

DRAFT for consultation

Relationships and Sex Education (RSE)



Policy Adopted:

Review Date:

Relationships and Sex Education is taught through our PSHE (Personal, Social and Health Education) curriculum

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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 age-appropriate understanding of physical and 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 physical development, sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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 Relationships and Sex Education, 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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties were invited to comment on this policy
3. Pupil consultation – we investigated what pupils want from their RSE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definitions

At this school, we choose to teach sex education in Year 6 that is in addition to what's covered in the science curriculum. **(See section 5: curriculum)**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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.

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:

- How a baby is conceived and child birth (taught in Year 6)

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).

Extract from DfE statutory guidance (2019)

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.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

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

These areas of learning are all taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. We know that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We also understand that that some children may have a different structure of support around them (for example: looked after children or young carers).

We understand that there are many different types of families and the pupils will be taught a broad view of what the term family means.

Pupils also receive stand-alone sex education sessions in Year 6. This explains how a baby is conceived and how a baby is born.

7. Roles and responsibilities

7.1 The governing body and the MAT

Governors will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Executive Headteacher and the Head of School

The Executive Headteacher and the Head of School are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory/non-science sex education components of RSE

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-statutory/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 headteacher.

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 or the PSHE primary curriculum.

Parents only have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. This is only how a baby is made and how a baby is born.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Headteacher or the Head of School.

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 our continuing professional development work.

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.

10. Monitoring arrangements

The delivery of RSE is monitored by senior leaders and curriculum leaders. Monitoring could include activities such as planning scrutinies, learning walks, lesson visits, talking to pupils, looking at work in pupils' books.

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

Appendix 1: Content Overview

Ages 3-5 Self-identity, Understanding feelings, Being in a classroom, Being gentle, Rights and responsibilities, Identifying talents, Being special, Families, Where we live, Making friends, Standing up for yourself, Challenges, Perseverance, Goal-setting, Overcoming obstacles, Seeking help, Jobs, Achieving goals, Exercising bodies, Physical activity, Healthy food, Sleep, Keeping clean, Safety, Family life, Friendships, Breaking friendships, Falling out, Dealing with bullying, Being a good friend, Bodies, Respecting my body, Growing up, Growth and change, Fun and fears, Celebrations.

Ages 5-6 Feeling special and safe, Being part of a class, Rights and responsibilities, Rewards and feeling proud, Consequences, Similarities and differences, Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone, Setting goals, Identifying successes and achievements, Working well and celebrating achievement, Tackling new challenges, Identifying and overcoming obstacles, Feelings of success, Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness, Belonging to a family, Making friends/being a good friend, Physical contact preferences, People who help us, Qualities as a friend and person, Self-acknowledgement, Being a good friend to myself, Celebrating special relationships, Life cycles – animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies (correct terminology), Linking growing and learning, Coping with change, Transition.

Ages 6-7 Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings, Assumptions and stereotypes about gender, Understanding bullying, Standing up for self and others, Making new friends, Gender diversity, Celebrating difference and remaining friends, Achieving realistic goals, Perseverance, Learning strengths, Learning with others, Group co-operation, Contributing to and sharing success, Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food, Different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Special relationships, Life cycles in nature, Growing from young to old, Increasing

independence, Differences in female and male bodies (correct terminology), Assertiveness.

Ages 7-8 Setting personal goals, Self-identity and worth, Positivity in challenges, Rules and rights and responsibilities, Rewards and consequences, Responsible choices, Seeing things from others' perspectives, Families and their differences, Family conflict, Witnessing bullying and how to solve it, Recognising how words can be hurtful, Giving and receiving compliments, Difficult challenges and achieving success, Dreams and ambitions, New challenges, Motivation and enthusiasm, Recognising and trying to overcome obstacles, Evaluating learning processes, Managing feelings, Simple budgeting, Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs, Keeping safe and why it's important - online and off line scenarios, Respect for myself and others, Healthy and safe choices, Family roles and responsibilities, Friendship and negotiation, Keeping safe online and who to go to for help, Being a global citizen, Being aware of how my choices affect others, Awareness of how other children have different lives, Expressing appreciation for family and friends, How babies grow, Understanding a baby's needs, Outside body changes, Family stereotypes.

Ages 8-9 Being part of a class team, Being a school citizen, Rights, responsibilities and democracy (school council), Rewards and consequences, Group decision-making, Having a voice, What motivates behaviour, Challenging assumptions, Judging by appearance, Accepting self and others, Understanding influences, Understanding bullying, Problem-solving Identifying how special and unique everyone is, First impressions, Hopes and dreams, Overcoming disappointment, Creating new and realistic dreams, Achieving goals, Working in a group, Celebrating contributions, Resilience, Positive attitudes, Healthier friendships, Group dynamics, Smoking, Alcohol, Assertiveness, Peer pressure, Celebrating inner strength, Jealousy, Love and loss, Memories of loved ones, Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals, Being unique, Having a baby, Confidence in change, Puberty, Environmental change.

Ages 9-10 Being a citizen, Rights and responsibilities, Rewards and consequences, How behaviour affects group, Democracy and having a voice - participating ,Cultural differences and how they can cause conflict, Racism, Rumours and name-calling, Types of bullying, Material wealth and happiness, Enjoying and respecting other cultures, Future dreams, The importance of money, Jobs and careers, Dream job and how to get there, Goals in different cultures, Supporting others (charity), Motivation, Smoking including vaping, Alcohol and anti-social behaviour, Emergency aid, Body

image, Relationships with food, Healthy choices, Motivation and behaviour, Self-recognition and self-worth, Building self-esteem, Safer online communities, Rights and responsibilities online, Online gaming and gambling, Reducing screen time, Dangers of online grooming, Self and body image, Influence of online and media on body image, Puberty, Growing responsibility, Coping with change.

Ages 10-11 Global citizenship, Children's universal rights, Feeling welcome and valued, Choices and consequences and rewards, Group dynamics, Democracy and having a voice, Anti-social behaviour, Role-modelling, Perceptions of normality, Understanding disability, Power struggles, Understanding bullying Inclusion/exclusion, Differences as conflict and difference as celebration, Empathy, Personal learning goals in and out of school, Success criteria, Emotions in success, Making a difference in the world, Motivation, Recognising achievements Compliments, Taking personal responsibility, How substances affect the body, Exploitation including 'county lines' and gang culture, Emotional and mental health, Managing stress, Mental health, Identifying mental health worries and sources of support, Love and loss, Managing feelings, Power and control, Assertiveness, Technology safety, Take responsibility with technology use, Self-image, Body image, Puberty and feelings, How a baby is conceived, How a baby grows, Child Birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Sexting.

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 • 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

TOPIC	PUPILS SHOULD KNOW
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

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	
Any other information you would like the school to consider	
Parent signature	
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i>

