

Relationships and Sex Education Policy (Primary)

POLICY NUMBER 39

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|---------------------|--|
| Key Manager: | Principal |
| Ratified by CEO: | Summer 2021 |
| Review Dates: | Annually |
| Location of Policy: | School website and NET website |
| Access to Policy: | Open |
| Policy context: | This policy applies to all staff and students of the academy and to those others offered access to such academy resources. |

Revision History:

| Revision Date | Description | Sections Affected | Revised By | Approved By |
|---------------|-------------|-------------------|------------|-------------|
| Summer 2021 | New policy | | | CEO |
| Summer 2022 | | | | |

1. Introduction

Woodford C of E Primary School considers that Relationships Education (including Sex Education) is an integral part of the Personal, Social and Health Education (PSHE) and Science curricula. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a mutually respectful relationship between teacher and pupil. The programme is set within a moral framework and is matched to the pupils' level of maturity.

This policy reflects the Department for Education's guidance on:

- Relationships Education (statutory)
- Relationships and Sex Education (RSE) (non-statutory for primary schools)

As a church school we undertake to follow the principles in the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)* and draw on the advice given in the Church of England document '*Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying.*'

Our school vision is "Shine among them like stars in the sky" Phil 2:14-16. All children are offered opportunities to celebrate success, raise aspirations and develop their own character. We aim to build courageous, kind and thoughtful citizens of the future and RSE and PSHE plays an important part in this.



2. Aims

The aims of relationships and sex education (RSE) at Woodford C of E Primary 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

3. Statutory requirements

Woodford C of E Primary School must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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 Woodford C of E Primary School we teach RSE as set out in this policy.

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 Organisation

At Woodford C of E Primary School we use HeartSmart (Church version) and Yasmin and Tom to teach PSHE including Relationships and Sex Education.

Our long-term curriculum map is set out as per Appendix 1 and Appendix 2 for individual year group objectives but we may need to adapt it as and when necessary.

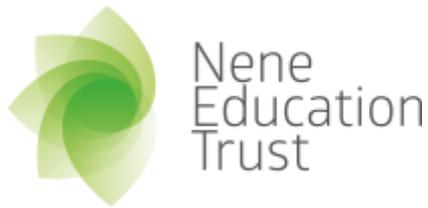
We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

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

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).

Pupils in Year 6 may also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education at Woodford C of E Primary School 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).

The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

7. Roles and responsibilities

7.1 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).

7.2 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.

It is the responsibility of ALL teaching staff to deliver the RSE curriculum.

7.3 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 have the right to withdraw their children from the non-statutory components of sex education (intimate relationships and sexual health) that are not covered in the science curriculum.

Parents do not have the right to withdraw their children from relationships education.

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.

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, please contact your child's class teacher or the PSHE Lead.

9. Training

Staff are trained on the delivery of Relationships and Sex Education (RSE) as part of their continuing professional development (CPD).

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 the PSHE/RHE/RSE Subject Lead, through:

Planning, book looks and learning walks.

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

This policy will be reviewed by PSHE/RHE/RSE Subject Lead annually. At every review, the policy will be approved by Principal and CEO.

11. Safeguarding and child protection

Woodford C of E Primary School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.



12. Related Policies

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- Equality Information and Objectives
- Anti-Bullying Policy

Appendix 1: Long Term Curriculum Map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|--|-------------|---|-------------------------------|
| Cycle A (Programme for years 1, 3, 5) Cycle B (Programme for years 2, 4, 6) | Autumn Term | Get HeartSmart! Don't Forget to let Love in! | HeartSmart on line resources. |
| | Spring Term | Too much Selfie, isn't healthy! Don't Rub it in, rub it out! | |
| | Summer Term | Fake is a mistake! "No way through, isn't true!" | |



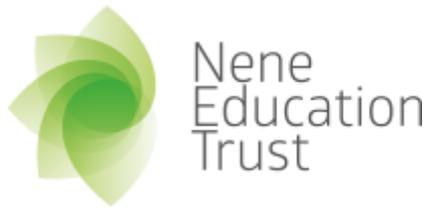
Appendix 2: Relationships Education Overview.

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 |

| 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 | E.g. removed from which lessons and doing which projects instead. |
| | |