Mayflower School

Relationships and Sex Education (RSE) Policy

Based on the Tower Hamlets Model Policy for RSE

Date policy was approved:18.3.21

Reviewed: Summer term 2026

Next review date: Summer 2029

Aim:	The main aims of our school RSE policy are: 1. Mayflower is committed to putting safeguarding at the heart of everything we do and this includes teaching RSE to pupils. 2. To teach RSE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010. 3. To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions. 4. Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.
Context	"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." (Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)

CURRICULUM PROVISION and CONTENT

Relationships Education (Statutory)	• Families and People Who Care for Me • Caring Relationships • Respectful Relationships • Online Relationships • Being Safe (please refer to Appendix 1 for further detail) (Relationships Education, Relationships and Sex Education (RSE) and Health Education - https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
Health Education (Statutory)	• Mental Wellbeing • Internet and Safety Harms • Physical Health and Fitness • Healthy Eating

	• Drugs, Alcohol and Tobacco • Health and Prevention • Basic First Aid • Changing Adolescent Body (please refer to Appendix 1 for further detail) (Relationships Education, Relationships and Sex Education (RSE) and Health Education - https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
National Curriculum Science (Statutory)	**Key Stage 1:** • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Key Stage 2**: **Year 5** • describe the changes as humans develop to old age **Year 6** • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents **From the DfE guidance:** **Puberty** "The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals". "At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty" (please refer to Appendix 1 for further detail)

	(Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015 https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study)
Sex Education (Non-Statutory)	• How a baby is conceived and born (DfE recommend in Year 6) • FGM (please refer to Appendix 1 for further detail) (Relationships Education, Relationships and Sex Education (RSE) and Health Education - https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)

MONITORING, EVALUATION and ASSESMENT

Monitoring and Evaluation	The subjects will be monitored and evaluated by the school leadership team and the governing body. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.
Assessment	The school will identify pupils' prior knowledge through the planning overview and through skilful questioning when teaching. The school will assess pupils' learning and progress through the use of intelligence gathering books and monitoring within year groups.

THE RIGHT TO WITHDRAW

No Right to Withdraw	There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum
Right to Withdraw	Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education, for example, how a baby is conceived and born in Year 6.
Withdrawal Process	Parents wishing to withdraw their child from the non-statutory elements of Sex Education will need to make an appointment to meet with the Headteacher or a member of SLT. Letters will not be accepted as a means of withdrawing a pupil and an individual meeting will need to be held, to discuss parents' concerns.

EQUALITY and SAFEGUARDING

Equality	The school is committed to following the Equality Act and to tackling sexism, misogyny, homophobia and gender stereotypes.
LGBT	LBTH recommends teaching about LGBT relationships, in the context of different types of families, in order that children coming from same sex families feel welcomed and included in school, from the very beginning of their school career. It is also important in terms of tackling homophobic behaviour and bullying and demonstrates LBTH's commitment to equalities, as outlined in the Equality Act. At Mayflower School we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families. At Mayflower school we have chosen to follow the LBTH recommendation with regards to LGBT content, in the context of different types of families. With due regard to all relevant evidence we have chosen to place LGBT content, in the context of different types of families, into the statutory part of the curriculum.
Naming of the Sexual Body Parts	LBTH recommends that children are taught in Key Stage 1 about naming of the sexual body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the sexual body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse. Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe. Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others. LBTH also recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs.

	At Mayflower school we have chosen to place the naming of the sexual body parts into the statutory part of the (Relationships Education / Science) curriculum in Key Stage 1 (by the end of Year 2). The following medical terms are recommended to be taught in Key Stage 1: Penis, testicles, anus / bottom, vagina, vulva, breasts / nipples.
SEND	The delivery of the content will be made accessible to all pupils, including those with SEND.
Disclosures	Any disclosures should follow the schools agreed safeguarding procedures.

RESOURCES

Teaching Resources	Mayflower school is committed to using diagrams, rather than pictures, and where appropriate and possible to teach single sex lessons. Our school is also committed to holding information meetings to show parents resources and lesson plans before the commencement of RSE lessons. The school will use age appropriate resources to deliver the curriculum.

CONSULTATION AND PARTNERSHIPS

Parents	Our relationship with parents/carers is very important and we aim to support them with a questionnaire about our RSE curriculum content, including resources, where they can share any concerns or issues they may have about any aspect of the RSE provision.
Staff	The school encourages staff to contribute and support this RSE policy. The school holds staff meetings and training on RSE to ensure that all staff feel confident to deliver this content.
Governors	Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about whether to follow the Borough recommendations about which topics should be taught and at what stage in the curriculum and whether they should be in the statutory or non-statutory part of the curriculum. Governors also decide which resources are used to teach RSE and how RSE is taught within the school. The DfE RSE guidance (2019) provides further clarification as to the role of Governors: "As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that: • all pupils make progress in achieving the expected educational outcomes; • the subjects are well led, effectively managed and well planned;

	• the quality of provision is subject to regular and effective self-evaluation; • teaching is delivered in ways that are accessible to all pupils with SEND clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and • the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations." (Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 16 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf)

APPENDIX 1

LBTH Primary Schools RSE Mapping

Relationships, Health, Sex Education and Science – Tower Hamlets

DfE Statutory Guidance **Relationships Education** (Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)	**DfE Non-statutory** **Sex Education** (Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)	**Statutory Guidance** **National Curriculum Science** (Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015 https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study)	**DfE Statutory Guidance** **Physical Health and Mental Wellbeing (Health Education)** (Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
By the end of primary school **Pupils should know:** **Families and people who care for 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.	• questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. • sexual reproduction in humans • reproductive cycle in humans • conception (Year 6 only) • FGM	**Key Stage 1:** • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults	**By the end of primary school** **Pupils should know:** **Mental Wellbeing** • 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

• 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. *Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. **Caring friendships** • how important friendships are in **making us feel happy and secure**, and **how people choose and make friend**s. • the **characteristics of friendships**, including		• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Key Stage 2**: **Year 5** • describe the changes as humans develop to old age **Year 6** • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents **From the DfE guidance:** **Puberty** "The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in	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

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**.		related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals". "106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty"	do, the problems can be resolved if the right support is made available, especially if accessed early enough. **Internet safety and harms** • 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

• that in school and in wider society they can **expect to be treated with respect** by others, and that in turn they **should show due respect to others**, including those in positions of authority • about **different types of bullying** (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a **stereotype is**, and how stereotypes can be unfair, negative or destructive. • the importance of **permission-seeking** and giving in relationships with friends, peers and adults. **Online relationships** • that people sometimes **behave differently online**, including by pretending to be someone they are not. • that the **same principles apply to online relationships as to face-to-face relationships,** including the importance of respect for others online including when we are anonymous. • the rules and principles for **keeping safe online,** how to recognise risks, harmful content and contact, and how to report them. • how to **critically consider** their online friendships and sources of information including awareness of the risks associated with people they have never met.			get support with issues online. **Physical health and fitness** • 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 suppor**t including which adults to speak to in school if they are worried about their health. **Healthy eating** • 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). **By the end of primary school** **Pupils should know:**

• 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.			**Drugs, alcohol and tobacco** • the facts **about legal and illegal harmful** substances and associated risks, including **smoking**, **alcohol use and drug-taking**. **Health and prevention** • how to recognise **early signs of physical illness**, such as weight loss, or unexplained changes to the body. • 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** • 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** • key facts about **puberty and the changing adolescent body**, particularly from age 9 through to age 11, including **physical and emotional changes.** • about **menstrual wellbein**g including the key facts about the **menstrual cycle**.
From the DfE guidance: **Lesbian, Gay, Bisexual and Transgender (LGBT)** "In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics".			