

Relationships and Sex Education Policy

Approved by:	LGC	Date: May 2021
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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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality, gender and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We aim to provide an entrepreneurial education which develops:

- creativity
- determination
- passion
- problem solving
- risk taking
- team work

And to:

- develop children as whole and rounded human beings
- learning reflects accurately the world children are growing up in
- understand the importance of equality and respect
- ensure children make excellent progress across the curriculum
- celebrate every child as a unique individual
- provide a safe and positive environment
- to normalise a diverse range of trusted people in children's lives
- develop strong moral values in all of our pupils
- teach our pupils to be independent and interdependent learners
- develop children's social conscience

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

At Sudell 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 – a member of staff or working group 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. 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, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

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, and other aspects are included in religious education (RE). Long term and medium term planning is accessed through Coram Life Education- See Appendix 1.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional (Year 4,5 and 6)

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Principal

The Principal 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 Principal.

Class teachers are responsible for teaching RSE in school.

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.

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

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 Principal 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 H.Rawat through:

- Informal learning walks
- SMSC/PSHE Book Looks
- Pupil, parent and staff voice

Appendix 1 – Curriculum Map

Year Group	Autumn term	Spring term	Summer term			
Reception	<p>Me and my relationships What makes me special Me and my special people, Who can help me? * My feelings Keeping Safe online</p>	<p>Valuing Difference I'm special, you're special, Same and different Same and different families, Same and different homes I am caring I am a friend * Keeping Safe Online</p>	<p>Keeping Myself Safe What's safe to go onto my body What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my Feelings Keeping safe online People who help to keep me safe Keeping Safe online</p>	<p>Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognizing, spending, using Looking after money (2): saving money and keeping it safe Keeping Safe online</p>	<p>Being my Best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep Keeping Safe online</p>	<p>Growing & Changing Seasons Life stages - plants, animals, humans Human life stage who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys Keeping Safe online</p>
Year 1	<p>Me and my relationships Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Our feelings Keeping Safe online</p>	<p>Valuing Difference It's not fair! Good friends, Same or different? Harold's school rules It's not fair Who are our special people? * Our special people balloons * Keeping Safe online</p>	<p>Keeping Myself Safe Super sleep Who can help?(1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey Keeping Safe online</p>	<p>Rights and Respect Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic First Aid Keeping Safe online</p>	<p>Being my Best I can eat a rainbow Eat well Harold wash and brush up Catch it! Bin it! Kill it! Pass on the praise! Inside my wonderful body (optional) Keeping Safe online</p>	<p>Growing & changing Healthy me Healthy me Then and Now Taking care of a baby Who can help (2) Surprises and secrets Keeping my privates private Keeping Safe online</p>
Year 2	<p>Me and my relationships Our ideal classroom Our ideal classroom (Optional) How are you feeling today? Let's all be happy Being a good friend Types of bullying Don't do that! Bullying or Teasing? (Optional) When I feel like erupting, When someone is feeling left out Getting on with others Basic first aid Keeping Safe online</p>	<p>Valuing Difference What makes us who we are? My special people * How do we make others feel? When someone is feeling left out An act of kindness Solve the problem Keeping Safe online</p>	<p>Keeping Myself Safe Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? Keeping Safe online</p>	<p>Rights and Respect Getting on with others When I feel like erupting Feeling safe playing games Harold saves for something special Harold goes camping (optional) How can we look after our environment? Keeping Safe online</p>	<p>Being my Best You can do it! My day Harold postcard – helping us to keep clean and healthy Harold's bathroom What does my body do? My body needs (optional) Basic First Aid Keeping Safe online</p>	<p>Growing & changing A helping hand Sam moves away Haven't you grown? My body, your body Respecting your privacy Some secrets should never be kept Keeping Safe online</p>
Year 3	<p>Me and my relationships As a rule Looking after our special people* How can we solve this problem? Tangram team challenge (optional)</p>	<p>Valuing Difference Respect and challenge Family and friends My community Our friends and neighbours</p>	<p>Keeping Myself Safe Safe or unsafe? Danger or risk? The Risk Robot Super searcher</p>	<p>Rights and Respect Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it?</p>	<p>Being my Best Derek cooks dinner Poorly Harold Body Team work For or against?</p>	<p>Growing & changing Relationship tree Body space None of your business! Secret or surprise?</p>

	<p>Friends are special Thunks Dans dare My special pet Keeping Safe online</p>	<p>Let's celebrate our differences Zeb * Keeping Safe online</p>	<p>Help or harm? Alcohol and cigarettes: the facts, Help or harm? Raisin challenge (optional) Keeping Safe online</p>	<p>Earning money Harold environment project Let's have a tidy up (optional) Keeping Safe online</p>	<p>I am fantastic! Top talents Getting on with your Nerves (Optional) Keeping Safe online</p>	<p>My changing body Basic First Aid Keeping Safe online</p>
Year 4	<p>Me and my relationships Human machines Ok or not Ok? (part1) Ok or not Ok? (part2) An email from Harold! Different feelings When feelings change (optional) Under pressure Keeping Safe online</p>	<p>Valuing Difference Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands * Keeping Safe online</p>	<p>Keeping Myself Safe Danger, risk or hazard? How dare you? Keeping ourselves safe Raisin challenge Picture wise Medicines – Check the label Keeping Safe online</p>	<p>Rights and Respect Who helps us stay healthy and safe? It's your right! How do we make a difference? In the news! Safety in numbers Why pay taxes? Keeping Safe online</p>	<p>Being my Best What makes me ME? Making choices SCARF Hotel Harold's 7 Rs Harold's school community (1) Basic First Aid Keeping Safe online</p>	<p>Growing & changing Moving house My feelings are all over the place! All change! Preparing for changes at puberty Secret or surprise Together Keeping Safe online</p>
Year 5	<p>Me and my relationships Collaboration Challenge! Give and take Communication (optional) How good a friend are you? Relationship cake recipe Our emotional needs Being assertive! Keeping Safe online</p>	<p>Valuing Difference Qualities of friendships Kind conversations Happy being me! The land of the red people! Is it true? Stop, start, stereotypes * It could happen to anyone (Optional) Keeping Safe online</p>	<p>Keeping Myself Safe Spot bullying Play, Like, Share Decisions, Dilemmas Ella's diary dilemma Vaping: Healthy or unhealthy Would you risk it? 'Thinking' about habits (Optional) Drugs: True or False (optional) Smoking: What is normal (Optional) Keeping Safe online</p>	<p>Rights and Respect What's the story? Fact or opinion? Mo makes a difference Right, respect and duties Spending wisely Lend us a fiver! Local councils (optional) Keeping Safe online</p>	<p>Being my Best It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid training including sepsis awareness Keeping Safe online</p>	<p>Growing & changing How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager get me out Dear Hetty (optional) Keeping Safe online</p>
Year 6	<p>Me and my relationships Working together Let's negotiate (optional) Solve the friendship problem Dans day (optional) Behave yourself Assertiveness skills Don't force me Acting appropriately Keeping Safe online</p>	<p>Valuing Difference Ok to be different We have more in common than that Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? Challenging stereotypes * Keeping Safe online</p>	<p>Keeping Myself Safe Think before you click! It's a puzzle (Optional) To share or not to share? Rat park What sort of drug is.....? Drugs: It's the law! Alcohol: what is normal? Joeys Story - Part 1 (optional) Joeys Story – Part 2 (optional) * Keeping Safe online</p>	<p>Rights and Respect Two sides to every story Fakebook friends What's it worth? Jobs and Taxes (optional) Happy shoppers (caring for the environment) Action stations: (optional) Project pitch (part 1 and 2 – optional) Democracy in Britain 1 - Elections, Democracy in Britain 2 - How (most) laws are made? Community art (optional) Keeping Safe online</p>	<p>Being my Best This will be your life! Our recommendations What's the risk - part 1 What's the risk - part 2 Basic First Aid – including sepsis awareness Five ways to wellbeing project Keeping Safe online</p>	<p>Growing & changing I look great! Media manipulations Pressure online Helpful or unhelpful (managing change) Is this normal? Making babies What is HIV? (optional) Keeping Safe online</p>

Year 4 Workshop Lead by Coram Life Education	<ul style="list-style-type: none"> • Know and understand correct terminology of reproductive organs and external sexual body parts • Begin to understand the idea of body ownership • Know and understand that no one has the right to touch their body if they don't want them to • Know a range of appropriate responses to unwanted touch Reflect on and reinforce key learning around privacy, and safe and unsafe touches (in relation to their body) • Reinforces key messages about identifying and talking to trusted adult
Year 5 Workshop Lead by Coram Life Education	<ul style="list-style-type: none"> • Introducing the theme of human reproduction • Understand and empathise with how some children may struggle during puberty and body changes • Know the correct terminology for reproductive organs and external sexual body parts • Know and understand the meaning of consent in relation to their body
Year 6 Workshop Lead by Coram Life Education	<ul style="list-style-type: none"> • Introducing the theme of human reproduction • Know correct terminology for reproductive organs How sexual reproduction occurs between humans • Know when to share information and when to keep it private • Reflect on and reinforce key learning around privacy (in relation to their body)

Vocabulary

Year 1	<ul style="list-style-type: none"> • Head • Neck • Ears • Eyes • Private parts 	<ul style="list-style-type: none"> • Arms • Legs • Knees • Face 	<ul style="list-style-type: none"> • Elbows • Hair • Mouth • Teeth
Year 2	<ul style="list-style-type: none"> • baby • toddler • child • grow • comfortable • Private parts 	<ul style="list-style-type: none"> • teenager • adult • pregnant • feelings • uncomfortable 	<ul style="list-style-type: none"> • elderly • life • cycle • love/care • hygiene
Year 3	<ul style="list-style-type: none"> • Pollen /pollination • Reproduction 	<ul style="list-style-type: none"> • Male • Ovule 	<ul style="list-style-type: none"> • Female • seed
Year 4/5	<ul style="list-style-type: none"> • Gestation • Period of time • Pregnancy • Live birth • Eggs • embryo • Excited • Up and down • Attraction • Worried • Internal fertilization • Inside • Reproductive • Organs • Menstruation 	<ul style="list-style-type: none"> • Cervix • Menstruation • Cycle • Period • Blood • Discharge • Adams apple • Penis • Testicles • Scrotum • Puberty • Change • Grow • Penis • Vulva Ovaries/ovary 	<ul style="list-style-type: none"> • Erection • Ejaculation • Wet dream • Masturbation • Sweat • Body odour • Sanitary towel • Tampon • Sperm • Semen • Mature • Private parts • Genitals • Vagina • Labia

	<ul style="list-style-type: none"> • Uterus • Fallopian tubes 	<ul style="list-style-type: none"> • Testicles • Breasts 	<ul style="list-style-type: none"> • Feelings • womb
Year 6	<ul style="list-style-type: none"> • Puberty • Change • Grow • Mature • Private part • Genitals • String feelings • Reproductive organs • Menstruation • Uterus • Fallopian tubes • Heterosexual • gay 	<ul style="list-style-type: none"> • Ovary/ovaries • Cervix • Vagina • Labia • Clitoris • Vulva • Penis • Testicles • Scrotum • Sperm • Semen • Homosexual • transgender 	<ul style="list-style-type: none"> • Erection • Ejaculation • Egg • Sexual intercourse • Conception • Embryo • Pregnant • Birth • Contraception • Condom • Consent • Lesbian • Bisexual •

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



TOPIC	PUPILS SHOULD KNOW
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
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



TOPIC	PUPILS SHOULD KNOW
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	<i>Include notes from discussions with parents and agreed actions taken. 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</i>