



# Relationships and sex education policy



**Approved by:** Deirdre Petersen **Date:** 11/05/21

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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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils to flourish by developing 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
- › Ensure that children develop the understanding, respect and tolerance of all others regardless of gender identity, sexual orientation, family makeup or lifestyle choice.

### 2. Statutory requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group 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 and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 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. Curriculum

Our 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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.

Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings
- › How a baby is conceived and born
- › Roles and responsibilities of carers and parents

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

## 6. 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, and other aspects are included in religious education (RE).

Relationship's 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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will hold the headteacher to account for the implementation of this policy.

### **7.2 The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

### **7.3 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 wish them to be withdrawn from the non-science 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 Principal.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

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

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

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

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

In the event of a request for withdrawal from the non-science aspects of sex education will be considered by the headteacher. A meeting to discuss the request will be called to ensure clarity of understanding.

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

## **9. Training**

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

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

## **10. Monitoring arrangements**

The delivery of RSE/ PSHE is monitored by the Principal.

Learning walks, discussions with staff, discussions with pupils.

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

This policy will be reviewed by the Principal annually. At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

| YEAR GROUP   | TOPIC/THEME DETAILS  | RESOURCES   |
|--------------|--|---|
| Year 1 and 2 | <ul style="list-style-type: none"> <li>• Understand and respect the differences and similarities between people,</li> <li>• The biological differences between male and female animals and their role in the life cycle,               <ul style="list-style-type: none"> <li>○ Children understand that the creation of life requires a male and female</li> </ul> </li> <li>• The biological differences between male and female children,               <ul style="list-style-type: none"> <li>○ Children understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes contradict this.</li> <li>○ Children identify and name biological terms for male and female sex parts</li> <li>○ Children understand that the male and female sex parts are related to reproduction</li> </ul> </li> <li>• Growing from young to old and that they are growing and changing,               <ul style="list-style-type: none"> <li>○ Children can identify key stages in the human life cycle</li> <li>○ Children understand some ways they have changed since they were babies</li> <li>○ Children understand that all living things including humans start life as babies/infants</li> </ul> </li> <li>• Everybody needs to be cared for and ways in which they care for others,               <ul style="list-style-type: none"> <li>○ Children know that female mammals give birth and nurse their young</li> <li>○ Children understand that we all have different needs and require different types of care</li> <li>○ Children understand the links between needs, caring and changes throughout the life cycle</li> </ul> </li> <li>• Different types of family and how their home-life is special.               <ul style="list-style-type: none"> <li>○ Children can describe different types of family</li> <li>○ Children identify what is special and different about their home life</li> <li>○ Children understand families care for each other in a variety of ways</li> </ul> </li> </ul> | <p>SCARF</p> <p>You, Me, PSHE resources</p> <p>Amaze.org</p> <p>Lifewise (lifewise.co.uk)</p> <p>Science curriculum</p> |

| YEAR GROUP   | TOPIC/THEME DETAILS   | RESOURCES   |
|--------------|---|---|
| Year 3 and 4 | <ul style="list-style-type: none"> <li>• The impact of puberty on physical hygiene and strategies for managing this. <ul style="list-style-type: none"> <li>○ Children can identify changes throughout the human life cycle</li> <li>○ Children understand change is on-going</li> <li>○ Children understand change is individual</li> <li>○ Children are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults</li> <li>○ Children identify physical changes associated with puberty</li> <li>○ Children can explain how changes at puberty affect body hygiene Children can describe how to care for their bodies during puberty</li> <li>○ Children can recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming</li> <li>○ Children understand that everyone’s experience of puberty is different and that it begins and ends at different times</li> <li>○ Children can use appropriate language to discuss puberty and growing up with confidence</li> </ul> </li> <li>• How puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty. <ul style="list-style-type: none"> <li>○ Children are able to describe how feelings and behaviour change during puberty</li> <li>○ Children can identify sources of information, support and advice for children and young people</li> </ul> </li> <li>• Strategies to deal with feelings in the context of relationships. <ul style="list-style-type: none"> <li>○ Children understand how changes during puberty can affect relationships with other people</li> <li>○ Children can empathise with other people’s feelings in relationships, including parents and carers</li> </ul> </li> <li>• Menstruation and wet dreams (<i>These areas may be covered depending on the class, questions raised by the children and the class teacher’s discretion.</i>) <ul style="list-style-type: none"> <li>○ Children can describe menstruation and wet dreams</li> <li>○ Children can explain effective methods for managing menstruation and wet dreams</li> <li>○ Children understand the relationship between the sex cells (sperm and ovum), menstruation and wet dreams</li> </ul> </li> </ul> | <p>SCARF</p> <p>You, Me, PSHE resources</p> <p>Amaze.org</p> <p>Lifewise (lifewise.co.uk)</p> <p>Science curriculum</p> |

| YEAR GROUP | TOPIC/THEME DETAILS   | RESOURCES   |
|------------|---|---|
| Year 5/6   | <ul style="list-style-type: none"> <li>• The changes that occur during puberty. <ul style="list-style-type: none"> <li>○ Children can identify the physical, emotional and behavioural changes that occur during puberty for both males and females</li> <li>○ Children understand that puberty is individual and can occur any time between 8-17</li> <li>○ Children understand that body changes at puberty are a preparation for sexual maturity</li> </ul> </li> <li>• Consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact. <ul style="list-style-type: none"> <li>○ Children understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture</li> <li>○ Children can recognise and challenge gender stereotype</li> <li>○ Children understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour</li> </ul> </li> <li>• What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships. <ul style="list-style-type: none"> <li>○ Children can identify positive qualities and expectations from a variety of relationships</li> <li>○ Children can explain the similarities and differences between friendships and intimate relationships</li> <li>○ Children can describe that there are different types of intimate relationships, including marriage</li> <li>○ Children understand that sex or making love may be one part of an intimate relationship between adults</li> <li>○ Children understand that sexuality is expressed in a variety of ways between consenting adults</li> <li>○ Children know that sexual intercourse may be one part of a sexual relationship</li> </ul> </li> <li>• Human reproduction in the context of the human lifecycle. <ul style="list-style-type: none"> <li>○ Children can name the male and female sex cells and reproductive organs</li> </ul> </li> <li>• How a baby is made and grows (conception and pregnancy). <ul style="list-style-type: none"> <li>○ Children know the male and female body parts associated with conception and pregnancy</li> <li>○ Children can define conception and understand the importance of implantation in the womb</li> <li>○ Children know what pregnancy is, where it occurs and how long it takes</li> <li>○ Children can describe how babies are made and explain how sexual intercourse is related to conception</li> </ul> </li> <li>• Roles and responsibilities of carers and parents. <ul style="list-style-type: none"> <li>○ Children can identify some of skills and qualities needed to be parent and carer</li> <li>○ Children understand the variety of ways in which parents and carers meet the needs to be a parent and carers meet the needs of babies and children</li> <li>○ Children can recognise that both men and women can take on these roles and responsibilities</li> </ul> </li> <li>• If appropriate, myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted may be discussed. <i>(These areas may be covered depending on the class, questions raised by the children and the class teacher's discretion.)</i></li> </ul> | <p>SCARF</p> <p>You, Me, PSHE resources</p> <p>Amaze.org</p> <p>Lifewise (lifewise.co.uk)</p> <p>Science curriculum</p> |



## 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"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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</li> </ul>   |

| TOPIC                    | PUPILS SHOULD KNOW   |
|--------------------------|--|
| Respectful relationships | <ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |
| Online relationships     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online</li> </ul>   |
| Being safe               | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>  |

### Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Parent signature   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |