Relationships & Sex Education Policy

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors

Heygarth Primary School

Relationship & Sex Education Policy

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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 and relationships;

> Teach pupils the correct vocabulary to describe themselves and their bodies;

> To prepare our pupils for life in line with our mission statement

<div align="center">'Learning & Achieving Together for Life'.</div>

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 Heygarth Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with Governors, 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 review the policy and make any comments;

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.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our teaching of RSE follows and uses 'Christopher Winter' (CWP) resources. 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 at Heygarth Primary School 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).

Pupils also receive stand-alone sex education sessions.

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 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-science and/or 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-science and/or 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.

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-science and/or 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.

9. Confidentiality & Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who will take appropriate action in accordance with our Safeguarding Policy. All staff work in accordance to our Safeguarding Policy and are aware of who the Designated Safeguarding Lead and Deputy Designate Safeguarding Leads are.

10. Related Polices

This RSE Policy should be read in conjunction with our:

- Teaching & Learning Policy,
- Safeguarding Policy,
- Health & Safety Policy,
- Equal Opportunities Policy.

11. Inclusion

Our RSE curriculum will be differentiated and adjusted, as required, based on pupils SEND, faith or culture.

12. 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.

13. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through monitoring activities – planning scrutinies, learning walks - as part of our annual monitoring calendar.

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

This policy will be reviewed annually by the Headteacher.

At every review, the policy will be approved by the Governing Board.

H. Beamish
June 2020

Reviewed: March 2021
Reviewed: March 2022
Reviewed: November 2022

Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	As and when required through subjects that arise. Not timetabled.	Families and people who care about me (Through P&C) Caring Friendships (Through PSED and C&L at all times) Respectful Relationships (Overarching theme at all times) Being Safe (As and when required)	Dependant on subjects as they arise: Stories and texts No specific resources

Year 1			
	Autumn 1	**Families and people who care about me** • Who is in my family? Who do I live with? • How other families can be different to my own	Curriculum – All About Me
	Autumn 2	• Who helps me at home and in school? How do they help me?	Curriculum – People Who Help Us
	Autumn 1 & ongoing	**Caring Friendships** • What makes me a good friend? • What does a good friend look like? • How my friends make me feel happy. • Who can I help? Friends, Charities etc.	Curriculum – All About Me Children in Need, Sport Relief, Red Nose Day etc. - activities
	Autumn 1 & ongoing	**Respectful Relationships** • Classroom routines and rules • The Underwear Rule	NSPCC Resource Pack 'Elmer' text - Anti-Bullying Week (Odd Socks Day)
	Autumn 1 Autumn 2	How we should respect others, no matter their differences; • Black History Month • Anti-Bullying Week	Year 1 Computing – Hi-impact Scheme of Work
	Termly	**Online Relationships** • E-safety – How to stay safe online. • What to do if I find something inappropriate. • Age appropriate Apps	Visits from local police etc.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn 1 & ongoing Spring 1 Termly Spring 1 & ongoing Autumn 1	**Being Safe** • Knowing there are services and people who can help us. Who would you call in an emergency? Police, Fire Brigade etc. • Knowing the need for safety rules – fire alarm, school, playground, roads and home. • How to respond safely and appropriately to adults they may not know. • What to do if an adult makes them feel sad. • Well-Being – Mental, Physical, Diet and Hygiene. **Human Body** • Identifying, naming and labelling basic parts of the human body. • Understand the concept of male and female. • How to look after my body.	NSPCC 'Speak Out Stay Safe' Assembly & associated work www.gonoodle.com Mindfulness yoga CWP resources Year 1 Science – 'Animals including humans'

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 1	Families and people who care about me • Different types of families	'Grace and Family' text Stonewall resources
	Autumn 2	Respectful Relationships and Caring friendships • Things that cause conflict between me and my friends • What I do when my friend makes me upset	'Something Else' text Anti-Bullying Week
	Termly	Online relationships • E-safety	Year 2 Computing – Hi-impact Scheme of Work
	Spring 1	Respectful Relationships and Being Safe • Physical and psychological safety within all relationships	NSPCC 'Speak Out Stay Safe' Assembly & associated work
	Summer 1	Gender • Differences and similarities between males and females • Physical differences – naming body parts • Stereotypes • Understanding that to create new life requires males and females	CWP Year 2 Differences Year 2 Science – 'Animals including humans'

Year 3	Autumn 1	Rules and staying safe in school • My strengths • My targets • Code of conduct and recognition board	Curriculum
	Autumn 2	Families and people who care about me • Different types of families/ relationships Caring Friendships • How to be a good friend • How to maintain good relationships	BBC teach resources PSHE Association resources CWP resources
	Spring	Online Communication and e safety • How to keep personal information safe online • Cyberbullying	NSPCC 'Speak Out Stay Safe' Assembly & associated work Year 3 Computing – Hi-impact Scheme of Work www.gonoodle.com Mindfulness yoga 'Magical Garden' Text Altru Drama
	Summer	Mental Well-being • How to recognise our own feelings and self-regulate • Make choices to improve my own mental wellbeing	CWP resources Year 3
	Summer	Valuing differences and keeping safe • Differences and similarities between males and females • Physical differences –private parts	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		• Considering appropriate and inappropriate physical contact and consent • How to keep safe	

Year 4	Autumn 1 then Termly	Online Relationships E-Safety/cyber bullying • The importance of respect whether online, or face to face.	Year 4 Computing – Hi-impact Scheme of Work www.thinkuknow.co.uk
	Autumn 2	Respectful Relationships and Being Safe • Physical and psychological safety within all relationships. • The importance of self-respect and how this links to happiness.	Additional resources on CWP - Respect & Equality NSPCC Assembly "Speak Out & Stay Safe.
	Spring 1	Families and people who care about me Caring friendships Respectful relationships – characteristics of friendships including mutual respect	RE - Special People www.ChildLine.org.uk Curriculum - 'Can we make a difference?' Respect for the environment and safety of animals CWP resources www.cwpresources.co.uk
	Spring 2	Growing up - Life-cycles • Changes - describe the changes as humans develop to old age • What is puberty? • How emotions change and how we deal with them • Each person experiences puberty differently	Links to Year 5 Science - Reproduction of plants & animals www.gonoodle.com Mindfulness yoga CWP resources
	Summer 1 & on-going	Mental Well-being • Mental well-being is a part of everyday life in the same way as physical health.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		• Judging how we are feeling - finding ways to relax - self care.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 1 Ongoing Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	<u>Online Relationships</u> • Cyber-bullying- Understanding potential risks of providing personal information both within and outside of school • E-safety <u>Families and people who care about me</u> • Rights and responsibilities • Caring Friendships • Stereo-typing- roles in the family <u>Mental Health</u> • Judging own feelings and that of others • Understanding that mental well-being is part of normal daily life • Recognise emotions and have the vocabulary to discuss their own and others feelings <u>Respectful relationships</u> • LGBT • Issues of Racism <u>Being Safe</u> • Cycling proficiency, being safe on the road <u>Puberty - Changing adolescent body</u> • Facts about physical and emotional changes • Menstrual cycles	Year 5 Computing – Hi-impact Scheme of Work www.thinkuknow.co.uk Altru drama RE – Special People Rights Respecting Schools NSPCC CWP resources 'Show Racism the Red Card' Bikability- 2 day course CWP resources

Year 6	Autumn 1	**Families and people who care about me** • Understand that relationships can take many forms, with a focus on LGTB+ relationships.	School Diversity Week Toolkit (2019 – updated every year)
	Autumn 2 Summer 2	**Caring Friendships** • Understand friendships are naturally gained and lost over time as people's personalities change. • Making new friends (transition to high school)	"Boy in the Girls Bathroom" (English) Discussion and resources provided by various high schools. Transition day / booklets
	Spring 1	**Respectful Relationships** • Differences between sex (biological) and gender (identity) and how this can impact relationships.	School Diversity Week Toolkit (2019 – updated every year)
	Each half term	**Online Relationships** • Understand privacy online and learn how to manage online relationships including data sharing, blocking, friending and unfriending.	Hi-Impact Computing Curriculum (Year 6) NSPCC "I saw your willy"
	Summer 1 & Summer 2	**Being Safe** • What healthy and unhealthy relationships look like and the impact of negative relationships on mental and physical health. • Signs of child sexual exploitation. **My changing body**	https://www.ceop.police.uk/safety-centre/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

		• How boys' and girls' bodies change as we grow up, with a focus on puberty, and how these changes affect us physically in preparation for having babies.
		
		• Understand reproduction in terms of relationships, including:
		    o How babies are conceived
		    o Development of babies within the womb
		    o How babies are born
		
		• ***Children may have other questions about areas covered during the unit which are not explicitly taught including miscarriages, ghost pregnancies and contraception – we will always answer questions asked in an age appropriate manner and strongly encourage pupils to speak to parents about any further questions they might have relating to topics no covered as part of our curriculum.***
			Channel 4 – Living & Growing (DVD and workbook)

For further details, see Christopher Winter (CWP) resources.

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

TOPIC	PUPILS SHOULD KNOW…
Families and people who care about me	• 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	• 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	• 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	• 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	- 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	
Headteacher signature	