

Relationships and Sex Education Policy

Signed:

Chair of Governors: A. Jenkins *A. Jenkins*

Headteacher: S. Stevenson *S. Stevenson*

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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

At Crackley Bank Primary School, we are committed to promoting a safe and healthy lifestyle. RSE is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. Effective Relationships and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

We intend for our curriculum to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The clear subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

We provide PSHE and Citizenship education through a spiral programme from Year 1 to Year 6, which builds on the learning and experiences that children have in Reception through the Personal, Social and Emotional strand of the Early Years Curriculum. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. Please see Appendix 1 for the PSHE, RSE and Citizenship curriculum map.

2. Statutory requirements

As a primary academy 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 Crackley Bank 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 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 respond to the policy

4. 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).

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

The PSHE, RSE and Citizenship curriculum is sub-divided into three broad strands: Relationships, Living in the Wider World, Health and Wellbeing. Aspects that specifically relate to RSE are predominantly covered under the Relationships strands but are interwoven across the curriculum.

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-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-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 components of sex education within RSE. At Crackley Bank Primary School this is specifically some elements of the Year 6 Relationships – Growing Up unit. 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. Training

Staff are trained on the delivery of RSE as part of 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher and RSE leader through: planning scrutinies, learning walks, work sampling and pupil voice.

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

This policy will be reviewed every three years. At every review, the policy will be approved by the governing board.

Appendix 1: PSHE, RSE and Citizenship Curriculum Map

| | Me and My School | Me and My Safety | Me in the World | Me & My Relationships | Me and Other People | Happy and Healthy Me |
|---------------|--|--|---|--|---|---|
| EYFS | Class rules <ul style="list-style-type: none"> School/classroom rules Why we have rules? To keep us safe. | <ul style="list-style-type: none"> Who to go to at school to keep us safe Bonfire night safety Stranger Danger | <ul style="list-style-type: none"> Likes and dislikes Right and wrong | <ul style="list-style-type: none"> Valuing themselves Family – different types Friendship skills | <ul style="list-style-type: none"> My identity Groups belong to Being a good friend | My body <ul style="list-style-type: none"> Parts of the body Emotions – |
| Year 1 | Class rules <ul style="list-style-type: none"> Making choices Compromise Skills of a representative Own skills in relation to School Council Class meetings School Council <ul style="list-style-type: none"> Class meetings | <ul style="list-style-type: none"> Medicines Identifying risks and ways to stop accidents happening People who help us Road safety – keeping safe near the road and in the car | Pets and animals <ul style="list-style-type: none"> Likes and dislikes Right and wrong Needs of animals Fair and unfair Human needs | <ul style="list-style-type: none"> Valuing themselves Family – different types Friendship skills Good and bad friendships Making choices | <ul style="list-style-type: none"> My identity Groups belong to Bullying | My body <ul style="list-style-type: none"> Parts of the body Changing needs Influences on health and wellbeing Likes and dislikes Consequences of choices Emotional health |
| Year 2 | Class rules <ul style="list-style-type: none"> why have rules School Council <ul style="list-style-type: none"> How it works Role of a representative Class council meeting Feelings <ul style="list-style-type: none"> Name feelings Dealing with feelings including negative ones | Safe and unsafe:- <ul style="list-style-type: none"> Things e.g. medicines and household substances Places e.g. roads People i.e. safe and unsafe touches, feeling comfortable/unc omfortable, secrets and surprises | Local area <ul style="list-style-type: none"> Positive and negatives of the local area Discussion Role in improving area Money <ul style="list-style-type: none"> Sources of money Uses of money Keeping money safe Making choices | <ul style="list-style-type: none"> Working together Behaviour and impact on others Resolving conflict Teasing and bullying Changing relationships | <ul style="list-style-type: none"> Similarities and differences between boys and girls Different types of families Race and religion | <ul style="list-style-type: none"> Body parts Personal hygiene Spread of germs and diseases Balanced diet Healthy lunchbox Emotional Health |
| Year 3 | <ul style="list-style-type: none"> Class rules New challenges Valuing themselves School Council | <ul style="list-style-type: none"> What is risk Road Safety Pressure Safe and unsafe touches | <ul style="list-style-type: none"> Managing money Good value Resource allocation | <ul style="list-style-type: none"> What makes a good friend? Falling out | <ul style="list-style-type: none"> My identity My community – school and local Similarities and differences in community | <ul style="list-style-type: none"> Balanced diet Impact of healthy diet Making choices Emotional Health |
| Year 4 | <ul style="list-style-type: none"> Class rules Role of School Council rep Jobs on the School Council Class council My strengths and weaknesses | <ul style="list-style-type: none"> Safety in school Responsibilities for my safety and the safety of others E safety | <ul style="list-style-type: none"> Rights and responsibilities Rights of the Child Jobs and duties | <ul style="list-style-type: none"> Feelings of other people Developing relationships Different types of relationships Puberty | <ul style="list-style-type: none"> Similarities and differences Communities including Britain Respect and tolerance | <ul style="list-style-type: none"> What keeps me healthy? What can make me ill – bacteria and viruses Drugs – medicines and Tobacco Good and bad habits Emotional Health |
| Year 5 | <ul style="list-style-type: none"> My achievements My goals School Council rep Class rules | <ul style="list-style-type: none"> When do I feel unsafe? How can I deal with this? Pressure including peer pressure Getting help | <ul style="list-style-type: none"> How are laws made in the UK Parliament Public money Personal money – loans, debt and interest | <ul style="list-style-type: none"> Puberty emotions Anti social behaviour Nature and consequence of bullying | <ul style="list-style-type: none"> Identities in the UK Celebration of diversity Racism | <ul style="list-style-type: none"> Physical health Emotional health What can affect our health including the media How will my body change as I grow up Emotional Health |
| Year 6 | <ul style="list-style-type: none"> Class rules Opportunities and challenges of Y6 School Council My contribution to my school | <ul style="list-style-type: none"> Drugs – solvents and alcohol Pressure related to drug use Strategies for making decisions and saying no | <ul style="list-style-type: none"> Environment and Sustainability Pressure groups and charities | <ul style="list-style-type: none"> Changing friendships and relationships | <ul style="list-style-type: none"> Diverse nature of UK Life in other countries Stereotypes Challenging stereotypes | <ul style="list-style-type: none"> Body changes Periods Feeling during puberty Media Emotional Health |

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

RSE expectations: primary

Taken from the DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019

Families and people who care for 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 to 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 recognized 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 managing these situations and how to seek help or advice from others if needed.

Respectful relationships

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.
- About different types of bullying (including cyber bullying), 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're not.
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've never met.
- How information and data is shared and used online.

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 its 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/unsafe physical and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice (e.g. family, school, other sources)

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

- Where and how to report concerns and get support with issues online.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to allergies, immunisation and vaccination.

Basic first-aid

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

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 | | | |
| | | | |
| Other information you would like the school to consider | | | |
| | | | |
| Parent Signature | | | |

| TO BE COMPLETED BY THE SCHOOL | | | |
|--|--|-------------|--|
| Name of Parent | | Date | |
| Agreed actions from discussion with parent(s) | | | |
| | | | |