



Mill Lane Primary School

Relationships and Sex Education Policy

April 2021

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Updated: Judy Stanyard April 2021
Author: Judy Stanyard
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1. Aims

The aims of relationships and sex education (RSE) at Mill Lane are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Mill Lane is a fully inclusive school. We celebrate our differences across the entire curriculum. Our RSE learning will reflect this and will help to promote the idea that we are all different but all equal.

2. Statutory requirements

As a maintained primary school, Mill Lane must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Mill Lane, 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 Deputy Head collated all relevant information including national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer consultation - parents and any interested parties were invited to add comments and concerns prior to the writing of the policy. The policy was then shared with parents via the school website.
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Organisation, Curriculum and Teaching and Learning.

We have developed the curriculum in consultation with parents, pupils and 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 fully informed and don't seek answers online.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In PSHE, we teach children about relationships and we encourage children to discuss issues. We teach about the parts of the body and how these work and we explain to them what happens to their bodies during puberty and the reason for these changes.

In Science, lessons in both Key Stages teachers' inform children about puberty, and how a baby is born. For this aspect of the schools teaching, we follow the guidance material in the National Curriculum for Science. In Key Stage One, we teach children about how animals, including humans: move, feed, grow and reproduce. We also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect to each other.

By the end of Key Stage One, pupils should have learnt:

- Basic communication skills - listening and talking with others.
- To recognise and name a range of emotions.
- To explain a range of ideas and feelings.
- To recognise an unsafe situation.
- To talk with a trusted adult and ask for help.
- To know and understand that babies need to be cared for and will have thought about their responsibilities in caring for others.

By the end of Key Stage Two, pupils should be able to:

- Listen to others and explain themselves.
- Explore and discuss, describe and express emotions.
- Recognise abuse and ask for help.
- Manage the physical and emotional changes of puberty.

In Key Stage Two, we teach about the seven life processes and the main stages of the human life cycle in greater depth.

In Years 5 & 6, we place particular emphasis on health education as many children experience puberty at this age. We **have liaised** with the Local Health Authority about suitable teaching materials to use with children in these lessons. Teachers do their best to answer all questions with sensitivity and care. This is vital in order to challenge and remedy any misconceptions and myths children hold, which they have formed by gathering pieces of inaccurate information from a variety of sources (such as the media, peers, older siblings etc).

By the end of Key Stage Two, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

RSE is generally taught in class groups and boys and girls will not be split for the delivery with the exception of Year 5 when pupils receive a stand-alone education session on puberty. **This usually occurs at the end of Year 5 or the beginning of Year 6.**

Children with Special Educational Needs are involved sensitively with support staff and peers. Appropriate differentiated work is provided if necessary.

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

6. Roles and responsibilities

The governing board

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

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/non-science] components of RSE (see section 7).

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] 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.

Pupils

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

7. 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 3](#) of this policy and addressed to the head teacher.

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

8. 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 headteacher will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE **if required**.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHcE Lead through:

- Work scrutiny
- Learning walks
- Pupil interviews

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

The PSHcE Lead will review this policy every 2 years. At every review, the Head Teacher and Governing Body will approve the policy.

Appendix 1: Curriculum map

Long Term Plan for PSHcE, RSE and LORIC 2020-21

	Autumn Term	Spring Term	Summer Term
Whole School	PCSO Eric Barrett; Children in Need; Comic Relief; Fire Service; Bonfire Night Safety; Weekly themed assemblies e.g. harvest; Mini Police (Year 4/5); My Money Week; Remembrance Day; Residential Visits ; International Refugee Day; Armed Forces Day		
EYFS	<ul style="list-style-type: none"> I can follow the rules for school The Me Cake Introduce LORIC characters Lessons on PIXL <p>My Health</p> <ul style="list-style-type: none"> Being Healthy Healthy Eating <p>My Life</p> <ul style="list-style-type: none"> Interaction Support Environment <p>My Mind</p> <ul style="list-style-type: none"> Healthy Body/ Healthy Mind Feelings Connections <p>Mind to be Kind</p> <ul style="list-style-type: none"> Kindness Unit 1 Mind to be kind Unit 1 Respect Unit 1 	<ul style="list-style-type: none"> My Money Week <p>My Health</p> <ul style="list-style-type: none"> Being Active Sleeping Keeping Clean <p>My Life</p> <ul style="list-style-type: none"> Your Actions Healthy habits <p>My Mind</p> <ul style="list-style-type: none"> Challenge Resilience Being Positive <p>Mind to be Kind</p> <ul style="list-style-type: none"> Living without harm Unit 1 Kindness Unit 2 	<p>My Health</p> <ul style="list-style-type: none"> Clothes Talking About Feelings <p>My Life</p> <ul style="list-style-type: none"> Balance Challenge Opportunities <p>My Mind</p> <ul style="list-style-type: none"> All About Me Being Calm <p>Mind to be Kind</p> <ul style="list-style-type: none"> Living without harm Unit 2 Respect Unit 2 <p>Lucinda and Godfrey Feelings How am I feeling? What am I good at? Body Parts *The NSPCC PANTS Rule – To be able to name their body parts.</p>
Y1	<ul style="list-style-type: none"> Smoothing transition (e.g. less space & outdoor access, less child initiated more directed by adults...) Understanding new expectations – how I fit in, how do I express myself? Emerging independence and being part of different groups 		
	<p>Confident changes</p> <ul style="list-style-type: none"> Pupils learn about personal organisation and how to remain positive and open to changes. <p>Organisation QuickStart Organisation sessions 1 - 3</p> <p>Wellbeing My Mind - Session 10: Being positive My Life – Session 3: Impressions</p> <ul style="list-style-type: none"> Pupils understand what is meant by kindness. <p>Organisation QuickStart Organisation sessions 4 - 6</p> <p>Mind to be Kind Kindness Units – Challenger Unit One: Week 1 – 2</p>	<p>Settling in</p> <ul style="list-style-type: none"> Pupils can learn how to be effective communicators. <p>Communication QuickStart Communication sessions 1 - 4</p> <p>Mind to be Kind Living Without Harming Others – Challenger Unit One: Week 7</p> <ul style="list-style-type: none"> Pupils develop an awareness of themselves and being part of a group. Pupils begin to see positive impact of resilience/determination. <p>Wellbeing My Mind – Session 8: Self-awareness</p> <p>Resilience QuickStart Resilience sessions 1 - 4</p>	<p>Stepping forward</p> <ul style="list-style-type: none"> Pupils can reflect on their organisation, how it helped them achieve goals and how success feels. <p>Organisation QuickStart Organisation sessions 7 - 10</p> <p>Wellbeing My Mind – Session 4: Happiness My Health – Session 8: Keeping Healthy</p> <ul style="list-style-type: none"> Pupils learn about what it means to take the initiative to take the next step. Being prepared for keeping safe online. <p>Initiative QuickStart Initiative sessions 1 - 4</p> <p>E-safety E-Safety – Session 6: Games & apps E-Safety – Session 7: Being careful</p> <p>Lucinda and Godfrey How have I changed? Baby to now Physically Socially Emotionally</p>
Y2	<ul style="list-style-type: none"> Thinking ahead, setting goals and working with others Responsibility as role models and understanding the importance of resilience Building on foundations and stepping up to a new journey 		
	<p>Making Plans</p> <ul style="list-style-type: none"> Pupils learn how to plan and set goals. Pupils learn how to appreciate and handle differences effectively without causing harm. <p>Organisation QuickStart Organisation sessions 1 - 6</p> <p>Mind to be Kind Living Without Harming Others – Challenger Unit One: Week 7</p> <ul style="list-style-type: none"> Pupils recognise the responsibility of being a role model. <p>Leadership QuickStart Leadership sessions 1 - 6</p>	<p>Getting There</p> <ul style="list-style-type: none"> Pupils embrace challenge as a means to achieving goals. <p>Resilience QuickStart Resilience sessions 1 - 6</p> <p>Wellbeing My Mind – Session 7: Determination My Life – Session 4: Being Proud</p> <ul style="list-style-type: none"> Pupils understand the power of kindness and organise acts of kindness. Pupils learn how to communicate safely online. <p>Mind to be Kind Kindness Units – Challenger Unit One: Weeks 6 – 7</p> <p>E-safety E-Safety – Session 9: Online rules E-Safety – Session 10: Staying safe online</p>	<p>Stepping Up</p> <ul style="list-style-type: none"> Pupils recognise various ways to engage with different groups to promote clear communication and understanding of feelings. <p>Communication QuickStart Communication sessions 1 - 6</p> <p>Mind to be Kind Respect Units – Challenger Unit One: weeks 2 & 3</p> <ul style="list-style-type: none"> Pupils recognise importance of stepping up for personal development. Pupils use strategies to build on their foundations more independently, whilst recognising when support is needed. <p>Initiative QuickStart Initiative sessions 1 - 6</p> <p>Wellbeing My Mind – Session 3: Support Network My Health – Session 4: Press Pause</p> <p>Lucinda and Godfrey Keeping clean</p>

Y3	<ul style="list-style-type: none"> • Deeper personal discovery/awareness • Extending their boundaries with more independence • Presenting their feelings and views to others whilst accepting that they can be different 	<p style="text-align: center;">Am I Ready?</p>	<p style="text-align: center;">Exploring What's Around me</p>	<p style="text-align: center;">Discovering My Voice</p>
	<ul style="list-style-type: none"> • Pupils discover more about themselves and can establish how they fit in different groups/scenarios. Communication QuickStart Communication sessions 1 - 4 • Pupils extend their boundaries with more independence, including online. E-safety E-Safety – Session 1: Basics E-Safety – Session 2: Exploring online E-Safety – Session 5: Personal information <p style="text-align: right;">Wellbeing My Mind – Session 7: Feelings My Life – Session 10: Connections</p> <p style="text-align: right;">Mind to be Kind Living Without Harming Others – Contender Unit One: Week 4</p>	<ul style="list-style-type: none"> • Pupils can identify organisational techniques that work for them and how it contributes to success. Organisation QuickStart Organisation sessions 1 - 10 • Pupils extend their boundaries with more independence. Mind to be Kind Kindness Units – Contender Unit One: weeks 6, 7 & 8 <p style="text-align: right;">Wellbeing My Health – Session 3: Healthy routines My Health – Session 4: Recharge</p>	<ul style="list-style-type: none"> • Pupils are able to present their feelings and views with sensitivity to the feelings and views of others. Communication QuickStart Communication sessions 5 - 10 • Pupils reflect on what they have learnt about themselves. Wellbeing My Mind – Session 11: Self-awareness My Life – Session 3: Confidence <p>Lucinda and Godfrey Safe Road Use Acceptable physical Contact</p>	
Y4	<ul style="list-style-type: none"> • Beginning to establish independence • Beginning to recognise higher expectations • Realising that you are not an island 	<p style="text-align: center;">Building Confidence</p>	<p style="text-align: center;">Interacting With Others</p>	<p style="text-align: center;">Using My Voice</p>
	<ul style="list-style-type: none"> • Pupils use greater sense of self to build confidence Wellbeing My Mind – Session 4: Mind training My Life – Session 4: Pride • Pupils develop strategies to help them meet the higher expectations that others will have of them. Organisation QuickStart Organisation sessions 1 - 6 <p style="text-align: right;">Initiative QuickStart Initiative sessions 1 - 6</p>	<ul style="list-style-type: none"> • Pupils begin to appreciate that it helps to get along with those around them. Mind to be Kind Kindness Units – Contender Unit One: weeks 1, 2 & 4 • Pupils begin to develop safer and more cooperative ways of interacting with others. Initiative QuickStart Initiative sessions 6 - 10 <p style="text-align: right;">Organisation QuickStart Organisation sessions 7 - 8</p> <p style="text-align: right;">E-safety E-Safety – Session 4: Communicating online E-Safety – Session 7: Cyberbullying</p>	<ul style="list-style-type: none"> • Pupils begin to develop ways of interacting that can help both themselves and those around them. Wellbeing My Health – Session 2: Being active My Mind – Session 9: Mental Health My Mind – Session 10: Positivity • Pupils develop greater understanding of how to make their interactions more effective. Organisation QuickStart Organisation sessions 9 - 10 <p style="text-align: right;">Communication QuickStart Communication sessions 1 - 4</p> <p style="text-align: right;">Mind to be Kind Living Without Harming Others – Contender Unit One: weeks 2, 3 & 6</p> <p>Lucinda and Godfrey Growing & changing Challenging stereotype How have I changed?</p> <p>Preparing for puberty What is puberty? How do my feelings change? Risk taking behaviour</p>	
Y5	<ul style="list-style-type: none"> • Developing a clearer sense of identity • Changes might be starting • Nearly top of the school (but not quite) • Calm before the storm 	<p style="text-align: center;">What Makes Me?</p>	<p style="text-align: center;">Where I Fit In</p>	<p style="text-align: center;">Planning to Succeed</p>
	<ul style="list-style-type: none"> • Pupils build on their growing self-awareness to assess how they can prepare to meet the increasing expectations on them. Wellbeing My Mind – Session 4: Self management My Life – Session 9: Responsibility • Pupils start to become aware of changes in themselves and how that might affect their sense of self. E-safety E-Safety – Session 2: Social Media E-Safety – Session 3: Cyberbullying <p style="text-align: right;">Communication QuickStart Communication sessions 1 - 6</p> <p style="text-align: right;">Mind to be Kind Kindness Units – Champion Unit One: Weeks 4</p>	<ul style="list-style-type: none"> • Pupils start demonstrating their developing maturity through independence and initiative. Initiative QuickStart Initiative sessions 1 - 4 • Pupils consider others in their communication style. Communication QuickStart Communication sessions 1 - 10 <p style="text-align: right;">Wellbeing My Mind – Session 6: Focus My Health – Session 6: Energy levels</p> <p style="text-align: right;">E-safety E-Safety – Session 5: Digital footprint E-Safety – Session 9: Online behaviour</p>	<ul style="list-style-type: none"> • Pupils can identify characteristics that will help them achieve their goals next year. Initiative QuickStart Initiative sessions 5 - 7 • Pupils can identify aspects of their character that would be useful to improve ready for next year. Initiative QuickStart Initiative sessions 8 - 10 <p style="text-align: right;">Mind to be Kind Living Without Harming Others – Champion Unit One: Week 3 & 4</p> <p style="text-align: right;">Wellbeing My Mind – Session 2: Game plan My Life – Session 7: Habits</p> <p>Lucinda & Godfrey Preparing for Puberty: How does my body changes as I approach puberty?</p>	
Y6	<ul style="list-style-type: none"> • Dealing with pressure • Having belief in themselves • Having a positive ending 	<p style="text-align: center;">Charting My Journey</p>	<p style="text-align: center;">Overcoming Obstacles</p>	<p style="text-align: center;">Equipping For The Next Journey</p>
	<ul style="list-style-type: none"> • Pupils have a clear idea of what they are aiming for. Wellbeing My Mind – Session 7: Aspirations My Life – Session 3: Personal growth • Pupils have a good idea of where to get help when they need it. Wellbeing My Life – Session 1: Life connections My Mind – Session 5: Support networks <p style="text-align: right;">Organisation QuickStart Organisation sessions 1 - 5</p> <p style="text-align: right;">Leadership QuickStart Leadership sessions 1 - 2</p> <p style="text-align: right;">E-safety E-Safety – Session 8: Being online and wellbeing E-Safety – Session 10: Staying safe online</p> <p>Lucinda and Godfrey Preparing for Puberty: How my body changes. There are different types of relationships e.g. marriage, friendships and families.</p>	<ul style="list-style-type: none"> • Pupils are aware of their feelings and how they might be affected by them. Mind to be Kind Living Without Harming Others – Champion Unit One: Weeks 5 & 6 • Pupils develop the resilience to carry them through. Resilience QuickStart Resilience sessions 1 - 6 <p style="text-align: right;">Wellbeing My Mind – Session 3: Self control My Health – Session 7: Food habits</p> <p style="text-align: right;">E-safety E-Safety – Session 6: Online scams E-Safety – Session 7: Online chatting</p>	<ul style="list-style-type: none"> • Finishing with a flourish. Mind to be Kind Respect Units – Champion Unit One: weeks 3, 4 & 7 • Reflecting on how far they've come to show them how far they can now go. Wellbeing My Mind – Session 8: Life journey My Mind – Session 10: Motivation My Life – Session 8: Pride <p style="text-align: right;">Leadership QuickStart Leadership sessions 3 - 6</p> <p style="text-align: right;">Leadership QuickStart Leadership sessions 7 - 10</p>	

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

Appendix 3: 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	