

Relationships and Sex Education Policy

Contents

1. Aims.....	2
2. Statutory requirements	2
3. Policy development.....	2
4. Definition	3
5. Curriculum.....	3
6. Delivery of RSE	3
7. Roles and responsibilities.....	4
7.1 Governance	4
7.2 Headteacher/Principal	4
7.3 Staff	4
7.4 Pupils/Students	4
8. Parents/Carers’ rights to withdraw.....	4
9. Training	5
10. Monitoring arrangements.....	5
Appendix A – Relationships and sex education curriculum map.....	6
Appendix B – Department for Education RSE Guidance	13
By the end of primary school pupils should know	13
Appendix C – Parent form: withdrawal from sex education within RSE.....	16

1. Aims

The aims of relationship and sex education (RSE) within the Futura Learning Partnership (the trust) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils/students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils/students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils/students 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 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 Wansdyke Primary we teach RSE as set out in this policy.

3. Policy development

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

1. Futura Learning Partnership Policy – The trust Executive Leader for Safeguarding and a trust primary RSE specialist collated all relevant information including relevant national and local guidance. A template policy for all trust schools to adapt to the school context was then created.
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 give their views on the content of the policy
4. Pupil/student consultation – we investigated what exactly pupils/students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors.

4. Definition

RSE is about the emotional, social and cultural development of pupils/students, 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 A 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 A.

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 A and B.

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 Governance

Approval of this policy is the responsibility of the trust Executive Leadership Team (MELT). The local governing bodies of each academy will hold the Headteacher/Principal to account for the implementation of this policy.

7.2 Headteacher/Principal

The Headteacher/Principal is responsible for ensuring that RSE is taught consistently across each academy, and for managing requests to withdraw pupils/students from non-statutory components of RSE (see section 7).

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/students
- Responding appropriately to pupil/students 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/Principal.

7.4 Pupils/Students

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

8. Parents/Carers' rights to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix C 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 ongoing professional development.

The Headteacher/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 is monitored by the PSHE and RSE leader through pupil voice, looking at books and visiting lessons.

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

Appendix A – Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
R	5	<p>Relationships</p> <p>Identifies some of the jobs they do in their family and how they feel like they belong.</p> <p>Knows how to make friends to stop themselves from feeling lonely.</p> <p>Thinks of ways to solve problems and stay friends.</p> <p>Starts to understand the impact of unkind word.</p> <p>Uses the Calm Me time to manage their feelings.</p> <p>Knows how to be a good friend.</p>
R	6	<p>Changing Me</p> <p>Names parts of the body.</p> <p>Can say some things they can do and foods they can eat to be healthy.</p> <p>Understands that we all grow from babies to adults.</p> <p>Expresses how they feel about moving to Year 1.</p> <p>Talks about their worries and/or the things they are looking forward to about being in Year 1.</p> <p>Shares their memories of the best bits of their year in Reception.</p>
1	5	<p>Relationships</p> <p>Identifies the members of their family and understand that there are lots of different types of families.</p> <p>Identifies what being a good friend means to them.</p> <p>Knows appropriate ways of physical contact to greet friends and know which ways they prefer.</p> <p>Knows who can help them in the school community.</p> <p>Recognises their qualities as a person and a friend.</p> <p>Can say why they appreciate someone who is special to them.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
1	6	<p>Changing me</p> <p>Is starting to understand the life cycles of animals and humans.</p> <p>Can say some things about themselves that has changed and some things that have stayed the same.</p> <p>Can say how their body has changed since they were a baby.</p> <p>Identifies the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p> <p>Understands that every time they learn something new, they change a little bit.</p> <p>Can say about changes that have happened in their life.</p>
2	5	<p>Relationships</p> <p>Identifies the different members of their family, understand their relationship with each of them and know why it is important to share and cooperate.</p> <p>Understands that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>Identifies some of the things that can cause conflict with friends.</p> <p>Understands that sometimes it is good to keep a secret and sometimes it is not.</p> <p>Recognises and appreciates people who can help them in their family, school and community.</p> <p>Expresses their appreciation for the people in their special relationships.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
2	6	<p>Changing Me</p> <p>Recognises cycles of life in nature.</p> <p>Can say about the natural process of growing from young to old and understand that this is not in their control.</p> <p>Recognises how their body has changed since they were a baby and where they are on the continuum from young to old.</p> <p>Recognises the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of their body are private.</p> <p>Understands there are different types of touch and can say which ones they like and don't like.</p> <p>Identifies what they are looking forward to when they move to their next class.</p>
3	5	<p>Relationships</p> <p>Identifies the roles and responsibilities of each member of their family and can reflect on the expectations for males and females.</p> <p>Identifies and put into practice some of the skills of friendship eg. taking turns, being a good listener.</p> <p>Knows and can use some strategies for keeping themselves safe online.</p> <p>Explains how some of the actions and work of people around the world help and influence their life.</p> <p>Understands how their needs and rights are shared by children around the world and can identify how lives may be different.</p> <p>Knows how to express their appreciation to friends and family.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
3	6	<p>Changing Me</p> <p>Understands that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>Understands how babies grow and develop in the mother's uterus understands what a baby needs to live and grow.</p> <p>Understands that boys' and girls' bodies need to change so that when they grow up their bodies can make babies and can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>Identifies how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Starts to recognise stereotypical ideas they might have about parenting and family roles.</p> <p>Identifies what they are looking forward to when they move to their next class.</p>
4	5	<p>Relationships</p> <p>Recognises situations which can cause jealousy in relationships.</p> <p>Identifies someone they love and can express why they are special to them.</p> <p>Can say about someone they know that they no longer see.</p> <p>Recognises how friendships change, know how to make new friends and how to manage when they fall out with a friend.</p> <p>Understands what having a boyfriend/ girlfriend might mean and that it is a special relationship for when they are older.</p> <p>Knows how to show love and appreciation to the people and animals who are special to them.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
4	6	<p>Changing Me</p> <p>Understands that some of their personal characteristics have come from their birth parents and this happens because they are made from the joining of their parents egg and sperm.</p> <p>Correctly labels the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Describes how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>Knows how the circle of change works and can apply it to changes they want to make in their life.</p> <p>Identifies changes that have been and may continue to be outside of their control that they learnt to accept.</p> <p>Identifies what they are looking forward to when they move to a new class.</p>
5	5	<p>Relationships</p> <p>Has an accurate picture of who they are as a person in terms of their characteristics and personal qualities.</p> <p>Understands that belonging to an online community can have positive and negative consequences.</p> <p>Understands there are rights and responsibilities in an online community or social network.</p> <p>Knows there are rights and responsibilities when playing a game online.</p> <p>Recognises when they are spending too much time using devices (screen time).</p> <p>Explains how to stay safe when using technology to communicate with a friend.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
5	6	<p>Changing Me</p> <p>Aware of their own self-image and how their body image fits into that.</p> <p>Explains how a girl's body changes during puberty and understands the importance of looking after themselves physically and emotionally.</p> <p>Describes how boys' and girls' bodies change during puberty.</p> <p>Understands that sexual intercourse can lead to conception and that is how babies are usually made. Understands that sometimes people need IVF to help them have a baby.</p> <p>Identifies what they are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>Identifies what they are looking forward to when they move to their next class.</p>
6	5	<p>Relationships</p> <p>Knows that it is important to take care of their mental health.</p> <p>Knows how to take care of their mental health.</p> <p>Understands that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>Recognises when people are trying to gain power or control.</p> <p>Judges whether something online is safe and helpful for them.</p> <p>Uses technology positively and safely to communicate with friends and family.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
6	6	<p>Changing Me</p> <p>Aware of their own self-image and how their body image fits into that.</p> <p>Explains how girls' and boys' bodies change during puberty and understands the importance of looking after themselves physically and emotionally.</p> <p>Describes how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Understands how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>Aware of the importance of a positive self-esteem and what they can do to develop it.</p> <p>Identifies what they are looking forward to and what worries them about the transition to secondary school /or moving to their next class.</p>

Appendix B – Department for Education RSE Guidance

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 C – 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	