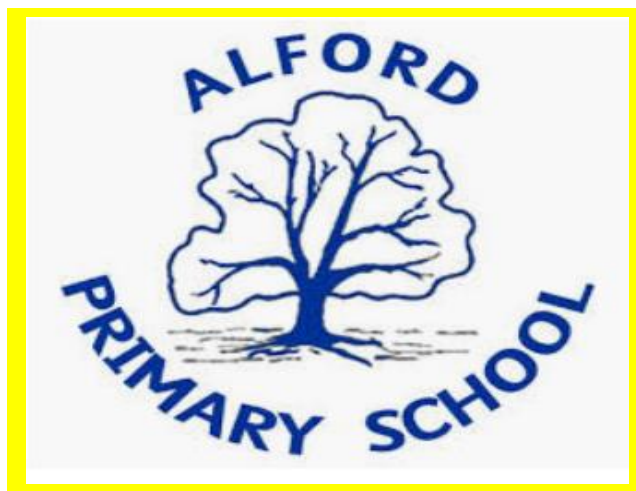


Relationships and sex education policy

Alford Primary School



Approved by:	[Louise Wakelin]	Date: [October 2019]
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Last reviewed on:	April 2021]
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1. Aims

At Alford Primary school our RSE Policy underpins our values-based curriculum.

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

- › Help pupils develop feelings of self-respect, confidence and empathy
- › 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
- › Create a positive culture around issues of relationships and sexuality
- › 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](#).

[Equality Act \(2010\)](#)

[Supplementary Guidance RSE for the 21st Century \(2014\)](#)

[Keeping Children Safe in Education – Statutory safeguarding guidance \(2019\)](#)

3. Policy development

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

1. Review – Parent Governors, school PSHE lead, Lincolnshire RSE Programme Officer, and headteacher formed a working group pulling 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 – An online questionnaire was sent via Parent Hub to all parents to ask for their thoughts and feedback.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of exploring issues and values and sharing information.

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.

The content is statutory, however the order of delivery may be adapted to link with other topics and taught through other subjects.

We have developed the curriculum in consultation with governors, 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 inform parents.

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

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

Being safe

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 maybe included in religious education (RE), Computing, P.E. or other subjects if appropriate.

Primary sex education will focus on:

- › Preparing boys and girls for the changes that adolescence brings (puberty)
- › How a baby is conceived and born
- › That having a baby is a choice

For more information about our curriculum, see our curriculum map in Appendix 1

6. Delivery of RSE

Coverage

In KS1 we teach children to manage their feelings in a positive way, recognising how their behavior affects other people and to understand how family and friends should care for one another, including healthy friendships. The children are also taught that there are different types of families. The children are taught how to keep themselves safe and healthy, including who to go to for help, making choices about their health and wellbeing, including being able to explain ways of keeping clean. KS1 children are taught to name the parts of the body including appropriate names for the external genitalia. The children also learn how people grow from old to young and the basic changes that occur. Throughout, children are encouraged to appreciate the differences between people and how to show respect for each other.

In KS2 we teach about life processes and the main stages of the human life cycle in greater depth. The children are taught to recognise their own worth and that of others, making choices about developing a healthy lifestyle and identifying factors that affect their emotional health and wellbeing. They develop the ability to make judgments and decisions and explore resisting negative peer pressure. They learn how to manage the risks in different situations and further understand how their actions have consequences. They build on their understanding of different types of relationships and how to maintain them. We teach them how to respond to and challenge negative behaviours such as stereotyping, discrimination and aggression.

In Y4, Y5 & Y6 the children learn about the physical and emotional changes at puberty. We use suitable up-to-date teaching materials with our children in these lessons. RSE lessons are taught by class teachers.

We offer a meeting for all parents and carers of children in Year 6 to discuss the programme of RSE lessons, to explain what the issues are and how they are taught, and to see the materials the School uses in its teaching.

Questioning

During RSE lessons, there is always opportunity for children to ask questions. Teachers do their best to answer all questions with sensitivity and care, taking due regard for the emotional development of the children. An anonymous question box is used during Y5/6 sessions so children can ask questions without fear of embarrassment. Questions that ask for information beyond the primary School remit will be forwarded onto parents by the class teacher. However, in the event of a disclosure or concern of a safe-guarding nature, the schools Safe-Guarding and Child Protection policy will be followed.

A range of teaching methods and resources are used to make RSE lessons interesting and accessible to all children, including a selection of story books which reflect different families, sexual orientation and gender identities. (see appendix 2)

We encourage the children to ask for help with issues if they need it and encourage feedback about the RSE curriculum through the School Council questionnaires.

Assessment

We assess children's learning in RSE using questioning, practical tasks and written work. Their understanding is reported within the PSHE section on the annual reports to parents.

The Role of Parents

The School is well aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our School through mutual understanding, trust and co-operation.

We will inform parents about the School's Relationships and Sex Education Policy, updates to School practice and any changes to the policy, answering any questions they may have sensitively, taking concerns seriously.

We will encourage parents to be involved in reviewing the School Policy and in making modifications to it as necessary.

Safe-Guarding

Teachers conduct Relationship and Sex Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Safeguarding leads, who will then deal with the matter in consultation with other professionals as laid out in our Child Protection Policy.

Special Educational Needs (SEN) and Equal Opportunities

All pupils have access to Relationship and Sex Education that meets individual needs, including children with Special Educational Needs. Lessons and activities will be differentiated appropriately and reasonable adjustments made so all children can take part. Modifications to the delivery of the content for children with SEN may be made with consultation with parents when appropriate.

In the delivery of RSE, we abide by The Equalities Act (2010) which cites protected characteristics e.g. race, religion, disability etc. and all our lessons and resources are sensitive to this.

Teachers are sensitive to children's backgrounds and situations that are different from the standard family set up. At Alford Primary school we teach children that there are many different kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, looked after children, amongst other structure, and to be accepting of these

Prejudice in any form is not tolerated at our School. Through RSE we teach children to respect each other's differences and do not tolerate the use of terms that discriminate against someone because any of the protected characteristics.

Links to Other Policies

This policy should be read in conjunction with the PSHE, Safe-Guarding and Child Protection, Behaviour and Confidentiality Policies.

These policies are freely available to parents when requested.

7. Roles and responsibilities

7.1 The governing board

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

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

The governing board has delegated the approval of this policy to the full governing body.

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 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 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 head teacher.

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 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 non-stutory 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 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 Louise Wakelin- PSHE Co-ordinator through:

Term 1&2 Teacher questionnaire	Term 3&4 Book scrutinies	Term 5&6 Children's voice Planning scrutinies
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Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by Louise Wakelin- PSHE Co-ordinator. At every review, the policy will be approved by the full governing body.

Appendix 1: Curriculum map

PSHE Curriculum Map including Relationships and sex education

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

2102Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education 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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>