

Relationships and sex education policy

THE WILLOWS
PRIMARY SCHOOL AND NURSERY



BERLESDUNA
ACADEMY TRUST

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Teach pupils the correct vocabulary to describe anatomical body parts.
- Having and giving respect, and being in control of their bodies.
- Different types of families.
- Moral questions and to provide a framework in which sensitive discussions can take place.
- Healthy relationships and issues including keeping safe online and seeking help.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene (KS2).
- Create a positive culture around issues of sexuality and relationships.

As a school, we feel these aims fit in with our core school values, specifically: *Respect, Responsibility, Courage, Compassion and Wisdom.*

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 are expected to offer all pupils a rounded 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](#).

At The Willows Primary School and Nursery we teach RSE as set out in this policy.

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 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, computing, PE and RE.

Pupils will be taught these lessons by their class teacher. Some classes may receive particular lessons by a health professional e.g. a nurse. Teachers will declare this to parents and carers.

Under the science curriculum, teachers inform children about males and females and how a baby is born. In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body. In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

Our HRSE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively, it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

We teach RSE using 'The Christopher Winters' scheme of work. This is endorsed by the PSHE association. Parents and carers are welcome to view the resources and plans.

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 (supported by Computing curriculum)
- › 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 approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

Mr Freese is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from 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 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 the health and relationships aspects of HRSE. These lessons are statutory as of September 2020 and are a compulsory part of the curriculum.

Parents have the right to withdraw their children from the non-statutory components of HRSE which are the sex education lessons within RSE. (This applies to the two designated sex education lessons in year 6 only.)

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.

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 Subject Lead (Mrs Smith) 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 is monitored by Mrs Smith through:

Learning walks, subject monitoring.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. There is no expectation for children to provide written work, or for teachers to collect children's work or photos as evidence. Monitoring will be through teacher assessment.

This policy will be reviewed by The Subject Lead annually. At every review, the policy will be approved by The Governing Body and Head teacher.

Appendix 1: Curriculum map

| | Lesson 1 | Lesson 2 | Lesson 3 |
|-----------|---|---|--|
| Reception | <p>Our Day: Health Ed</p> <p>Rules and patterns of a typical day.</p> <p>Looking after ourselves (i.e. dressing and undressing)</p> | <p>Keeping ourselves clean: Health Ed</p> <p>Understanding why hygiene is important.</p> <p>Explain why it is important to keep clean.</p> | <p>Families: Relationships Ed</p> <p>Recognise that all families are different.</p> <p>Identify members of the family and how they help each other.</p> |
| Year 1 | <p>Keeping Clean: Health Ed</p> <p>Understand basic hygiene principles</p> <p>How to keep ourselves clean</p> | <p>Growing and Changing: Health Ed</p> <p>Understand that babies become children then adults</p> <p>Understand the differences between boy and girl babies (using the correct terminology: penis and vagina)</p> | <p>Families and Care: Relationship Ed</p> <p>Know that there are different types of families</p> <p>Know who we can ask for help</p> |
| Year 2 | <p>Differences: Boys and Girls: Relationships Ed</p> <p>To understand gender stereotypes</p> <p>Health Education:</p> <p>To identify differences between male and female babies</p> | <p>Differences: Male and Female: Health Ed</p> <p>Describe differences between male and female bodies</p> <p>Sex Education:</p> <p>Understand that making a new life requires a male and a female</p> | <p>Naming the Body Parts: Health Education</p> <p>Name the male and female body parts (penis, vagina, nipples)</p> |

| | | | |
|--------|---|---|--|
| | | animal | |
| Year 3 | <p>Differences: Male and Female: Health Education</p> <p>Differences and similarities between males and females</p> <p>Naming body parts (penis, testicles, vagina and womb)</p> | <p>Personal Space:</p> <p>Relationships Education:</p> <p>Consider touch and know that people have to say if they like or dislike it.</p> <p>Understand personal space.</p> | <p>Family Differences: Relationships Education</p> <p>Explore different families and types of family</p> <p>Know who you can go to for help</p> |
| Year 4 | <p>Growing and Changing: Health Education:</p> <p>Explore human lifecycle</p> <p>Describe changes as a child grows up</p> | <p>What is Puberty? Health Education:</p> <p>Basic facts about puberty</p> <p>Key changes during puberty</p> | <p>Puberty Changes and Reproduction: Health Education:</p> <p>Understand physical and emotional changes during puberty</p> <p>Sex Education:</p> <p>Understand that puberty happens for reproduction</p> |
| Year 5 | <p>Talking About Puberty: Health Education:</p> <p>Understand changes in puberty</p> | <p>Male and Female Changes: Health Education:</p> <p>Effects of puberty on the reproductive organs</p> <p>How to manage physical and emotional changes</p> | <p>Puberty and Hygiene: Health Education</p> <p>How to keep clean during puberty</p> <p>How to manage puberty</p> |

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
|--------|---|---|--|---|
| Year 6 | <p>Puberty and Reproduction:</p> <p>Sex Education:</p> <p>Re-enforce puberty linked to reproduction</p> | <p>Understanding Relationships:</p> <p>Relationship Education:</p> <p>Understand physical and emotional behaviour in different relationships</p> <p>Know what form of touching is appropriate</p> | <p>Conception and Pregnancy:</p> <p>Sex Education:</p> <p>Understand decisions which have to be made before reproduction</p> <p>How a baby is made</p> | <p>Communication in Relationships:</p> <p>Relationships Education:</p> <p>Explore positive and negative communication in relationships</p> <p>Know who you can talk to about relationships (including online relationships)</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"> • 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 | <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 |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <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 | <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 | <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 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 sessions (Year 6) | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | <p>Include notes from discussions with parents and agreed actions taken.</p> <p>E.g.: 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.</p> |
| | |