

Relationships and Sex Education Policy (from September 2020)



RHODES AVENUE
PRIMARY SCHOOL

Approved by: FGB

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2020

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Aims

The aims of Relationships and Sex Education (RSE) at Rhodes Avenue Primary 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

Statutory requirements

As a maintained primary school 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 national curriculum.

In teaching Relationships and Sex Education, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

At Rhodes Avenue Primary School we teach Relationships and Sex Education as set out in this policy.

Policy development

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

1. Review – the RSE Leader pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – the RSE Leader shared all national and local guidance with school staff who were given the opportunity to look at the documents and to make recommendations.
3. Parent/stakeholder consultation – the RSE Leader shared all national and local guidance with parents who were invited to attend a meeting. Parents were given the opportunity to look at the guidance, relevant documents and policies and to make recommendations.
3. Governing body consultation – the RSE Leader shared all national and local guidance with governors who are on the Curriculum Committee. Governors were given the opportunity to look at the guidance, relevant documents and policies and to make recommendations.
4. Pupil consultation – we investigated what exactly pupils want from their Relationships and Sex Education.
5. Ratification – once amendments were made, the policy was shared with governors and ratified by the school's governing body.

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.

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, governors 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 is not compulsory in primary schools. Primary Sex Education at Rhodes Avenue Primary School 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 Sex Education curriculum, see our curriculum map in Appendix 1.

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 school staff and/or 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

The school uses the Christopher Winter Project (CWP) lessons and resources as basis when teaching RSE.

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).

Roles and responsibilities

The Governing Body

The governing body will approve the RSE policy, and hold the Head teacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from any of the non-statutory and/or non-Science curriculum components of RSE (see section 8).

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 any of the non-statutory and/or non-Science curriculum 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.

All teaching staff are responsible for teaching RSE in your school and all support staff are responsible for supporting the teaching and learning of RSE. The Deputy Headteacher is the RSE Leader.

Pupils

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

Parents' right 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 aspects of the non-statutory and/or non-Science curriculum 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 work will be given to pupils who are withdrawn from Sex Education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included on our INSET programme.

The Head teacher 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.

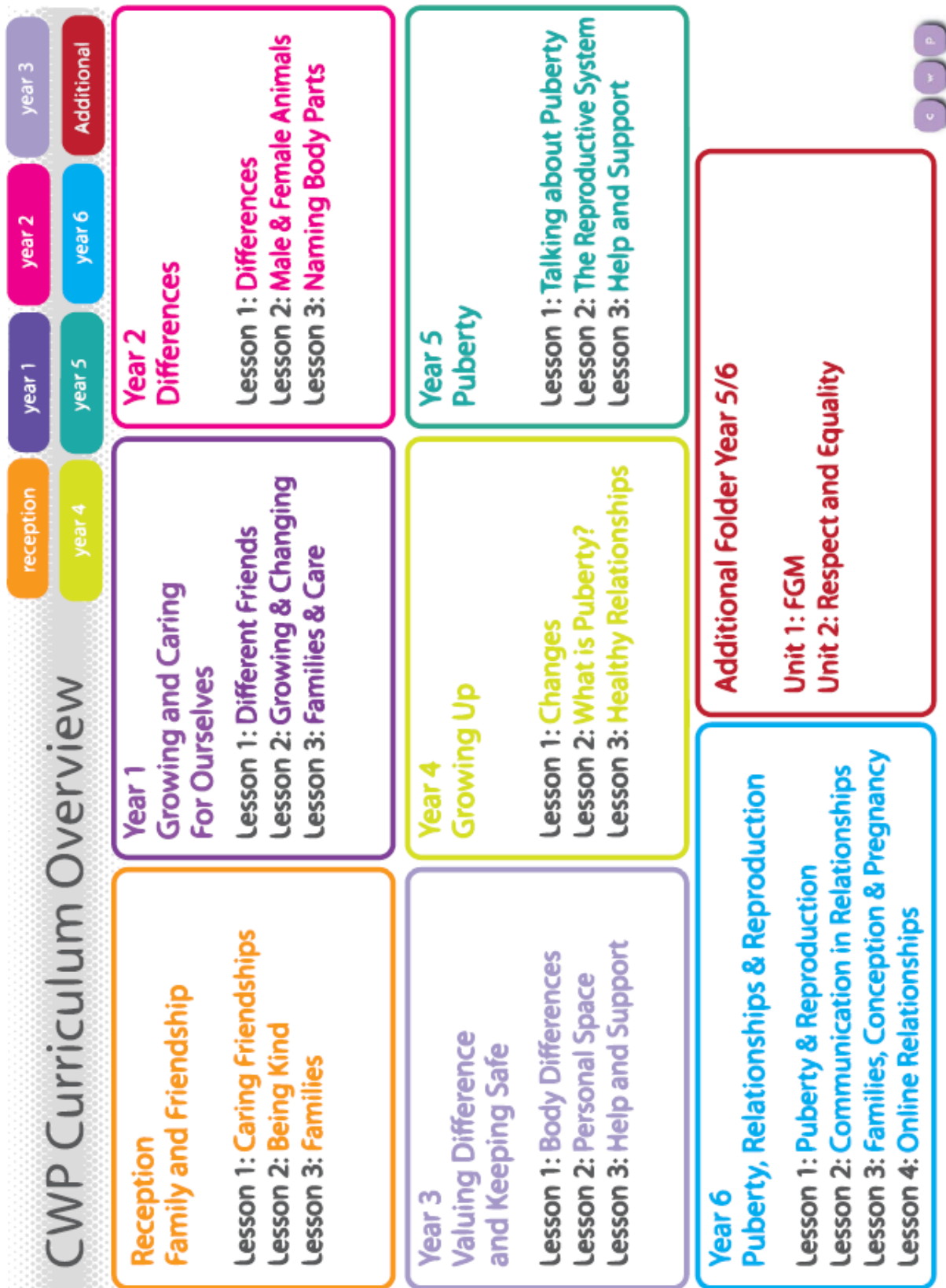
Monitoring arrangements

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered. The Curriculum Committee of the Governing Body monitors our Sex Education policy on an annual basis. This committee reports its findings and recommendations to the full Governing Board, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the Sex Education curriculum, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the Sex Education curriculum that we teach in our school.

This RSE policy should be read in conjunction with the:-
PSHE and Citizenship policy
Safeguarding Policy
Inclusion Policy
Drugs Education Policy
Behaviour Policy
Anti Bullying Policy
Foundation Subjects Policy

Appendix 1

Curriculum Map



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Suggested outcomes: <i>Pupils should know</i>		CWP lesson
RELATIONSHIPS EDUCATION		
Families and people who care for me		
1a	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	Reception lesson 3 Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2
1b	<ul style="list-style-type: none"> 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. 	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2
1c	<ul style="list-style-type: none"> 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. 	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 3 Additional Lesson Respect & Equality
1d	<ul style="list-style-type: none"> 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. 	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2 & 3
1e	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	Year 6 lesson 3
1f	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	Year 1 lesson 3 Year 3 lesson 3 Year 6 lesson 2 Additional Lesson FGM
Caring friendships		
2a	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	Reception lesson 1 & 3 Year 6 lesson 2
2b	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	Year 4 lesson 3 Year 6 lesson 2
2c	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Reception lesson 1 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
2d	<ul style="list-style-type: none"> 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. 	Reception lesson 2 Year 4 lesson 3
2e	<ul style="list-style-type: none"> 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. 	Year 1 lesson 3 Year 3 lesson 2 Year 4 lesson 3 Additional Lesson Respect & Equality

1e – to include civil partnership also.

Respectful relationships		
3a	<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. 	Reception lesson 3 Year 1 lesson 1 Year 2 lesson 1 & 2 Year 3 lesson 1 Year 4 lesson 3 Additional Lesson Respect & Equality
3b	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	Year 3 lesson 2 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
3c	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	Embedded through use of groundrules and circle time
3d	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	Year 3 lesson 2 Year 4 lesson 3 Year 6 lesson 2 Additional Lesson Respect & Equality
3e	<ul style="list-style-type: none"> 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. 	Year 1 Lesson 1 Year 4 lesson 3 Embedded through group agreement
3f	<ul style="list-style-type: none"> 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. 	Year 3 lesson 2 Year 4 lesson 3
3g	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	Year 2 Lesson 1 Additional Lesson Respect & Equality
3h	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	Year 4 lesson 3 Year 6 lesson 2
Online Relationships		
4a	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	Year 6 lesson 4
4b	<ul style="list-style-type: none"> 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. 	Year 4 lesson 3 Year 6 lesson 4
4c	<ul style="list-style-type: none"> rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	Year 6 lesson 4
4d	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	Year 4 lesson 3 Year 6 lesson 4
4e	<ul style="list-style-type: none"> how information and data is shared and used online. 	Year 6 lesson 4
Being safe		
5a	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	Year 3 lesson 2 Year 6 lesson 2 & 4
5b	<ul style="list-style-type: none"> 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. 	Year 3 lesson 2 Year 6 lesson 2 & 4 Additional Lesson FGM

5c	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	Year 3 lesson 2 Year 6 lesson 2 Additional Lesson FGM
5d	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	Year 1 Lesson 3 Year 3 lesson 2 & 3 Year 6 lesson 2 & 4
5e	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	Year 1 Lesson 3 Year 3 lesson 3 Year 6 lesson 2 & 4 Additional Lesson FGM
5f	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	Year 3 lesson 2 & 3 Additional Lesson FGM
5g	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	Year 3 lesson 2 & 3 Year 6 lesson 4 Additional Lesson FGM
5h	<ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. 	Year 3 lesson 3 Year 6 lesson 4 Additional Lesson FGM
HEALTH EDUCATION		
Mental wellbeing		
6a	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 	Year 4 lesson 2 Year 5 lesson 3
6b	<ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	Reception lesson 1 & 2 Year 1 lesson 1 & 3 Year 4 lesson 2 Year 5 lesson 3
6c	<ul style="list-style-type: none"> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	Reception lesson 1 & 2 Year 1 lesson 1 & 3 Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional activity
6d	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional activity
6e	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	Year 5 lesson 3 Year 6 lesson 1 Additional activity
6f	<ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	Year 4 lesson 2 Year 5 lesson 1 & 3 Year 6 lesson 1 Additional activity
6g	<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	Reception lesson 1 Year 6 lesson 1 Additional activity
6h	<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	Year 6 lesson 4

6i	<ul style="list-style-type: none"> where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 	Year 6 lesson 1 Additional Activity Year 6 lesson 4
6j	<ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough 	Year 6 lesson 1 Additional Activity
Internet safety and harms		
7a	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	While many of the suggested outcomes are touched on in this resource, we advise that schools continue to use a stand-alone scheme on internet safety such as www.thinkuknow.co.uk
7b	<ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 	
7c	<ul style="list-style-type: none"> how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	
7d	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. 	
7e	<ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	
7f	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	
7g	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online. 	
Changing adolescent body		
8a	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	Year 4 lesson 1 & 2 Year 5 lesson 1, 2 & 3 Year 6 lesson 1 Year 6 lesson 1 Additional Activity
8b	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. 	Year 4 lesson 2 Year 5 lesson 1, 2 & 3 Year 6 lesson 1
Additional Guidance - Menstruation		
9a	<p>The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.</p>	Year 4 lesson 2 Year 5 lesson 1, 2 & 3

Non – statutory Sex Education		
10a	The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught	This resource forms a spiralling curriculum of Relationships and Sex Education. We feel that on the whole 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 would need to be given the right to excuse their children from these lessons.
National Curriculum Science		
	Key Stage 1 (age 5-7 years)	
S1	Year 1 pupils should be taught to: <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	Year 1 Lesson 2 Year 2 Lesson 3
S2	Year 2 pupils should be taught to: <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	Year 2 Lesson 1 & 2
S3	<ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	
	Key Stage 2 (age 7-11 years)	
S4	Year 5 pupils should be taught to: <ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals 	Year 4 lesson 1 & 2
S5	<ul style="list-style-type: none"> describe the changes as humans develop to old age 	Year 4 lesson 1 & 2 Year 6 lesson 3
S6	Year 6 pupils should be taught to: <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	Year 6 lesson 3

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
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

TOPIC	PUPILS SHOULD KNOW
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	
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Name of parent		Date	
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Reason for withdrawing from sex education within relationships and sex education

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Any other information you would like the school to consider

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Parent signature	
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TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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