



Homer First School and Nursery Relationships and Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) at our school 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

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Homer First School and Nursery we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to contribute to the policy
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, 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. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

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).

To ensure that the delivery of this subject meets the Early Years Foundation Stage and the National Curriculum requirements we deliver RSE and PSHE through a resource called 1 Decision. 1 Decision is an online platform that has a wealth of interactive content suitable for all learning styles.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure 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 and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy,

the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board 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, for sharing resources and materials with parents and carers.

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

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.

All teaching members of staff are responsible for teaching RSE.

8.4 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

Parents/carers do not have the right to withdraw their child from relationships education.

As Sex Education is not currently taught at Homer First School and Nursery, there is no need to request withdrawal.

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

11. Monitoring arrangements

The delivery of RSE is monitored by Ellie Noon, Deputy SENCO and PSHE lead through:

- Learning walks
- Workbook scrutinies
- Review of RSE data
- Pupil voice feedback
- Staff voice feedback

- Parent voice feedback
- Training, as and when required

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

This policy will be reviewed by Ellie Noon, Deputy SENCO and PSHE lead annually. At every review, the policy will be approved by the governing body and the Headteacher, Gemma Sharma.

Appendix 1: Curriculum map

RSE curriculum map

Cycle 1

PSHE

Long Term Curriculum Plan

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS (Reception)	Pink goes to school – Going to school talking game Pink misses mummy – Different situations talking game Red needs the toilet	Blue explores road safety – Road safety sorting game Yellow learns about germs – Prevent the spread of germs talking game Why does purple play differently? – What can help	Green gets glasses – Helpful and unhelpful sorting game Pink's screen time – Screen time talking game Pink has a new brother	Red visits the dentist – Places we may visit Yellow's bedtime – Super sleep sorting game Yellow wants to play with orange	Rainbow's food journey – Food culture sorting game Blues best friend – How to be a good friend sorting game Red's hearing aid – Supporting others sorting game	Green's greens – Healthy eating sorting game Rainbow visits the seaside – Being safe in the sun talking game Green is moving up a year – Transitional stories, getting to

	Golden rules stories – We are gentle, we don't hurt others We look after property, we don't damage things We are honest, we don't cover up the truth Jeans for Genes day	talking game Golden rules stories – We listen, we don't interrupt We work hard, we don't waste time Road safety week	Purple is poorly – People who help us talking game Internet safety day Mental health week	Blue learns to share – Learning to share sorting game	Deaf awareness week	know my new teacher and classroom Sports day – staying and keeping healthy (links with PE – effects of exercise on the body)
	Reception See themselves as a valuable individual. Build constructive and respectful relationships.					

	Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. ELG (Self-Regulation) Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (Self-Regulation) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (Self-Regulation) Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (Managing Self) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (Managing Self) Explain the reasons for rules, know right from wrong and try to behave accordingly. (Managing Self) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (Building Relationships) Work and play cooperatively and take turns with others. (Building Relationships) Form positive attachments to adults and friendships with peers. (Building Relationships) Show sensitivity to their own and to others' needs.
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Key Stage 1 (Baseline assessment to be completed before each topic and summative assessment to be completed at the end of a topic)	Relationships – Bullying	Fire safety – Hoax calling	Computer safety – Image sharing	Staying healthy – Healthy eating	Being responsible – Practice makes perfect	Feelings and emotions – Jealousy
	Our world – Living in our world	Keeping and staying safe – Road safety	Fire safety – Texting whilst driving	Hazard watch – Is it safe to eat or drink?	Being responsible – Helping someone in need	Feelings and emotions – Anger
	Jeans for Genes day NC: FP1, FP2, CR1, CR2, CR3, CR5, RR1, RR2, RR6, BS1, MW3, MW8	Road safety week NC: FP1, FP2, FP6, RR5, RR8, BS6, BS7, BS8, MW3, BFA1	Internet safety day Mental health week NC: CR1, CR2, CR3, CR5, RR1, RR4, RR8, OR2, OR5, BS1, BS2, BS8, MW1, MW2, MW3, MW7, MW8, ISH3, ISH5, ISH7	NC: FP1, FP2, FP4, BS5, BS6, BS8, MW8, ISH2, PHF3, HE1, HE2, HE3	NC: RR1, RR2, RR3, RR4, RR5, BS4, BS5, MW6, PHF2	Sports day – Staying and keeping healthy (links with PE – effects of exercise on the body) NC: FP2, CR2, CR4, CR5, RR1, RR2, RR5, RR6, BS1, BS3, MW1, MW2, MW3, MW4, MW6, MW7, MW8, ISH2, PHF1, PHF2, PHF3, PHF4

Key Stage 2 (Baseline assessment to be completed before each topic and summative assessment to be completed at the end of a topic)	Relationships – Appropriate touch	Hazard watch – is it safe to play with	Computer safety – Making friends online	Keeping and staying healthy – Medicine	Being responsible – Stealing	Feelings and emotions – Grief
	A world without Judgements – Breaking down barriers Jeans for Genes day NC: FP2, FP3, FP4, FP5, FP6, CR2, CR3, RR1, RR2, RR3, RR8, BS1, BS4, BS5, BS6, BS7, MW2, MW6	Hazard watch – is it safe to eat or drink Road safety week NC:RR5, BS5, BS6,	Hector’s world Internet safety day Mental health week NC: FP1, FP2, CR2, CR5, RR8, OR1, OR3, OR4, BS1,	Our world/the working world – Chores at home NC: FP2, CR2, CR5, MW5, HP6	Cycle safety (to coincide with cycling proficiency) NC: FP1, FP2, FP4, CR2, CR5, MW4	First aid special - First aid year 4 Sports day – Staying and keeping healthy (links with PE – effects of exercise on the body) NC: FP1, FP2, CR1, MW1, MW2, MW3,

		BS7, BS8, MW3, BFA1	BS4, MW1			MW4, MW5, MW6, MW7, MW8, ISH2, PHF1, PHF2, PHF3, PHF4
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NC: National Curriculum links

Cycle 2



PSHE

Long Term Curriculum Plan

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Same as cycle 1					
Key Stage 1 (Baseline assessment to be completed before each topic and summative assessment to be completed at the end of a topic)	Relationships – Friendships Relationships – Body language Jeans for Genes day	Fire safety – Petty arson Keeping and staying safe – Tying shoe laces Road safety week	Computer safety – Online bullying Computer safety – Computer safety documentary Internet safety day Mental health week	Feelings and emotions – Worry Our world – Growing in our world Hazard watch – is it safe to eat or drink	Being responsible – Water spillage Staying healthy – Washing hands Straying healthy – Brushing teeth	Hazard watch – Is it safe to play with? Our world/the working world – Working in our world Sports day – staying and keeping healthy (links with PE – effects of exercise on the body)

	NC: CR1, CR2, CR3, CR4, CR5, RR1, RR2, MW2, MW3, MW4	NC: FP2, RR5, BS5, BS6, BS7, BS8, MW3	NC: FP2, CR3, CR5, RR1, RR2, RR5, RR6, OR1, OR4, OR5, BS1, BS7, BS8, MW3, MW7, MW8, ISH3, ISH5, ISH7	NC: FP1, FP2, FP3, FP4, CR4, BS7, BS8, MW2, MW7	NC: FP2, RR2, BS7, BS8, MW6, HE3, HP3, HP5, BFA1	NC: FP1, FP2, BS5, BS6, BS8, MW6, MW8, ISH2, PHF1, PHF2, PHF3, PHF4
Key Stage 2 (Baseline assessment to be completed before each topic and summative assessment to be completed at the end of a topic)	Relationships – Touch Being responsible – Coming home on time Jeans for Genes day	Fire safety – Enya and Deedee visit the fire station Keeping and staying safe - Staying safe Road safety week	Computer safety – Online bullying Keeping and staying safe - Leaning out of windows Internet safety day Mental health week	Feelings and emotions – Jealousy Our world/the working world – Looking after our world	Cycle safety (to coincide with cycling proficiency)	Keeping and staying healthy – Healthy living Sports day – staying and keeping healthy (links with PE – effects of exercise on the body)

	NC:FP2, FP4, FP6, CR2, CR3, RR1, RR2, RR8, BS1, BS3, BS5, BS6, BS7, BS8, MW2	NC: FP1, FP4, FP6, CR5, RR5, RR8, BS1, BS5, BS6, BS7, BS8, MW3, BFA1	NC: FP2, CR2, CR3, RR5, OR1, OR4, OR5, BS1, BS5, BS6, BS7, BS8, MW1, MW3, MW7, MW8, ISH3, ISH5, ISH7, BFA1	NC: CR1, CR2, CR3, CR4, CR5, RR1, RR2, RR5, RR6, BS1, BS3, MW1, MW2, MW3, MW4, MW7, MW8	NC: FP1, FP2, FP4, RR1, RR2, RR6, RR8, OR1, OR3, OR5, BS1, BS5, BS6, BS7, BS8, MW4, ISH2, ISH3, ISH4, ISH5, ISH7	NC: MW1, MW6, MW8, ISH2, PHF1, PHF2, PHF3, PHF4, HE1, HE2, HE3, HP1, HP2, HP3, HP5
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NC: National Curriculum links

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• 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	• 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

