



# Relationships and sex education policy (from 2020)

What is the purpose of this policy? *This policy outlines the purpose, nature and management of relationships and sex education in our schools.*

Who approved this policy? *The Governing Body*

Is this policy statutory? *Yes*

When was this policy written / reviewed? *December 2021*

When will this policy be reviewed next? *December 2022*

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### 1. Aims and rationale

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 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

It is important that our federation family of schools teach this area of learning in a cohesive and meaningful way as children go from KS1 at Stubbings and Central Street to KS2 at Riverside.

Relationships and Sex education (RSE) requires learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught as part of personal, health, social and economic education (PHSE). This policy outlines the purpose, nature and management of relationships and sex education in our schools.

### 2. Statutory requirements

As a federation of 3 maintained primary schools, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Central Street, Stubbings and Riverside we teach RSE as set out in this policy.

### **3. Policy development**

This 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 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 / carers 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 / carers, 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 don't 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

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).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

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

- Families play a key role in children's learning about sex and relationships and school should always work in partnership with home.
- Our RSE programme will complement their role of families and support them in the education of their child regarding relationships and sex.
- We will ensure that parents' and carers' views are heard and that taught RSE is culturally appropriate and inclusive of all of our children.
- If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.
- Elements of RSE will be taught through different aspects of the curriculum. Much of this teaching will take place in PSHE and SEAL sessions (Social and Emotional Aspects of Learning). Other subject areas contribute significantly to children's knowledge and understanding of their own bodies, particularly Science and P.E.
- Discrete RSE lessons will take place at the end of each year following the Christopher Winters Project. (Appendix 1)
- 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).
- We recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging') or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.
- We will ensure that all young people have equal access to our sex and relationships and sex education programme.
- Parents / carers do not have the right to withdraw their children from relationships education.
- The **Christopher Winters Project** forms a spiralling curriculum of Relationships and Sex Education. Overall, the Sex Education element of the resource is in line with the science curriculum. Lessons on puberty form part of statutory Health Education. The exception would be sessions in Year 6 which include age-appropriate discussions on adult sexuality and how a baby is conceived and born.
- Parents / carers have the right to withdraw their children from the components of sex education within RSE in Year 6.
- Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.
- Alternative learning activities will be given to pupils who are withdrawn from sex education
- Teachers will conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual

activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

- Any indication that a child may have been affected by abuse will be reported to the Designated Safeguarding Lead.

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, LGBTQ+ parents / carers, 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 body**

The governing body of the HBSF will approve the RSE policy and hold the executive headteacher to account for its implementation.

### **7.2 The executive headteacher**

The executive headteacher is responsible for ensuring that RSE is taught consistently with cohesive progression across the schools, and for managing requests to withdraw pupils from non-statutory 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 / 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.

**You must include names/roles of those responsible for teaching RSE in your school.**

### **7.4 Pupils**

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

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

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

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 Appendix 3 of this policy and addressed to the headteacher. Alternative learning activities 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 executive headteacher / SLT will also invite visitors from outside the schools, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the executive headteacher and SLT through:

- Learning walks
- Observations
- Pupil voice

This policy will be reviewed by the executive headteacher and the SLT annually. At every review, the policy will be approved by the governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map – the Christopher Winters Project

YEAR GROUP	TOPIC/THEME DETAILS	LESSON FOCUS
Reception Central Street and Stubbings	<b><i>Family and Friendships</i></b>	<ol style="list-style-type: none"> <li>1. Caring friendships</li> <li>2. Being kind</li> <li>3. Families</li> </ol>
Year 1 Central Street and Stubbings	<b><i>Growing and caring for ourselves</i></b>	<ol style="list-style-type: none"> <li>1. Different friends</li> <li>2. Growing and changing</li> <li>3. Families and care</li> </ol>
Year 2 Central Street and Stubbings	<b><i>Difference</i></b>	<ol style="list-style-type: none"> <li>1. Differences</li> <li>2. Male and female animals</li> <li>3. Naming body parts</li> </ol>
Year 3 Riverside	<b><i>Valuing differences</i></b> <b><i>Keeping safe</i></b>	<ol style="list-style-type: none"> <li>1. Body differences</li> <li>2. Personal space</li> <li>3. Help and support</li> </ol>
Year 4 Riverside	<b><i>Growing up</i></b>	<ol style="list-style-type: none"> <li>1. Changes</li> <li>2. What is puberty?</li> <li>3. Healthy relationships</li> </ol>
Year 5 Riverside	<b><i>Puberty</i></b>	<ol style="list-style-type: none"> <li>1. Talking about puberty</li> <li>2. The reproductive system</li> <li>3. Help and support</li> </ol>
Year 6 Riverside	<b><i>Puberty, relationships and reproduction</i></b>	<ol style="list-style-type: none"> <li>1. Puberty and reproduction</li> <li>2. Communication in relationships</li> <li>3. Families, conception and pregnancy</li> <li>4. Online relationships</li> </ol>

## 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>
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>



TOPIC	PUPILS SHOULD KNOW
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 / 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 / carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents / carers	<p><i>Include notes from discussions with parents and agreed actions taken.</i></p> <p><i>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i></p>