

Relationships and sex education policy

Downsview Community Primary School

Downsview



Community Primary School

Approved by: Pending

Date:

Last reviewed on: N/A

Next review due by: N/A

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development.....	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	4
7. Roles and responsibilities.....	4
8. Parents' right to withdraw	5
9. Training	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map	7
Appendix 2: By the end of primary school pupils should know	10
Appendix 3: Parent form: withdrawal from sex education within RSE	13

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

Current regulations and guidance from the Department of Education state that 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.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)

- Keeping Children Safe in Education – Statutory safeguarding guidance (2016, most recently updated September 2021)
- Children and Social Work Act (2017)

At Downsview Community Primary School we aim to teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff, namely the PSHE Co-Ordinator, collated 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 are invited to offer their thoughts and opinions on the new proposed curriculum and policy
4. Pupil consultation – we will investigate what exactly pupils want from their RSE through pupil voice
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.

Our RSE programme will be planned and delivered through a range of teaching strategies and will involve a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

We will ensure that RSE is inclusive and meets the needs of all our pupils including those with special educational needs and disabilities (SEND) by making sure that resources and the way in which teaching is delivered is adapted to meet those needs in line with quality first teaching approaches.

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

Our RSE programme is an integral part of our whole school PSHE education provision and focuses on three core themes:

- Health and Wellbeing
- Relationships
- Living in the wider world.

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

Biological aspects of RSE are taught within the science curriculum, and other aspects are included within religious education (RE) or personal, social and health education (PSHE).

Pupils will also receive stand-alone sex education sessions delivered by appropriately trained adults known to them within the school during Upper Key Stage 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).

High quality resources will support our RSE provision including the use of selected resources such as books and film clips which support and promote understanding within a moral/values context.

For more information about our RSE curriculum, see Appendices 1 and 2.

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.

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 in a safe learning environment
- Modelling positive, open minded and unbiased attitudes to RSE

- › Monitoring progress through observations of responses and behaviour in lessons
- › 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. All staff teaching RSE will be supported by the Senior Leaders and the PSHE Co-Ordinator.

All staff should be aware that effective teaching of RSE, which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. In this instance, staff will consult with the Designated Safeguarding Lead or one of the deputies in his absence in line with current safeguarding practices.

Staff who have concerns about teaching RSE are encouraged to discuss this with the PSHE Co-Ordinator in the first instance and then the Headteacher.

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 as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

In a Primary School, you have the right to withdraw from any sex education lessons that go beyond that of the science national curriculum.

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 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 Katie Murray, Inclusion Manager and PSHE Lead through:

- Planning scrutiny and book looks
- Lesson walks and observations
- Pupil Voice sessions

Teachers will critically reflect on their work in delivering RSE through:

- Lesson evaluations and planning reviews
- Marking and observations
- Feedback sessions with other staff including Senior Leaders and peers

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems and pupils will have opportunities to review and reflect on their own learning during lessons using thinking frames.

Pupil Voice will be used to review and tailor our RSE programme to match the different needs of pupils.

This policy will be reviewed by Katie Murray, Inclusion Manager and PSHE Lead annually.

At every review, the policy will be ratified and approved by the Governing Body

Appendix 1a: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 1 Autumn 1	<p style="text-align: center;">What is the same and different about us?</p> <p>In this unit of work, pupils learn:</p> <ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others and what they have in common • to use the correct names for the main parts of the body including external genitalia; and that parts of the bodies covered with underwear are private 	<p>PSHE Association – Inclusion, belonging and addressing extremism (KS1)</p> <p>Medway Public Health Directorate – Primary RSE Lessons (KS1), Lesson 3 – ‘Everybody’s body’</p> <p>NSPCC – The Underwear rule resources (PANTS)</p>
Year 1 Autumn 2	<p style="text-align: center;">Who is special to us?</p> <p>In this unit of work, pupils learn:</p> <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family/those that love and care for them • what their family members, or people that are special to them do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life including what families do/enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<p>Medway Public Health Directorate – Primary RSE Lessons (KS1), Lesson 1 – ‘My special people’</p>
Year 2 Autumn 1	<p style="text-align: center;">What makes a good friend?</p> <p>In this unit of work, pupils learn:</p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 2 Autumn 2	<p style="text-align: center;">What is bullying?</p> <p>In this unit of work, pupils learn:</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	
Year 3 Autumn 1	<p style="text-align: center;">How can we be a good friend?</p> <p>In this unit of work, pupils learn:</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	Medway Public Health Directorate – Primary RSE lessons (KS2 – Y3) Friendship
Year 3 Spring 1	<p style="text-align: center;">What are families like?</p> <p>In this unit of work, pupils learn:</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	Coram Life Education – Adoptables Schools Toolkit

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 4 Autumn 2	<p style="text-align: center;">How do we treat each other with respect?</p> <p>In this unit of work, pupils learn:</p> <ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	Premier League Primary Stars – Play the right way/Inclusion Alzheimer’s Society – Creating a dementia-friendly generation (KS2)
Year 5 Spring 2	<p style="text-align: center;">How can friends communicate safely?</p> <p>In this unit of work, pupils learn:</p> <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	Thinkuknow - Play, Like, Share Google & Parentzone – Be Internet Legends

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 6 Summer 1 & 2	<p style="text-align: center;">What will change as we become more independent? How do friendships change as we grow?</p> <p>In this unit of work, pupils learn:</p> <ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are • conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing 	Medway Public Health Directorate – Primary RSE lessons (Y6) Betty – Its perfectly natural PSHE Association – Mental Health and Wellbeing (KS2 – Y5/6) lesson 3, Feelings and common anxieties when transitioning to secondary school Every Mind Matters – Transition to secondary school

NB: To see how this fits within our full PSHE Curriculum, please see our full curriculum map on the website/Appendix 1b

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	
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	