

Relationships and sex education policy (from 2020)



Approved by: Curriculum Committee

Last reviewed on: December 2020

Next review due by: December 2023

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	3
8. Parents' right to withdraw	4
9. Training	4
10. Monitoring arrangements.....	4
Appendix 1: Curriculum map	5
Appendix 2: By the end of primary school pupils should know	9
Appendix 2: By the end of secondary school pupils should know	Error! Bookmark not defined.
Appendix 3: Parent form: withdrawal from sex education within RSE	14

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

2. 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 curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

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

1. Review – SLT 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. 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 and healthy lifestyles

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.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are 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, LGBTQ+ 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 has delegated the approval of this policy to the Curriculum Committee.

The governing board will hold the headteacher to account for the implementation of this policy.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science 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 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.

Those responsible for teaching RSE at Arnett Hills JMI are: Miss Hacking, Miss Nutt, Miss Cook, Miss Brianese, Miss Armstrong, Miss Mallouppa, Mrs Pall, Mrs O'Neill, Miss Ali

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (see Appendix 4)

Requests for withdrawal should be put in writing using the form found in Appendix 5 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 headteacher will also invite (if relevant and available) 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 SLT through: planning scrutinies and work sampling.

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

This policy will be reviewed annually by the SLT. At every review, the policy will be approved by Curriculum Committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Science links PSHE links Computing links

YEAR GROUP	TOPIC/THEME DETAILS
Reception	<p> Knowledge and Understanding of the World Life Cycles – minibeasts, ducklings. Birth / growth / death All about me – families, Making relationships – understanding that bullying is unacceptable People who help us – stereotyping e.g. Firefighters Being me in my world – Being responsible and learning to look after our stuff and each other Celebrating difference – Understanding difference and problem solving Changing me – Healthy and unhealthy foods, parts of the body and transition to Y! Healthy me – Healthy and unhealthy foods, importance of sleep and washing, stranger danger Dreams and Goals – What do I want to be when I am older and not giving up Relationship – learning to be a good friend and solving problems with friends </p> <p> Computing link – developing self-confidence and self-awareness; making relationships, managing feelings and behaviours </p>
Year 1	<p> Animals including Humans – identify, names, draw and label the basic parts of the human body inc. facial features and say which part of the body is associated with each sense Plants – germination – life cycles of a plant Being Me in My World – belonging and feeling safe and special Dreams and Goals – Challenge and success Healthy Me – focusing on importance of diet, sleep and exercise Celebrating Difference – similarities and differences in ourselves Relationships – families, friends and keeping safe Changing me – life cycles in humans and animals, changes since I was a baby eSafety – use of filters for safety, telling a teacher, keeping information private, safe search settings, keeping data safe and not sharing information unless it is safe to do so </p>

YEAR GROUP	TOPIC/THEME DETAILS
Year 2	<p>Animals including humans – notice that animals, including humans, have offspring which grow into adults; describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>eggs, reproduction and growth in animals</p> <p>Being Me in My World – Rights and responsibilities</p> <p>Dreams and Goals – setting goals and persevering and working with others</p> <p>Healthy Me – Healthy lifestyle choices</p> <p>Relationships – Trust</p> <p>Changing me – Changes from a baby to an adult</p> <p>Celebrating Difference – Stereotypes and it's okay to be different</p> <p>eSafety – click and tell, what happens when pictures are posted online, what is an acceptable / unacceptable photograph, Internet filters / safe searches</p>
Year 3	<p>Plants – explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and dispersal</p> <p>Being Me in My World – Rewards and consequences</p> <p>Dreams and Goals – Challenges and ambitions</p> <p>Healthy Me – Keeping my body healthy and knowing what to do in an emergency</p> <p>Celebrating Difference – Kindness and conflict</p> <p>Relationships – Friendships, online safety and global citizenship</p> <p>eSafety – Safe search habits, what to do if I encounter an inappropriate image, permissions for filming, what is appropriate to share online</p>

YEAR GROUP	TOPIC/THEME DETAILS
Year 4	<p>Being Me in My World – School citizenship Dreams and Goals – Hopes and overcoming disappointments Healthy Me – Friendships and peer group pressure Celebrating Difference – Appreciating myself and others Relationships – Bereavement and coping with changes in friendships Changing me – Emotions relating to changes in me</p> <p>eSafety - the importance of using a safe search habit, being aware and observing relevant licences for software, the need to let adults know if they see inappropriate content, developing an understanding of what is appropriate information to post on a Blog, not using personal information or sharing online, building an awareness of consent for videoing and sharing materials and any restrictions that need to be in place</p>
Year 5	<p>Animals inc humans – puberty, body changes from conception to death, scientific names for body parts, different types of reproduction in plants and animals (sexual & asexual) Life cycles of mammals, insects, amphibians, birds</p> <p>Being Me in My World – Rights and responsibilities as a citizen Dreams and Goals – Understanding dreams and goals for children in other cultures Healthy Me – Healthy body image Celebrating Difference – Understanding that cultural differences can cause conflict and how to overcome these Relationships – Understanding the online world and my rights and responsibilities in it Changing me – Self-image, self-esteem and peer pressure and looking ahead (eSafety) – transition to Y6</p> <p>eSafety – the importance of passwords for security, how networks work including the Internet, privacy issues in the real world – switching off location settings, QR codes, personal details such as house numbers, car registration plates</p>

YEAR GROUP	TOPIC/THEME DETAILS
Year 6	<p>Evolution and Inheritance - Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.</p> <p>Animals including humans - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Being Me in My World – Understanding how my actions can impact on other people</p> <p>Dreams and Goals – Understanding global problems and knowing how to make a difference</p> <p>Healthy Me – Keeping my body and mind safe</p> <p>Celebrating Difference – Bullying, difference and discrimination, protected characteristics as defined in the Equality Act 2010</p> <p>Relationships – Understanding mental well being and how keeping myself safe</p> <p>Changing me – Self-image, self-esteem, changes in themselves and transition</p> <p>eSafety – the importance of using a safe search habit, being aware and observing relevant licences for software, gaining an awareness of the need to get permission to publish photographs, not using personal information or sharing online, awareness of online bullying, building an awareness of consent for videoing and sharing materials and any restrictions that need to be in place</p>

Appendix 2: Relationships Education – Taken from the DFE expectations.

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: HEALTH EDUCATION TAKEN FROM THE DFE EXPECTATIONS

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health • 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 • 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 • How to judge whether what they're feeling and how they're behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • It's 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
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits • 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 • 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 • Why social media, some computer games and online gaming, for example, are age restricted • 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 • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they're worried about their health
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing • The facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first aid, for example dealing with common injuries, including head injuries
Changing adolescent bodies	<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 • About menstrual wellbeing including the key facts about the menstrual cycle

APPENDIX 4: SEX EDUCATION TAKEN FROM THE DFE EXPECTATIONS

There's no list of expectations for sex education at the primary level, as it isn't compulsory. However, if a school chooses to teach it then the DfE recommends that it should:

TOPIC	PUPILS SHOULD KNOW
<p>Make sure boys and girls are prepared for the changes that adolescence brings</p>	<p>This is taught in Year 5, through the science curriculum which states:</p> <ul style="list-style-type: none"> • Describe the changes as humans develop to old age (statutory) • <i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty</i> • <i>Pupils should work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. (non-statutory)</i> • <i>A lesson about menstruation taught to girls (statutory part of Health Education expectations)</i> <p>This is taught in Year 6, through the science curriculum building on the aspects covered in Year 5, taking into account the ongoing developmental changes children will be experiencing physically, emotionally and mentally. It is a further opportunity for children to ask questions in a safe environment.</p> <ul style="list-style-type: none"> • <i>Separate “boy talk” and “girl talk” session revisiting puberty and changes to their bodies (statutory part of Health Education expectations)</i> • <i>A lesson about menstruation to both boys and girls (statutory part of Health Education expectations) and reference to how biologically a baby is conceived through the fertilisation of an egg by a sperm and how this, through the development of the egg, links to inheritance</i>
<p>Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born</p>	<p>This is taught in Year 5, through the science curriculum which states:</p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals (statutory) • <i>Find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals (non-statutory)</i>

Appendix 5: 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	