

Relationship and sex education policy



Thurston CE
Primary Academy



THEDWASTRE
Education Trust

Approved by:

Date:

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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 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 whilst also preparing pupils for the changes that occur to their bodies, minds and emotions.
- Understand what makes for good relationships with others and to have respect for others.
- To understand that love and care is required in positive relationships.
- To know about the risks of being online and how to stay safe.

- › To know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- › To know where and how to seek information and advice when they need help.
- › To be able to recognise when something is risky or unsafe.
- › To support all young people to stay safe and prepare for life in modern Britain.
- › To be thoughtful and responsible members of their community and their school.
- › To respect difference and diversity.

2. STATUTORY REQUIREMENTS

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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 working group across all Thedwastre Education Trust schools 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 comment on the draft policy.

4. Pupil consultation – we investigated what pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. DEFINITION

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online. For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices. **Sex Education** is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education. RSE is not about the promotion of sexual activity.

5. CURRICULUM

Our RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

We teach our main RSE (including puberty) curriculum through a well-planned, appropriate and progressive PSHE curriculum. However, our RSE curriculum may be taught (not duplicated) through the teaching of other subject areas such as ICT (internet safety), Science, Philosophy and other lessons as appropriate.

The Science National Curriculum covers some aspects of RSE, which are statutory, therefore we are legally required to teach it. In Key Stage 1, we teach children about how animals, including humans, move, feed, grow and notice that animals, including humans, have offspring, which grow into adults. We also teach them about the main parts of the body, related to their senses. At Upper Key stage 2 (Year 5 and 6), we teach the children to describe the life process of reproduction in some plants and animals and describe the changes that humans make as they develop to old age. The children are also taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

All staff will use the correct terms for all body parts as this is deemed good practice and will avoid the use of any slang.

By the end of primary school the children will have been taught about: families, friendships, respecting relationships, online relationships, being safe and changing adolescent body, including human reproduction (Year 5 and 6).

The content of RSE will include the following topics:

Early Years Foundation Stage

Explore and identify friendly behaviour in self and others.

Understand others view points and developing empathy.

Understand the importance of listening to others ideas and sharing resources fairly.

Develop acceptable strategies for when things are not going well.

Looking at similarities and differences between others and not excluding anybody because they are different.

Learn about and accept different families

Key Stage 1

Identify and respect differences and similarities between people.

Identify their special people and how special people should care for each other.

What makes them special.

That they belong to different groups and communities.

About people who look after them and who to go to for help.

Recognise behaviours can affect other people.

Recognise what is fair and unfair, kind and unkind, right and wrong.

That people's bodies and feelings can hurt.

Listen to other people and play and work cooperatively with others.

Recognise different types of bullying and teasing and understand these are unacceptable.

Recognise when people are being unkind and how to respond.

That we have rights and responsibilities.

Strategies to stop bullying and teasing.

Key Stage 2

Recognise different types of relationships.

Know that marriage and civil partnerships are examples of public demonstrations of the commitment between two people (of the legal age), who love each other and want to spend the rest of their lives together.

Recognise ways in which relationships can be unhealthy and who to talk to if they need support.

Recognise what makes a healthy, positive relationship and develop skills to maintain these.

Develop strategies to resolve conflicts and disputes.

Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns and care about other's feelings.

Understand personal boundaries.

Recognise and challenge stereotypes.

Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including online).

Recognise bullying and abuse in all its forms.

Realise the consequences of anti-social, aggressive and harmful behaviour and develop strategies to get support.

Recognise how images in the media may not reflect reality.

How pressure to behave in unacceptable, risky and unhealthy ways can come from a variety of sources.

Critically examine what they see on social media and how it can mislead them.

How their bodies and emotions may change as they approach and move through puberty (focus in Year 4 and 5).

About human reproduction (focus 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).

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.

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is taught in mixed gender groups. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

Listen politely to each other.

Everyone gets a turn to speak, if they want to.

Everyone has a right not to speak.

Everyone's contribution is respected.

We don't ask or have to answer any personal questions.

We use anatomically correct language when we have learnt it.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

A question box will be available for pupils to ask anonymous questions. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- Is sensitive to all pupils' experiences.
- During lessons, makes pupils feel:
 - Safe and supported

- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed.

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our pupils.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and won't provoke distress.

7. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Remind teachers that they can say "no" or, in extreme cases, stop a session.
- Make sure that the teacher is in the room during any sessions with external speakers.
- Share all external materials with parents and carers.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme.

8. ROLES AND RESPONSIBILITIES

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 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/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.

8.4 Pupils

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

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

9. PARENTS' RIGHT TO WITHDRAW

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

Parents/carers **have the right to** withdraw their child from the non-statutory/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 school work will be given to pupils who are withdrawn from sex education.

10. 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 headteacher 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.

11. MONITORING ARRANGEMENTS

Pupils' development in RSE is monitored by class teachers and the PSHE subject leader as part of our internal assessment systems which may include pupil perceptions, book scrutinies and learning walks.

This policy will be reviewed by the governing body at least every three years, more if required by changes in the guidance. At every review, the policy will be approved by the governing board.

APPENDIX 1: CURRICULUM MAP

Relationships and sex education curriculum map

Curriculum maps are live documents which teachers use to inform their planning. The teaching order or content may change according to each class needs. The most accurate way of seeing what is being taught is through the curriculum newsletters.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1	Family and relationships <ul style="list-style-type: none">● Exploring how families can be different.● Characteristics and impact of positive friendships.● Learning that issues can be overcome.● People show feelings differently.● Issues around stereotyping.	Kapow – see website for examples of resources used
Year 1	Spring 1	Safety and the changing body <ul style="list-style-type: none">● Learning how to respond to adults in different situations.● Distinguishing appropriate and inappropriate physical contact.	Kapow – see website for examples of resources used
Year 2	Autumn 1	Family and relationships <ul style="list-style-type: none">● Learning that families are composed of different people who offer each other care and support.● How other people show their feelings and how to respond.● Looking at conventions of manners and developing an understanding of self-respect.	Kapow – see website for examples of resources used

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring 1	<p>Safety and the changing body</p> <ul style="list-style-type: none"> ● Introduction to online safety. ● Distinguishing secrets from surprises. ● Naming body parts and looking at the concept of privacy. 	Kapow – see website for examples of resources used
Year 3	Autumn 1	<p>Family and relationships</p> <ul style="list-style-type: none"> ● How to resolve relationship problems. ● Effective listening skills and about non-verbal communication. ● Looking at the impact of bullying and what action can be taken. ● Exploring trust and who to trust and that stereotyping can exist. 	Kapow – see website for examples of resources used
Year 3	Spring 1	<p>Safety and the changing body</p> <ul style="list-style-type: none"> ● Be a responsible digital citizen. ● Cyberbullying, identifying unsafe digital content. ● Influences and making independent choices. 	Kapow – see website for examples of resources used

Year 4	Autumn 1	<p>Family and relationships</p> <ul style="list-style-type: none"> ● Learning that families are varied and differences must be respected. ● Understanding physical and emotional boundaries in friendships. ● The roles of bully, victim and bystander. ● How behaviour affects others. ● Appropriate manners and bereavement. 	Kapow – see website for examples of resources used
Year 4	Spring 1	<p>Safety and the changing body</p> <ul style="list-style-type: none"> ● Building awareness of online safety and benefits and risks of sharing information online. ● Difference between private and public. ● Age restrictions. ● Physical and emotional changes in puberty. 	Kapow – see website for examples of resources used
Year 5	Autumn 1	<p>Family and relationships</p> <ul style="list-style-type: none"> ● Developing an understanding of families, including marriage, of what to do if someone feels unsafe in their family. ● Issues can strengthen a friendship. ● Exploring the impact of bullying and what influences a bully's behaviour. ● Learning to appreciate our attributes. 	Kapow – see website for examples of resources used

Year 5	Spring 1	<p>Safety and the changing body</p> <ul style="list-style-type: none"> ● Exploring the emotional and physical changes of puberty, including menstruation. ● Learning about online safety, influence. ● Strategies to overcome potential dangers. 	Kapow – see website for examples of resources used
Year 6	Autumn 1	<p>Family and relationships</p> <ul style="list-style-type: none"> ● To resolve conflict, through negotiation and compromise. ● Respect. ● Understanding that everyone deserves to be respected. ● Grief. 	Kapow – see website for examples of resources used
Year 6	Spring 1	<p>Safety and the changing body</p> <ul style="list-style-type: none"> ● The reliability of online information. ● The changes experienced during puberty. ● How a baby is conceived and develops. 	Kapow – see website for examples of resources used

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.

TOPIC	PUPILS SHOULD KNOW
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/CARER FORM: WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	