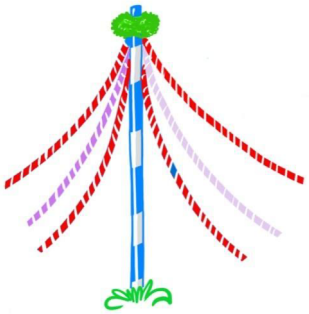
Maypole School



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

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CONTENTS

1. Introduction 3
2. Statutory requirements 3
3. Policy development 3
4. Definition of RSE 4
5. Delivery of RSE 4
    - How RSE will be Taught
    - The Skills we aim to Develop
6. Roles and responsibilities 4
    - The Governing Body
    - The Head Teacher
    - Staff
    - Pupils
7. Parents / carers' right to withdraw pupils 5
8. Training 5
9. Monitoring arrangements 6

1. INTRODUCTION

The aims of Relationship and Sex Education (RSE) at Maypole School are to:

- Provide a framework in which sensitive discussions can take place
- Where appropriate, 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.

RSE will always take full account of the ethos and values of the school. In particular, RSE will take full account of our approach to teaching and learning which is focused on meeting individual pupils' needs, given that our pupils have a range of special educational needs and disabilities and will present challenging behaviours.

2. STATUTORY REQUIREMENTS

Relationships education is compulsory in primary schools. Relationships and Sex Education is compulsory in secondary schools. With regard to our primary aged pupils, we will teach the elements of sex education contained in the science curriculum; and all other elements of relationships education that will ensure and develop the safety of our pupils through their PSHE lessons.

We will always have full regard to guidance issued by the Secretary of State for Education as outlined in section 403 of the Education Act 1996.

3. POLICY DEVELOPMENT

Parents/carers and stakeholders were consulted about the development of this Policy before it was originally published. All parents/ carers were sent a letter about what would be taught, in each year group and asked to provide their thoughts and feedback.

Limited responses were received however the comments that were received were positive affirmations that we would be covering it as part of our curriculum.

This policy will be further developed and reviewed annually in consultation with staff, pupils and parents/carers. The consultation and policy development process will involve the following steps:

Step 1: Review. Annual review of the policy where Executive Leadership Team will be able to review the relevant information including relevant national and local guidance.

Step 2: Staff consultation. All school staff will be given the opportunity to look at the policy and make recommendations as/where they feel appropriate.

Step 3: Parents/carers and stakeholder consultation. Parents/carers and any interested parties will be invited to contribute to and comment on the policy on an annual basis.

Step 4: Pupil consultation. We will consult on what exactly pupils want from their RSE through School Council meetings and as/when the topic is being taught and discussed.

4. DEFINITION OF RSE

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. DELIVERY OF RSE

How RSE will be taught

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).

Pupils will also receive stand-alone sex education sessions delivered by a trained health professional.

Individual discussion and teaching may take place with key members of staff, such as teaching assistants and therapists, especially if specific concerns or input is deemed appropriate.

The skills we aim to develop

Across all key stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work.

These skills are taught within the context of family life or a care home. The approaches to the teaching and learning of these skills will be differentiated to meet the individual needs of pupils, taking full account of their special educational needs and disabilities, and social, emotional, and behavioural difficulties.

What will be taught in each Year group:

Year 1	Year 2

- To understand the importance of self-respect and how this links to their own happiness.	-To understand that families are important for children growing up because they can give love, security and stability.
- To know how important friendships are in making us feel happy and secure.	-To know 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.
- To know that families are important for children growing up because they can give love, security and stability.	-To understand 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.
-To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.	-To know 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.
-To know how to recognise and report feelings of being unsafe or feeling bad about any adult. To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.	-To be able to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
-To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.	-To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
-To know that people sometimes behave differently online, including by pretending to be someone they are not.	
-To know where and how to report concerns and get support with issues online.	
-To know how to be assertive and to take responsibility for your own safety.	

Year 3	Year 4
-To recognise 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.	-To realise how important friendships are in making us feel happy and secure.
-To understand that people sometimes behave differently online, including by pretending to be someone they are not.	-To identify the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties.
-To understand the importance of keeping personal information private.	-To acquire practical steps they can take in a range of different contexts to improve or support respectful relationships.
-To understand how information and data is shared and used online.	-To understand how to recognise and report feelings of being unsafe or feeling bad about any adult.
-To understand that people sometimes behave differently online, including by pretending to be someone they are not.	-To appreciate the importance of self-respect and how this links to their own happiness.

-To learn 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.	-To understand 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.
-To learn how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	-To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
-To learn about some of the different ways information and data is shared and used online, including for commercial purposes.	-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.
-To learn about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.	-To understand about different types of bullying, the impact of bullying on mental wellbeing, the responsibilities of bystanders and how to get help.
-To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.	-To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
-To learn how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.	-To understand 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.
-To understand that the same principles apply to online relationships as to face-to-face relationships, such as the importance of respect for others online, including when we are anonymous.	-To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
-To understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	-To know how important friendships are in making us feel happy and secure, and how people choose and make friends.
-To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.	-To understand 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.
-To know about the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	-To understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
-To know where and how to seek 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.	-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.
-To learn how to ask for advice or help for themselves or others, and to keep trying until they are heard.	-To know where to get advice, e.g. family, school and/or other sources.
-To understand 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.	-To know what sorts of boundaries are appropriate in friendships with peers and others.
-To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.	

-To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them.	
-To understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.	
-To understand 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.	
-To understand 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.	
-To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	
-To understand the importance of self-respect and how this links to their own happiness.	
-To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.	
-To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	
-To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.	
-To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.	
-To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	

Year 5	Year 6
-To understand the importance of self-respect and how this links to their own happiness.	- To know that families are important for children growing up because they can give love, security and stability.
-To know 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.	- To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
-To understand 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.
-To appreciate the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other	- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

family members, the importance of spending time together and sharing each other's lives.	
-To know 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.	- To identify the stages of pregnancy and how a baby is conceived.
-To explore the ways in which a variety of cultures celebrate the life and loss of their loved ones.	- To know 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.
-To know what a stereotype is, and how stereotypes can be unfair, negative or destructive.	- To recognise 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
-To know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	- To understand the importance of keeping personal information private and some of the rules and principles for keeping safe online
-To identify the characteristics of friendships, including kindness, generosity, trust, sharing interests and experiences.	- To begin to understand the concept of privacy and the implications of it for both pupils and adults
-To know how important friendships are in making us feel happy and secure.	- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
-To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	- To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images
-To understand 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.	- To know that the same principles apply to online relationships as to face-to face relationships, such as the importance of respect for others online including when we are anonymous.
-To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	- To consider the effect of their online actions on others and know how to recognise and display respectful behaviour online
-To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.	- To critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met
-To know how important friendships are in making us feel happy and secure.	- To understand that people sometimes behave differently online, including by pretending to be someone they are not

Year 7	Year 8	Year 9
-Different family 'setups' and the importance of communication with family members	- To distinguish between friendship, infatuation and being in love	-Different ways that young people explore their sexuality
-Levels of friendship and how friends should behave	-What makes a good relationship	-Exploring the issues around coming out as gay or trans.
-Defining rivalry and how to manage this	-Healthy and unhealthy relationships	-What influences our views about sex and gender

-Different types of bullying and what it feels like to be bullied	-Develop strategies to cope with rejection	- The problems with porn and recognise how to keep yourself safe under the age of 18
-Why people may become bullies and how to cope with bullying. Cyber bullying and how to cope.	-The meaning behind consent	- Identify the complexities and nuances of gender identity with a particular focus on transgender
-Advantages and disadvantages with the internet (problems with pornography and teenage modelling	-Strategies to cope with being pressurised into sex	-Women's rights
-Protecting yourself online	- When is the right time to start having sex and examine the dangers of having sex too early	-What is forced abuse and other honour-based abuse (FGM)
-LGBTQIA+	-LGBTQIA+	-LGBTQIA+
-Changes that take place during puberty	-What are STI's and how to protect yourself against them	
-Facts about periods	-How to use a condom	
-Myths about pregnancy and STI's	-Sexual Health clinics	
-What is safer sex	-Distinguish between different types of abuse	
-Laws in the UK about sex	-What agencies are available for support	
-Sexual attraction and orientation	-What is grooming	
-Rights and responsibilities with regards to sex	-Develop strategies to stay safe from the dangers of grooming	
-Attitudes to sex vary according to; age, religion and culture	-Dangers with sexting and how to protect yourself	

6. ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body will hold the Executive Headteacher to account for its implementation.

The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

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/carers wish them to be withdrawn from the various 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 Executive 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 / CARERS' RIGHT TO WITHDRAW PUPILS

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.

We want to work collaboratively with our parents/carers to ensure that we are completing joined up and we are working together.

However, Parents / carers have the right to withdraw their children from various components of RSE.

Requests for withdrawal should be made in writing, and addressed to the Principal or Executive Headteacher. A discussion is likely to be had to outline the effect that withdrawal from this topic can have. A copy of the withdrawal request will be placed in the pupil's educational record. The Executive Headteacher will discuss the request with parents/carers, and take appropriate action.

We will automatically withdraw a pupil from sex education delivered as part of our primary curriculum other than as part of the science curriculum.

Parents/ Carers have a right to withdraw from sex education only; can only withdraw from sex education up to 3 terms before their child's 16th birthday. After this the child only can withdraw themselves.

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

8. TRAINING

Staff will be trained on the delivery of RSE and it will be included in our continuing professional development calendar.

The Executive Headteacher 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.

9. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Executive Headteacher and the Principal through planned scrutiny such as lesson observations, learning walks, discussions with pupils, and any other appropriate means. Feedback is reported to the governing body.

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

This policy will be reviewed annually by the leadership team.