

# Relationships and Sex Education Policy



<b>Approved by:</b>	FGB	<b>Date:</b> 10.02.20
<b>Last reviewed on:</b>	January 2020	
<b>Next review due by:</b>	July 2022	

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## Aims & Ethos

We are a Gold [UNICEF Rights Respecting School](#) and were reaccredited in 2017. We have the United Nations Convention on the Rights of the Child at the heart of our ethos. The UNICEF UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A rights-respecting school is a community where children's rights are learned, taught, practiced, respected, protected and promoted. Young people and the school community learn about children's rights by putting them into practice every day.

## 1. RSE & PSHCE at Millfields

We believe that RSE is an integral part of PSHE and citizenship education and should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in class management. We teach children both about their rights and how they should respect the rights of others. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

### **The specific 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**

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](#).

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 Millfields we teach RSE as set out in this policy.

## **3. Policy development**

This policy has been created as an addition to the PSHCE policy and SRE Policy 2018 and developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff 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 understand about RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **4. Definitions**

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 in line with and paying careful attention to Children's Rights under the UNCRC and other safeguarding and Equality guidance.

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

RSE is not about the promotion of sexual activity.

## **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.

Our programme of sex and relationship education is intended to prepare children for adolescence and adult life. The teaching of sex and relationship education is intended to:

- provide clear, reliable, appropriate and authoritative information to children
- dispel misunderstanding
- help children make appropriate judgements and choices

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).

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

In key stage one and two, sex and relationship education is incorporated into the topic and PSHCE allocated time.

In both key stages many aspects of sex education, particularly those dealing with behaviour and relationships are dealt with in assembly, RE, English, story, topics and in other activities which make up school life.

**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 hold the head teacher to account for the implementation of this policy.  
The governing board has delegated the approval of this policy to Damian Holt, Chair of Governors.

## 7.2 The head teacher

The head teacher 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 headteacher.

All class teachers are responsible for delivering the RSE content in their classes.

## 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 head teacher.

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 head teacher 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 Roz Wilson, Head of PSHCE:

RSE & PSHCE will be the focus of at least 2 learning walks each academic year and Pupil Voice recorded annually. HT & DHT will assign appropriate monitoring times and review data collected.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Roz Wilson, Head of PSHCE annually. At every review, the policy will be approved by the Headteacher and Board Of Governors.

## Appendix 1: Curriculum map

### Relationships and sex education and Health Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1 Spring 1, Summer 2	<ul style="list-style-type: none"> <li>• Friendships</li> <li>• Bullying and personal and emotional Safety</li> <li>• Families and adults who care for us &amp; Bullying</li> </ul>	3D PSHE Units
Year 2	Autumn 1 Autumn 2 Spring 1 Summer 2	<ul style="list-style-type: none"> <li>• Friendship, Belonging &amp; Staying Safe</li> <li>• Aspirations</li> <li>• Drug/medicines safety</li> <li>• Behaviour &amp; Bullying</li> </ul>	3D PSHE Units
Year 3	Autumn 2 Spring 2 Summer 2	<ul style="list-style-type: none"> <li>• Friendship, E Safety, dealing with loss</li> <li>• Differences between boys and girls</li> <li>• Drugs education - smoking</li> </ul>	3D PSHE Units Christopher Winters Project Unit
Year 4	Autumn1 Autumn 2 Spring 2	<ul style="list-style-type: none"> <li>• Families and diversity</li> <li>• Online safety &amp; family changes</li> <li>• Growing and changing &amp; Gender stereotypes</li> </ul>	3D PSHE Units Christopher Winters Project Unit RSE Units from 3D PSHE
Year 5	Autumn1 Autumn 2 Spring 1 Summer 2	<ul style="list-style-type: none"> <li>• Drugs and alcohol education and online relationships</li> <li>• Puberty, Hygiene and male and female changes</li> <li>• Tobacco and Substance abuse</li> <li>• Physical Contact</li> </ul>	3D PSHE Units Christopher Winters Project Unit RSE Units from 3D PSHE
Year 6	Autumn 1 Autumn 2 Spring 1	<ul style="list-style-type: none"> <li>• Race and Gender stereotypes</li> <li>• Puberty and reproduction, Forming relationships &amp; Sexual relationships</li> <li>• Drugs education &amp; Gender Issues</li> </ul>	3D PSHE Units Christopher Winters Project Unit RSE Units from 3D PSHE

## 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>
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>



<p>Online relationships</p>	<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>
<p>Being safe</p>	<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 2: 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 parent	