



Threemilestone School

TMS Relationship & Sex Education Policy

2017 : Children and Social Work Act

It was within the Children and Social Work Act which received Royal Assent in March 2017 that SRE was described as RSE.
This act puts the relationship before the sex in relationship and sex education, thus SRE is now RSE.

Ratified: 16th May 2023
Next Review Date: May 2024

Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children. We expect all our team members to share this commitment.

Author Steagle Dated 17/5/23

Headteacher Steagle Dated 17/5/23

Chair of Governing Body [Signature] Dated 17/5/23

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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 children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies

2. [Rational and ethos](#)

The purpose of RSE in Threemilestone School is to ensure that children are safe, happy and healthy. In order to do this, children must have the knowledge to make informed choices. Throughout the whole school curriculum, the school nurtures confidence and self esteem, learning from an early age about permission and consent. We believe that teaching RSE informs our children about body differences, growing up, body changes and the emotions and feelings that they might have. Specific vocabulary that they learn allows them to keep their bodies safe and empowers them to communicate any concerns that they might have about their own health or safety. It prepares children for their transition to secondary school and life's journey.

At Threemilestone School, we believe that everyone is part of something, and through this ethos, a sense of belonging is prioritised, whereby children understand the diverse nature in the society in which we live, acceptance, tolerance and a curiosity to find out more.

This policy was produced by the Senior Leaders at Threemilestone School, and by open consultation process, 92 families submitted responses. The high involvement during consultation reflects the strong relationship the school has with families, viewing the partnership as vital in providing Relationships and Sex Education to be relevant for our children at TMS.

At Threemilestone School we use the spiral curriculum 'LifeWise' for our PSHE learning. This programme will be delivered as a 'standalone' but also reinforced in other areas of the curriculum. As well as encapsulating all the requirements of the National Curriculum, it also strengthens children's physical health, educates children about their mental wellbeing, equips children with skills for life, encourages the right values, learning how to maintain a healthy lifestyle and teaches necessary survival skills. To complement the RSE curriculum, Threemilestone School also uses Nationally recognised and high quality resources from the **PSHE Association**, **Christopher Winter** and **Brooke**.

All schools providing primary education must teach **Relationships Education** and **Health Education** (which include content on puberty). The 32 statements for **Relationship Education** (5 strands) and 35 statements for **Health Education** (8 strands), are covered in our new Lifewise scheme. See appendix.

Relationships Education:

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, children will have been taught content on families and people who care for me; caring friendships; respectful relationships; and online relationships; being safe.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, children will have been taught content on mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; facts and risks associated with drugs, alcohol and tobacco; health and prevention; basic first aid; and changing adolescent body.

You can find further detail by searching 'Relationships and Health Education' [HERE](#)

Science National Curriculum

The science elements of RSE are compulsory.

The Key Stage (KS) 1 and KS2 programmes of study for science show that:

- In KS1 it is a statutory requirement for pupils to be taught to "notice that animals, including humans, have offspring which grow into adults". A guidance note explains that the focus should be on helping pupils to recognise growth and "they should not be expected to understand how reproduction occurs."

- In Years 5 and 6 the science order states that 'Pupils should be taught:
 - to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
 - describe the life process of reproduction in some plants and animals.
 - describe the changes as humans develop to old age. (A guidance note explains that this could be through pupils drawing a timeline to indicate stages in the growth and development of humans).
 - They should learn about the changes experienced in puberty. (A guidance note explains that this could be by pupils scientifically researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows).

We ensure that RSE is inclusive and meets the needs of all our children including those with SEND.

We ensure RSE fosters gender equality and LGBT+ equality by focusing on loving, trusted relationships regardless of gender. Through the school, the children are exposed to scenarios, images and discussion points on different relationships and a range of family set ups.

The intended outcomes of our learning are that children:

- are informed, tolerant, accepting and confident to challenge discrimination.
- understand how to keep their bodies safe
- are confident making informed decisions
- understand what is needed to maintain happy, healthy relationships

3. [Statutory requirements](#)

As a primary academy, we must provide relationships education to all children under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all children a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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

4. [Policy development](#)

1. Review – the Senior Staff team at TMS 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, resources and make recommendations.
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to share their views via Google Forms about RSE.
4. Pupil consultation – we investigated what exactly children want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. 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.

6. Roles and Responsibilities

The RSE programme will be taught by class teachers and will form part of the weekly standalone PSHE lessons. Where possible, the support staff in the classroom will also form part of the learning to support the children.

The **headteacher** is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The **Senior Leaders** at TMS work together to ensure that the RSE forms a vital part of the PSHE curriculum and the evaluation of each aspect of the sequence of learning is built in for constant improvement. Adele McAlpine and Janette Mullett are Governors who have an oversight of the personal development curriculum.

Teaching staff will receive annual training on the delivery of the RSE curriculum led by senior leaders.

Teaching 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 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.

Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7. [Legislation](#)

Revised Department for Education statutory guidance will state that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

8. [Curriculum design](#)

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the statutory elements of relationship and health education, as well as the non-statutory elements of sex education. The spiral curriculum is set out in the personal development@TMS document, as well as on the school website.

The school uses 'LifeWise' as a base for our PSHE learning, which includes RSE. To supplement this learning, the school has mapped out further learning to ensure that our children gain a deep understanding. High quality resources from Christopher Winter, PSHE Association and Brooke have been used. Selected resources such as books, film clips, will be used which support the learning are laid out in the year group curriculum on the website.

The content has also been informed by the comments made on the parent/carers consultation in December 2022.

Our RSE programme will be taught through a range of teaching methods and interactive activities, as laid out in our TMS 9 principles of learning. Learning will be scaffolded and supported appropriately for children with SEND. Assessment in RSE will predominantly take place through questioning or conversation. Where appropriate, pre teaching will be used.

9. Safe and Effective practice

Each year group curriculum sets out guidance of the class teacher in establishing a safe learning environment, including agreed ground rules. Children's questions will be answered factually and based on the teacher guides as part of the year group curriculum. Questions will not be answered if not age and stage appropriate, and this will be explained to the children. Through the strong relationships between adults in the classroom and children, sensitive issues can be discussed. Children will be able to raise questions anonymously.

Senior Teachers are able to support ECTs and ECTS+1.

10. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Adults in school have a high level of safeguarding training and will refer to the safeguarding procedure of the school. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy. For more vulnerable children, support staff will offer guidance throughout the lessons. If appropriate, conversations with parents/carers will be shared prior to the learning. Resources used are all on the school website.

11. Engaging Stakeholders & Parents' right to withdraw

Families will be informed about the policy once ratified by Governors through the weekly newsletter and will be directed to the school website for the resources and the year group curriculum. The school works closely with parents/carers to ensure that they are fully aware of what is being taught and provide additional resources and support through. We will notify parents/carers when Relationships and Sex education will be taught in the Zoom sessions at the start of each term.

Parents/carers have the right to withdraw their children from RSE content that is not part of the statutory Science, Relationship and Health Education curriculum. The non statutory content is clearly laid out on the sequence of learning.

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

If a parent/carer requests that their child be removed from non statutory parts of the Relationships and Sex education, they must do so in writing to the Headteacher. At primary level, the Headteacher must grant this request. When the Headteacher receives a letter, she will invite the parents/carers to a meeting at which the school's policy will be explained and seek to accommodate the wishes and/or concerns of the parents/carers. If that is not possible, the child will be withdrawn from the session and placed in another class where suitable learning and supervision will be provided.

Governors will be informed of the RSE policy and curriculum through the Local Governing Body meetings.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of our children.

12. Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSE through discussions with senior leaders, who will then feedback any further discussions.

Children will have opportunities to review and reflect on their learning during lessons.

Pupil voice will be influential in adapting and amending planned learning activities.

13. RSE Policy review date

As part of effective RSE provision, the RSE policy should be reviewed at least every 18 months / 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

This policy will be reviewed in May 2024 by Senior Leaders and the Headteacher.

Appendix A

STATUTORY RELATIONSHIP EDUCATION - 32 statements

Families and people who care for me	<p><u>Children should know</u></p> <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	<p><u>Children should know</u></p> <ul style="list-style-type: none"> 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	<p><u>Children should know</u></p> <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	<p><u>Children should know</u></p> <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	<p><u>Children should know</u></p> <ul style="list-style-type: none"> 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.

Appendix B

STATUTORY HEALTH EDUCATION - 35 statements - Physical health and mental wellbeing

Mental wellbeing	<p><u>Children should know</u></p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p><u>Children should know</u></p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p><u>Children should know</u></p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p><u>Children should know</u></p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p><u>Children should know</u></p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
	<p><u>Children should know</u></p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

Health and prevention	<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p><u>Children should know</u></p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent body	<p><u>Children should know</u></p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix C

Parent Consultation for RSE - December 2022

We are really grateful to the 100 families at TMS who responded to our parental consultation on reviewing our RSE provision. From this response we have identified that:

- Parents / carers want more information on what is being taught at school in RSE
- The content which is overwhelming referenced as perceived as important for our families at TMS are:
 - Online safety
 - Different relationships i.e. LGBT+
 - Healthy relationships and consent
 - Puberty / body changes

Has your child ever asked you questions about growing up, sex and relationships?

36 no
64 yes

Has your child ever talked to you about something they learnt at school to do with growing up, sex and relationships?

44 no
5 unsure
51 yes

Would you like more information about what the school teaches on relationships and sex education?

8 no
22 maybe
70 yes

Do you want more support or resources to help you talk to your child about relationships and sex issues at home?

52 no
7 maybe
41 yes

Are you confident in using scientific terminology to support your children in learning about their bodies?

8 no
7 maybe
85 yes

[Additional comments are found on the school website: CLICK HERE](#)

