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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

RSE Policy Framework

St Nicholas C.E Primary School

Approved by:	**Education Quality Standards Impact Committee**
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Adopted by school:	**Teaching Learning & Ethos 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.

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

RSE is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum. Biological aspects of RSE are taught within the Science curriculum.

At St Nicholas, we use the Kapow Curriculum. Kapow's RSE & PSHE scheme of work aims to help pupils develop the knowledge, skills and attributes they need to lead confident, healthy and fulfilling lives. The

intention is for pupils to understand themselves and others, form positive relationships and make informed choices that support their wellbeing and the wellbeing of those around them.

The scheme encourages pupils to think with empathy, integrity and self-awareness, recognising how their actions and attitudes contribute to their communities. It supports them in developing respect for diversity, managing change and understanding their rights and responsibilities as citizens.

Kapow Primary's RSE & PSHE curriculum is designed to build a strong foundation for safeguarding, preparing pupils to navigate an increasingly complex world with confidence and care. Lessons promote emotional literacy, resilience and a sense of personal agency, helping pupils to approach life's challenges with maturity and compassion.

Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners. Children learn in a variety of ways. As such, lessons include a range of strategies to support and challenge every pupil, such as:

- Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- Multi-sensory approaches – lessons incorporate different elements to engage all learners.
- Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, it ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

In our 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

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools. St Nicholas has chosen *not* to teach any aspects of sex education which go beyond the national curriculum for science[1] with the exception of vocabulary relating to parts of the body, bodily similarities between boys and girls and respect for bodies.

National Curriculum for Science

Year 1 – Animals including humans
Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

[1] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Year 2 – Animals including humans
Notice that animals, including humans, have offspring which grow into adults.
They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

In addition to the curriculum for Science as outlined for KS1, we also teach the differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting our body and understanding which parts are private.

For more information about our primary 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. 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

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Reception	Over the Year	Self-Regulation, My Feelings - Explore & Understand feelings and identify feelings Building Relationships, Special Relationships - Exploring why families and special people are valuable Managing Self, Taking on Challenges - Understand why we have rules and the importance of persistence and perseverance Self-Regulation, Listening and Following Instructions - Importance of honesty and being thoughtful and resilient Building Relationships, My Family and Friends - Learn about our different beliefs and celebrations Managing Self, My Wellbeing - Looking after out wellbeing
Year 1	Autumn 1	Year 1 Introduction, setting ground rules for RSE & PSHE. Families & Relationships: - Understand that families can include a range of people. - Understand who their friends are and what people like to do with friends. - Describe what people might look like if they are feeling: angry, scared, upset or worried. - Identify ways of responding to this by either offering help or giving them space. - Understand the skills needed to work together in a group. - Understand that friendships can have problems and learn ways to overcome these problems. - Understand how the actions of others can affect people. - Explain what a stereotype is.
Year 1	Autumn 2	Health & Wellbeing: - Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like. - Describe situations which may provoke certain feelings. - Describe their own qualities and strengths and recognise something they want to get better at. - Describe their bedtime routine, explaining why sleep is important. - Explain how rest and relaxation affects our bodies, including mental functions. - Identify examples where they could use relaxation to help manage difficult emotions. - Understand that germs can be spread via our hands. - Know how to wash their hands properly. - Know the three things they need to do when out in the sun to keep safe. - Know people can be allergic to certain things and how to help with an allergic reaction. - Understand that there are a range of people who help to keep us healthy.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Spring 1	Safety and the Changing Body: - Know a number of adults in school. - Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. - Understand ways to keep safe and not get lost and know the steps to take if they do get lost. - Know the number for the emergency services and their own address. - Understand that some types of physical contact are never acceptable. - Know what can go into or onto the body and when they should check with an adult. - Understand that there are hazards in houses and know how to avoid them. - Understand and name jobs that people do to help keep us safe.
Year 1	Spring 2	Citizenship - Explain why the class and school rules are important. - Discuss the different needs of a range of pets. - Describe some of the needs of babies and young children. - Recognise some similarities and differences between themselves and others. - Identify some groups which they belong to. - Recognise that different individuals belong to different groups. - Explain why voting is a fair way to make a decision involving a lot of people.
Year 1	Summer 1	Economic Wellbeing - Explain how children might get money. - Explain some different ways to keep money safe. - Discuss the role of banks and building societies. - Recognise that people may make different choices about spending or saving. - Explain that a range of jobs exist in and out of school and that different skills are needed for jobs.
Year 1	Summer 2	Transition - To understand their own strengths and to prepare for their move to a new class
Year 2	Autumn 1	Year 2 Introduction, setting ground rules for RSE & PSHE. Families & Relationships: - Understand that families offer love and support and that different families may be made up of different people. - Consider what friends may be thinking and feeling in different situations. - Recognise some issues that may occur in friendships and which of these may need adult help to resolve. - Understand that expectations of manners may change according to the situation. - Know that remembering people who were important to them but are no longer here can cause a mixture of emotions. - Explain what gender stereotypes are in relation to careers.
Year 2	Autumn 2	Health & Wellbeing - Use multiple colours in a diagram to show how they can feel more than one emotion at a time. - Describe how they would feel in a particular situation and understand that not everyone feels the same.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		- Understand the effect of physical activity on their body and mind. - Describe energetic physical activities that they enjoy. - Describe the positive effects of relaxation and know there are different ways to relax. - Know how to use breathing exercises to relax. - Recognise and describe what they are good at and what skills they would like to develop. - Create a complete ladder detailing achievable steps which work towards a goal. - Explain what a growth mindset is. - Use strategies to stay calm during trick challenges. - Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices. - State what ingredients they can see on a dish and compare them with the food pyramid. - Understand what helps to keep teeth healthy.
Year 2	Spring 1	Safety and the Changing Body - Understand how the internet can be used to help us. - Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. - Understand what a secret is and what a surprise is. - Know the name of parts of the body, including those of the private parts for their gender. - Explain the PANTS rule. - Understand how to keep safe near roads. - Explain the rules for crossing the road. - Understand when we should take medicines that can help us feel better when we are unwell.
Year 2	Spring 2	Citizenship - Recognise that different rules apply in different situations. - Explain what makes a good school environment. - Recognise that everyone in school has a responsibility to maintain the school environment. - Identify some jobs that people do to keep the local area pleasant. - Recognise some local job roles that help the community. - Recognise similarities and difference between people in the local community. - Explain that differences should be respected. - Explain how the school council works. - Share their opinions on things that matter.
Year 2	Summer 1	Economic Wellbeing - Explain some ways adults get money. - Discuss the role of bank account cards. - Recognise wants and needs. - Recognise the difference between a want and a need. - Identify their skills and talents. - Identify ways to develop their skills and talents. - Explain why treating people equally and inclusively is important.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Summer 2	Transition - Understanding that change can cause mixed feelings

Note: Due to the length of terms, it may be that some topics run over into another term to ensure full teaching coverage.

14. 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
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

TOPIC	PUPILS SHOULD KNOW
	• 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

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: [child] will be taking part in all relationships lessons and during the sex education lessons, they will be working independently on a project in the Year 5 classroom.*