



24th March 2023

### Relationships, Sex and Health Education (RSHE)

Dear Parents/Carers,

Our school prides itself on delivering effective, age-appropriate Relationships and Sex Education (RSE) that meets the needs of all our pupils within an inclusive and supportive learning environment, using non-biased resources. RSE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.

Relationship and Health Education (RHE) is statutory and forms a part of the Personal, Social, Health and Economic (PSHE) subject. All schools in England are required to teach RHE in primary schools and the 'Department for Education' recommends that schools consider teaching Sex Education. The guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, well-being, safeguarding and healthy relationships.

Learning about the emotional, social and physical aspects of growing up will give children and young people the information, skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.

From September 2020, Relationships, along with Health Education, became statutory, and formed part of the National Curriculum. The DfE continue to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Parents and Carers **do not** have the right to withdraw their children from lessons that cover the statutory Health and Relationship objectives (this includes puberty lessons) and lessons that cover national curriculum science objectives, including content on human development and reproduction.

To support the delivery of PSHE and RHE, our school has adopted a quality-assured programme called Education Solution and 1decision programme which has been kitemarked by the PSHE Association - the UK's governing body for the subject area. The resources have been created by PSHE and Safeguarding experts, together with schools, and most importantly children.

As a part of our curriculum our school chooses to deliver the Sex Education element. This content is delivered in Year 6 and is taught through Education Solution's conception topic. Parents and carers can choose to withdraw their child from this unit.

To assist you in your decision, we want to assure you that our curriculum is taught in an age-appropriate manner and provides pupils with the time to ask questions in a safe environment and ultimately receive information based on facts, rather than hearing content second-hand or via online platforms.

Following this, if you would like to withdraw your child from the conception unit, please put this in writing to myself and Mr Burdett.

RSE will be delivered through a spiral curriculum, in their single year group, that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.

This year our RSE lessons will take place in the following terms:

Year Group	Term	Lead Teacher
Reception	Summer 1	Miss Fox
Year 1	Summer 1	Miss Fox
Year 2	Summer 1	Mrs Dilley
Year 3	Summer 2	Mrs Dilley
Year 4	Summer 2	Mrs Dilley
Year 5	Summer 1	Mr Burdett
Year 6	Summer 1	Mr Burdett

Attached to this letter you will find:

1. A copy of our school RSE policy for consultation
2. An outline summary of our RSE unit overviews covered by year group from Year R-6

Over the next few days, your child's class teacher will be discussing our RSE curriculum with your child. This will involve your child thinking about and sharing what they already know and any questions they may have with regards to relationships, feelings, beliefs, rights and responsibilities, asking for help and my body. As a school, we feel it is important to build our RSE curriculum around the children's responses.

Please do not hesitate to contact me via the school office or your child's class teacher if you have any comments or questions.

Kind regards,



Mr Elcock  
Headteacher

# RSE Policy

This relationships and sex education policy covers Antingham and Southrepps School's approach to teaching relationships and sex education (RSE). It was produced following consultation with the whole school community including pupils, parents/carers, staff and school governors.

It will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through annual RSE consultation events, referencing in the school prospectus and a link from the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

## Values, aims and objectives:

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet 2019 Department for Education RSE Guidance and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.

- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively work with children to find out what they would learn about.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis (every 2 years). This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and whole school events.

The RSE programme will be led by S Petchey and taught by class teachers across all key stages and supported by school nurses, visitors and outside agencies as required. All staff involved in the delivery of RSE ensure pupils are taught with consistent approaches to RSE throughout their time at Antingham and Southrepps Primary School using the Education Solutions and 1decision scheme of work. Children will be taught by their class teacher in their single year group classes; this is to ensure the content and vocabulary used always remains age appropriate.

RSE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Antingham and Southrepps Primary School we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of an 'ask it basket' or similar technique. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by pupils during the lesson. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an

appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Questions asked at any time or context within school by children relating to any area of RSE will be answered by staff in an age appropriate and sensitive manner as and when they arise.

Teachers will ensure the school is responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through events which provide valuable opportunities to develop awareness of emerging RSE topics, review the resources being used and consider ways to build on RSE at home. The school operates an open-door policy enabling parents to discuss RSE at relevant times throughout the school year.

## RSE Whole School Unit Overviews

	My Feelings	My Body	My Relationships	My Beliefs	My Rights and Responsibilities	Asking for Help
Year R	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.
Year 1	Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.
Year 2	Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.
Year 3	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge Gender stereotypes, Understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the Difference between secrets and surprise, knowing when it is right to break confidence and share a secret.
Year 4	Pupils can recognise and respond to a wide range of emotions in	Pupils can reflect on how their body has changed and anticipate	Pupils are able to judge what kind of physical behaviours and contact are acceptable and	Pupils recognise Differences and similarities between people arise from a number of factors	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

	themselves and others, and ways to respond.	body changes, understanding that some are related to puberty.	unacceptable, and ways to respond.	Inc. family and personal identity.	if they don't absolutely want to or are not making the decision freely for themselves.	
Year 5	Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.
Year 6	Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.	Pupils know some cultural practices are against British law and universal human rights.	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.