



Pebworth First and Blackminster Middle Schools
Federation



Relationships and Sex Education policy

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Aims and purpose

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE and the National Curriculum. The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development.

The aims of relationships and sex education (RSE) at Pebworth First and Blackminster Middle schools 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
- Develop knowledge and understanding about growth and development and human reproduction
- Promote the value of loving relationships and of family life
- Foster self-esteem, self-awareness and a sense of moral responsibility
- Develop the skills to avoid and resist unwanted sexual experience
- Encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision-making skills.

RSE taught through PSHRE at Pebworth First and Blackminster Middle Schools will:

- Be developmental and appropriate to the age and stage of the child
- Be available to all pupils
- Provide information and knowledge
- Challenge beliefs and highlight misconceptions
- Help the child to form positive attitudes and values
- Examine opinions and concepts and encourage discussion
- Develop awareness, respect and responsibility for oneself and for others
- Promote the skills necessary for effective communication
- Encourage positive behaviour
- Equip each child with the assertiveness skills necessary to enable them to make choices

Statutory requirements

Relationships Education is a statutory requirement for all primary pupils and Relationships and Sex Education is statutory for all secondary pupils from September 2020.

In considering teaching RSE, due regard has been paid to:

- Section 403 of the Education Act 1996 (this can be seen on government websites)
- Children and Social work act 2017 (this can be seen on government websites)
- The National Curriculum Programmes of Study for Science, 2014
- Statutory Guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education (2020)

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 – a working group of staff from both schools pulled together all relevant information including relevant national and local guidance and existing programmes of study and resources
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 offer views on the policy and planned approach.
4. Pupil consultation – pupil voice activities focused on what pupils wanted from RSE and this was built into planned programme
5. Ratification – once amendments were made, the policy was shared with governors and ratified

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 focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity, it is about providing pupils with the knowledge they need to face the challenges of adolescence and be informed to make safe choices.

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).

Curriculum

Our curriculum map is available in Appendix 1a and b and this will be regularly reviewed to ensure that the content covered meets the requirements of our pupils.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Pupils' questions will be answered sensitively with due consideration being given to any particular religious or cultural factors and in relation to the children's age and level of maturity.

An individual child may ask an explicit or difficult question in the classroom. Where a question falls outside the scope of the content to be covered, the pupil will be referred to their parents and carers for clarification and reassured that this will be explored at a later date. Teachers will use their discretion in these situations, and may use the following strategies in responding to questions:

- Teachers should not enter into discussion about personal issues or lifestyles;
- No-one (child or adult) has to answer a personal question;

- Nobody is forced to take part in a discussion;
- In discussion, teachers will promote the knowledge and use of scientifically accurate names for parts of the body;
- Teachers will always involve parents before answering questions of a particularly sensitive nature;
- Meanings of words are explained in a sensible and factual way.
- Reassure the student;
- Try to find out why the student is asking the questions, and exactly what they want to know;
- Determine the student's present level of knowledge and understanding;
- Offer a simple answer, and if appropriate back up with a relevant story or picture;
- If the answer required is more complex, the teacher will meet with the student's parents/carers to discuss the issue;
- Occasionally, questions will be answered later on in the day instead of immediately, in order to find an appropriate time for responding.

Delivery of RSE

RSE is taught within the personal, social, health, relationships and economic (PSHRE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils may also receive stand-alone sex education sessions delivered by a trained health professional and other professionals such as the West Mercia SELFIE Team. Appendix 1 outlines the curriculum content taught in each year group.

RSE will be taught by familiar adults to encourage open discussion and in a supportive atmosphere where pupils feel comfortable and able to express their feelings. Students may be taught in smaller groups, where appropriate, to allow more in depth discussion to take place. *Please note this is for the whole of KS3/4, not just for middle school.*

A variety of teaching strategies and activities will be used, such as:

- Drama
- Brainstorming
- Displays
- Visits and visitors
- Photographs
- Audio visual aids
- Circle time/discussion activities
- Fiction and non-fiction texts
- Research activities

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the Executive Headteacher (Lorna Button) to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the federation, and for managing requests to withdraw pupils from non-statutory components of RSE (see appendix 2). At Peabworth First School this responsibility has been delegated to the School Leader.

Staff

Staff are responsible for:

- Delivering PSHRE in a sensitive way
- Modelling positive attitudes to PSHRE
- 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 PSHRE

Staff do not have the right to opt out of teaching PSHRE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher/their line manager so that the required training can be arranged.

RSE will be taught by class teachers and teaching assistants at Pebworth First School and by Form Tutors and Science teachers at Blackminster Middle School.

Pupils

Pupils are expected to engage fully in PSHRE and, when discussing issues related to PSHRE, treat others with respect and sensitivity. An open, honest and mature atmosphere is to be created through clear expectations and agreed rules of engagement. These will be created with each class at the start of a unit of work.

Parents' right to withdraw

For pupils at Pebworth First School and year 6 pupils of Blackminster Middle School, parents do not have the right to withdraw their children from relationships education. This is a statutory element of the curriculum and must be taught to all children.

For students at Blackminster Middle School, parents of children in Year 7 or 8 have the right to withdraw their children from part or all components of sex education within PSHRE. Requests for withdrawal should initially be discussed with the Head of Key Stage before being put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Training

Staff are trained on the delivery of PSHRE and it is included in our continuing professional development calendar.

Teachers may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHRE.

Monitoring arrangements

The delivery of PSHRE is monitored by the Executive Headteacher and School Leader through but not limited to, regular planning scrutinies, learning walks, student evidence trawls including exercise/workbooks, pupil and staff voice.

Pupils' development in PSHRE is monitored by class teachers/form tutors as part of our internal assessment systems.

This policy will be reviewed by the Executive Headteacher annually. At every review, the policy will be approved by the governing body.

Appendix 1a

Curriculum Map: Pebworth First School

At Pebworth First School we use resources from 1decision to structure our PSHE sessions incorporating RSE. The following outlines the content taught to each year group. Children are split into small, single year groups to cover these aspects.

Year 1	Year 2	Year 3	Year 4	Year 5
KEEPING/STAYING SAFE				
Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows	Cycle Safety	Peer Pressure Adults' & Children's Views
KEEPING/STAYING HEALTHY				
Washing Hands	Healthy Eating Brushing Teeth	Medicine	Healthy Living	Smoking Adults' & Children's Views
RELATIONSHIPS			GROWING AND CHANGING	
Friendship	Bullying Body Language	Touch	Appropriate Touch (Relationships)	Puberty Adults' & Children's Views
BEING RESPONSIBLE				
Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing	Coming Home on Time	Looking Out for Others Adults' & Children's Views
FEELINGS AND EMOTIONS				
Jealousy	Worry Anger	Grief	Jealousy	Anger Adults' & Children's Views
COMPUTER SAFETY				
Bullying	Image Sharing	Making Friends Online Computer Safety Documentary	Online Bullying	Image Sharing Adults' & Children's Views
	MONEY MATTERS		THE WORKING WORLD	
	Money Matters	Money Matters (assessment)	Chores at Home	Enterprise Adults' & Children's Views
HAZARD WATCH is module is suggested for years 1-3 and will be delivered where most suitable to each group of children			A WORLD WITHOUT JUDGEMENT	
Is it safe to eat or drink? Is it safe to play with?			Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views

Appendix 1b

Curriculum Map: Blackminster Middle School

	Health and well being 1. Managing transition 2. Maintaining physical, mental and emotional health and wellbeing; 3. Making informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health 4. Parenthood and the consequences of teenage pregnancy 5. Managing risks to health and to keep themselves and others safe 6. How to identify and access help, advice and support 7. The role and influence of the media on lifestyle	Relationships 1. How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills 2. Recognise and manage emotions within a range of relationships 3. Dealing with risky or negative relationships including all forms of bullying (including online bullying) and abuse, sexual and other violence and online encounters 4. About the concept of consent in a variety of contexts 5. Managing loss including bereavement, separation and divorce 6. How to respect equality and be a productive member of a diverse community 7. How to identify and access appropriate advice and support	Living in the wider world 1. Know rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy 2. Know how to make informed choices and be enterprising and ambitious 3. How to develop employability, team working and leadership skills and develop flexibility and resilience 4. Have a general knowledge about the economic and business environment 5. How personal financial choices can affect oneself and others 6. Be aware of rights and responsibilities as consumers
Key Stage 2	Year 6 - Transition - Dealing with change - Relationships, family and friends - Keeping well and managing feelings - NSPCC - Remembrance - Anti-bullying - Puberty	Year 6 - How to develop and maintain a variety of healthy relationships - Recognise and manage emotions - Dealing with risky or negative relationships including all forms of bullying (including online bullying) and abuse, sexual and other violence and online encounters - Consent in a variety of contexts - Bereavement, separation and divorce - How to respect equality	Year 6 - Compassion for others - Setting goals to achieve personal outcomes - Environmental responsibilities - Diversity, racism, stereotypes and prejudice. - Spending decisions, keeping money safe and value for money - Careers: choices, skills and aspirations
Key Stage 3	Year 7 - Health and Wellbeing Intro - Mental Health Introduction	Year 7 - Healthy relationships - Importance of trust	Year 7 - Personal development - Importance of respect

	• <i>Building resilience</i> • <i>Kindness and empathy</i> • <i>Safer Internet</i> • <i>Dangers of vaping</i> • <i>Drugs</i> • <i>Personal hygiene</i> • <i>Boys puberty</i> • <i>Periods and menstruation</i>	▪ <i>Maintaining friendships</i> ▪ <i>Anti bullying</i> ▪ <i>Peer pressure</i> ▪ <i>Online grooming</i> ▪ <i>Different families</i> ▪ <i>Romantic feelings</i> ▪ <i>Marriage</i>	• <i>Wants needs and priorities</i> • <i>Self-esteem</i> • <i>Media literacy</i> • <i>Racism</i> • <i>Stereotyping</i> • <i>Protected characteristics</i> • <i>Careers skills and qualities</i> • <i>Budgeting</i>
	<i>Year 8</i> ▪ <i>Balanced diet</i> ▪ <i>The importance of exercise</i> ▪ <i>Lifestyle diseases and cancer</i> ▪ <i>Eating disorders</i> ▪ <i>Social media</i> ▪ <i>Group messaging</i> ▪ <i>Self harm</i> ▪ <i>Knife Crime</i> ▪ <i>Exploring identity</i>	<i>Year 8</i> • <i>Tolerance and mutual respect</i> • <i>Being a great man</i> • <i>Gender equality</i> • <i>Gender stereotypes</i> • <i>Cyberbullying and online trolls</i> • <i>Consent</i> • <i>STI</i> • <i>Condoms</i>	<i>Year 8</i> ▪ <i>Attendance and punctuality</i> ▪ <i>Ambitious, Aspirational and Realistic careers</i> ▪ <i>Entrepreneurs</i> ▪ <i>Saving and investing money</i> ▪ <i>Teamwork</i> ▪ <i>Sexism in society</i> ▪ <i>Visible and invisible disabilities</i> ▪ <i>County lines and gangs</i>

Appendix 2: Withdrawal from sex education within RSE (Year 7/8 pupils only)

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			