

Policy Framework:	Policy framework provided centrally for use by schools with minimal amendment to the core text Changes must be made to the text where indicated
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RSE Policy Framework

Benson C of E Primary School

Approved by:	Education Quality Standards Impact Committee
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This policy framework sets out the approach to relationships and sex education (RSE) across ODST. The appendices have been adapted to reflect the circumstances in our school.

1. Aims

The aims of relationships and sex education (RSE) in our trust 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

All ODST primary schools, must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our middle school (Y5–Y8).

ODST schools follow the National Curriculum. This includes the elements of sex education contained in the science curriculum at primary level.

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

We also have regard to 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

As a school within ODST, we teach RSE as set out in this policy.

3. Policy development

This ODST policy framework is intended to provide information about the RSE curriculum and delivery for all ODST schools. Each school is responsible for developing their own policy and for providing the correct appendices for all stakeholders.

For our school, the 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 team pulled together all relevant information including relevant up to date national and local guidance
2. Staff consultation – staff across our school were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested stakeholders were invited to comment on the policy
4. Ratification – once amendments were made, the policy was shared with the Local Governing Body for ratification

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. Roles and responsibilities

The Scheme of Delegation

The board of trustees

The board of trustees, delegated to the Education Quality Standards and Impact Committee, will approve the RSE policy framework, and hold the headteacher to account for its implementation through local governing bodies.

Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees if they occur.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 10).

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 non-statutory 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 headteacher.

Pupils

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

6. Curriculum

Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. For Term 6 'Growing and Changing' children in mixed year groups will be taught in individual years to ensure content covered is appropriate.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and 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 any curriculum resources and materials with parents and carers upon request.

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

7. Delivery of RSE

At Benson C of E Primary school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices . It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their learning plans. SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

In our primary school, 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

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education

programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. For more information about our RSE curriculum, see Appendix 1

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).

Across our trust, 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.

8. Inclusivity

ODST schools 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

They 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

Use of resources

Our schools will consider whether any resources they 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

9. Use of external organisations and materials – trust statement

Across our trust, we delegate responsibility for making sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality to each school.

Schools remain 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.

Our schools **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 they 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 usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, 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 any external materials with parents and carers
-

Our schools **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

10. Parents' right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in the Appendix of this policy and addressed to the headteacher of the school.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

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

11. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our school's continuing professional development calendar.

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

12. Monitoring arrangements

The delivery of RSE is monitored by the Local Governing Body through the usual monitoring programme agreed. Insert details of monitoring arrangements, such as planning scrutiny, learning walks, etc.

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

This policy framework will be reviewed by the EQSI committee of the trust board every 3 years. At every review, the school's policy will be approved by LGB.

13. Appendix 1: Curriculum map

Relationships and sex education curriculum map

[SCARF for parents](#)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Nursery		<p>Growing & Changing: Talk about the similarities and differences between the males and females; Begin to play inclusively with their friends, regardless of their sex (if not already doing so); Think differently and more openly about what a family may look like.</p>	SCARF
Reception	Term 1	<p>Me and My Relationships: Talk about the important people in their lives; Understand that we have different special people; Name key people outside of families that care for them.</p>	SCARF
Reception	Term 6	<p>Growing & Changing: Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy. Understand that every family is different.</p>	SCARF
Year 1	Term 1	<p>Me and My Relationships: Suggest simple strategies for resolving conflict situations;</p>	SCARF
Year 1	Term 2	<p>Valuing Difference: Identify the differences and similarities between people; Empathise with those who are different from them;</p>	SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Term 2	Valuing Difference: Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.	SCARF
Year 2	Term 6	Growing & Changing: Identify which parts of our body are private; Explain that our genitals help us make babies when we are older; Understand that we mostly have the same body parts but how they look is different from person to person.	SCARF
Year 3	Term 2	Me and My Relationships: Rehearse and demonstrate simple strategies for resolving given conflict situations. Express opinions and listen to those of others; Consider others' points of view; Practice explaining the thinking behind their ideas and opinions.	SCARF
Year 3	Term 2	Valuing Difference: Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.	SCARF
Year 3	Term 6	Growing & Changing: Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.	SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Term 1	<p>Me and My Relationships: Explain what we mean by a 'positive, healthy relationship'; Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>	SCARF
Year 4	Term 2	<p>Valuing Difference: List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences. Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</p>	SCARF
Year 4	Term 6	<p>Growing & Changing: Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that periods are a normal part of puberty for girls; Identify some of the ways they can cope better with periods.</p>	SCARF
Year 5	Term 1	<p>Me and My Relationships: Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.</p>	SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Term 2	Valuing Difference: Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.	SCARF
Year 5	Term 6	Growing & Changing: Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.	SCARF
Year 6	Term 1	Me and My Relationships: Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. List some assertive behaviours; Recognise peer influence and pressure; Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree.	SCARF
Year 6	Term 2	Valuing Difference: Know that all people are unique but that we have far more in common with each other than what is different about us; Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes;	SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.	
Year 6	Term 6	Growing & Changing: Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.	SCARF

14. 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

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

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

15. Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom