

Church Broughton C of E Primary School

Care, Believe, Succeed



# Relationships and sex education policy (from 2020)

## DRAFT FOR CONSULTATION

Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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### 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 (appropriate to their age)
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships (appropriate to their age)
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Further develop pupils' understanding of how our Christian vision and values can be beneficial and supportive in developing positive relationships in their lives

### 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](#).

At Church Broughton C of E Primary School, we teach RSE as set out in this policy.

### 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 – our lead PSHE and RE teacher 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 associated curriculum and make recommendations
3. Parent/ governor consultation – parents and any interested parties were invited to attend a meeting about the policy
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, at Church Broughton C of E Primary School, 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 sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### 5. Curriculum and Delivery of RSE

Our planned curriculum is set out as per Appendix 1. Should any content need to be changed for specific reasons, parents will be notified.

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.

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

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

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

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).

Primary sex education (Non-Statutory) at Church Broughton C of E Primary School will focus on:

- KS2 - Preparing boys and girls for the changes that adolescence brings **(Year 5)**

➤ **KS2 - How a baby is conceived and born (Year 6)**

This will be done within the context of Growing Up (Health and Wellbeing) with some areas also being covered in Science. Parents will be informed when these sessions are being taught and permission will be asked for before the sessions.

For more information about our curriculum, see our curriculum map in Appendix 1: Key stage 1 and Key Stage 2.

## **6. Roles and responsibilities**

### **6.1 The governing board**

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

### **6.2 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).

### **6.3 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 headteacher.

Lisa Ackernley: Lead Teacher of RSE – responsible for reviewing curriculum and monitoring all teaching and learning.

### **6.4 Pupils**

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

## **7. 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 sex education.

The Headteacher will contact parents wishing to withdraw their child from non-statutory components to discuss the reasons and explain clearly the content that would be covered. The lesson plans and resources will be shared before the lessons.

Alternative work will be given to pupils who are withdrawn from sex education.

## **8. 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.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by Lisa Ackernley (Lead RSE teacher) through:

On a yearly basis, monitoring time will be allocated and a triangulation of lesson observation, book scrutiny and pupil voice will inform this. A report will be made to the Head of school.

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

This policy will be reviewed by Lisa Ackernley (Lead RSE teacher) every two years. At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

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**Relationships and Sex Education Key Stage 1 Overview** (numbering system refers to Twinkl) areas are covered in PSHE, Science, IT, and Growing Up units

#### **Relationship Education KS1**

<b>R1.</b> About the roles different people (e.g. acquaintances, friends and relatives) play in our lives	<b>R.14</b> That sometimes people may behave differently online, including by pretending to be someone they are not
<b>R2.</b> To identify the people who love and care for them and what they do to help them feel cared for	<b>R15.</b> How to respond safely to adults they don't know
<b>R3.</b> About different types of families including those that may be different to their own	<b>R17.</b> About knowing there are situations when they should ask permission and also when their permission should be sought
<b>R4.</b> To identify common features of family life	<b>R18.</b> About the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)
<b>R5.</b> That it is important to tell someone (such as a teacher) if something about their family makes them unhappy or worried	<b>R19.</b> Basic techniques for resisting pressure to do something they don't want to do and which makes them feel unsafe
<b>R6.</b> About how people make friends and what makes a good friendship	<b>R20.</b> What to do if they feel unsafe or worried for themselves or others; who to ask for help and the vocabulary to use when asking for help
<b>R7.</b> About how to recognise when they or someone else feels lonely and what to do	<b>R21.</b> About what is kind and unkind behaviour, and how this can affect others
<b>R8.</b> Simple strategies to resolve arguments between friends positively	<b>R22.</b> About how to treat themselves and others with respect; how to be polite and courteous
<b>R9.</b> How to ask for help if a friendship is making them feel unhappy	<b>R23.</b> To recognise the ways in which they are the same and different to others
<b>R10.</b> That bodies and feelings can be hurt by words and	<b>R24.</b> How to listen to other people and play and work

actions: that people can say hurtful things online	cooperatively
<b>R11.</b> About how people may feel if they experience hurtful behaviour or bullying	<b>R25.</b> How to talk about and share their opinions on things that matter to them
<b>R12.</b> That hurtful behaviour including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	

**Sex Education KS1 – Years 1 and 2**

**Children learn within the context of Health and Wellbeing Units - Growing up and Safety First**

<b>R13.</b> To recognize that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private	<b>H22.</b> To recognise the ways in which we are all unique
<b>R16.</b> About how to respond if physical contact makes them feel uncomfortable or unsafe	<b>H26.</b> About growing and changing from young to old and how people’s needs change

In Key Stage 1 we use the NSPCC resources called PANTS. The Talk PANTS teaching resources consist of a core lesson that is suitable for Early Years/Foundation and one for Key Stage 1. It is written in an easy-to-follow format, giving the learning objectives, resources and methodology. All resources are available on the following link:

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching>

**Relationships and Sex Education Key Stage 2 Overview** (numbering system refers to Twinkl) areas are covered in PSHE, Science, IT, and Growing Up units

**Relationship Education KS2**

<b>R1.</b> To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	<b>R9.</b> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice
<b>R2.</b> That people may be attracted to someone emotionally, romantically and sexually; that that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different <b>Year 6</b>	<b>R10.</b> About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
<b>R3.</b> About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	<b>R11.</b> What constitutes a positive healthy friendship (e.g mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
<b>R5.</b> That people who love and care for each other can be in a committed relationship (e.g marriage), living together, but may also live apart	<b>R12.</b> To recognise what it means to 'know someone online' and how it differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
<b>R6.</b> That a feature of positive family life is caring relationships: about different ways in which people care for one another	<b>R13.</b> The importance of seeking support if feeling lonely or excluded
<b>R7.</b> To recognise and respect that there are different types of family structure (including single parents, same sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability	<b>R14.</b> That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
<b>R8.</b> To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for one another in times of difficulty	<b>R15.</b> Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
<b>R16.</b> How friendships can change over time, about making new friends and the benefits of having different types of friends	<b>R24.</b> How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do

	not know
<b>R17.</b> That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely	<b>R26.</b> About seeking and giving permission (consent) in different situations
<b>R18.</b> To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	<b>R27.</b> About keeping something confidential or secret, when this should (e.g a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
<b>R19.</b> About the impact of bullying, including offline and online, and the consequences of hurtful behaviour	<b>R28.</b> How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
<b>R20.</b> Strategies to respond to hurtful behaviour witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support	<b>R29.</b> Where to get advice and report concerns if worried about their own or someone else's personal safety
<b>R21.</b> About discrimination; what it means and how to challenge it	<b>R30.</b> That personal behaviour can affect other people; to recognise and model respectful behaviour online and offline
<b>R22.</b> About privacy and personal boundaries; what is appropriate in friendships and wider friendships (including online)	<b>R31.</b> To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
<b>R23.</b> About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns	<b>R32.</b> About respecting the differences and similarities between people and recognizing what they have in common with others e.g. physically, in personality or background
<b>R33.</b> To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	<b>R34.</b> How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

### **Sex Education LKS2 – Years 3 and 4**

<b>H32.</b> The importance of hygiene routines and how to maintain personal hygiene	
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### **Sex Education UKS2 – Years 5 and 6**

<b>R2.</b> That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different <b>Year 6</b>	<b>H32.</b> About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene
<b>H30.</b> To identify external genitalia and internal reproductive organs in males and females <b>Year 6</b>	<b>H33.</b> About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born; how babies need to be cared for
<b>H31.</b> About the physical and emotional changes that happen when approaching and during puberty, including menstruation, key facts about the menstrual cycle and menstrual wellbeing <b>Year 5</b> (erection and wet dreams <b>Year 6</b> )	<b>H34.</b> About where to get more information, help and advice about growing and changing especially in puberty

## 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### 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	