comfort to those who may be homosexual or transgender or have family members or friends that belong to this group.

## **Appendix 6: Example Parent / Carer Notification Information**

Dear Parents/Carers,

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017. This is a statutory requirement for all schools.

Relationship and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, health, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity.

We will be delivering these lessons this half term.

The RSE Policy and detailed information on what will be covered in each lesson is available on the school website (<https://www.pirtonhill.com/curriculum-overview/>). **We encourage all parents / carers to look at this so that they can talk to their child about the subjects covered before they are taught in school.**

Parents do not have the right to withdraw their children from Relationships, Health or Science Education.

However, through consultation with our community, we have agreed that parents / carers can withdraw their child(ren) from the following lessons, if they would prefer to, as the topics are covered again later on:

- Year 2: Lesson 3 (*this involves labelling body parts on a diagram with the correct, scientific names*).
- Year 3: Lesson 1 (*this reinforces the learning from the previous lesson on body parts*).

In addition, parents / carers have the right to withdraw their child from the non-statutory components of Sex Education:

- Year 6: Lesson 3 (*this covers the process of conception and pregnancy*)

Please speak to your child's class teacher or Phase Leader if you have any questions regarding this part of the curriculum.