

Whitby Heath Primary School

Excellence in a Caring Community



Relationships and Sex Education Policy

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Intent

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
- › Teach in a differentiated and appropriate manner to reflect the different genders, those with different sexual orientation including transgender and the different ages and levels of maturity of the pupils being taught.
- › Enable young people to make responsible and well informed decisions about their lives.
- › Be firmly rooted within PSHE and the curriculum.
- › Be part of lifelong learning about physical, moral and emotional development.
- › Enable children to develop understanding of the importance of a stable family life, stable and loving relationships, respect, love and care.

- Teach appropriately about sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

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](#).

Under the legal duties of the [2010 Equality Act](#) we will ensure that where appropriate, all protected characteristics will be recognised and acceptance taught as an embedded aspect in all we do including: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation including homosexual, bi-sexual and transgender.

At Whitby Heath 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 – our RSE Lead researched and gathered all of the relevant information, including current and relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated what exactly pupils want from their RSE curriculum via school ambassadors.
4. Parent/stakeholder consultation – parents and any interested parties were invited to offer feedback about the policy.
5. Ratification – once amendments were made, the policy was shared with governors and ratified in March 2021.

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.

Implementation

Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.

Learners will be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose also of preventing and removing prejudice

Sex and relationship education will contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

Sex and relationship education will not encourage early sexual experimentation. It should teach young people to understand human sexuality including different sexual orientations transgender issues and to respect themselves and others.

It will enable young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.

There will be a graduated, age-appropriate programme of sex and relationship education.

Teaching methods will take account of the developmental differences of children.

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).

Pupils also receive stand-alone sex education sessions delivered by a trained professional from a community interest company.

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 body

The governing body 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 RSE Coordinator

The RSE coordinator at Whitby Heath is Mrs G Beach and she is responsible for:

- › Planning and coordination of the RSE curriculum ensuring coverage in-line with that required by the National Curriculum.
- › Providing training for staff to ensure consistent and age appropriate delivery of the curriculum.
- › Monitor and support staff in the delivery and assessment of the curriculum.

7.4 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.

7.5 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] 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. There will then be opportunity to discuss this with either the headteacher or the RSE coordinator so that any concerns can be discussed fully and an informed decision can be reached.

Alternative work will be given to pupils who are withdrawn from sex education.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

9. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Impact

Effective sex and relationship education will be achieved through a whole-school approach, which will ensure that the school's policy and educational programme is tailored to the age and the physical and emotional maturity of the children. Staff will be given appropriate training and support to carry out their work sensitively.

10. Monitoring arrangements

The delivery of RSE is monitored by the RSE coordinator, Mrs G Beach through:

- Learning walks
- Pupil voice
- Book scrutiny
- Planning scrutiny

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

This policy will be reviewed by Mrs G Beach, the RSE coordinator, annually. At every review, the policy will be approved by the governing body and the headteacher.

11. Links with other policies

- PSHE/ EHWP policy
- SMSC policy
- Safeguarding policy
- Equality Objectives and Policy

Appendix 1: Curriculum map

Relationships and sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Reception | Autumn term | Relationships: <ul style="list-style-type: none"> • The importance of friendships • Recognising that families are different • Forgiveness and saying sorry | Christopher Winter Project |
| Year 1 | Autumn term | Relationships: <ul style="list-style-type: none"> • Roles of different people; families; feeling cared for • Recognising privacy; staying safe; seeking permission | NSPCC – The underwear rule resources (PANTS) Christopher Winter Project |
| Year 2 | Autumn term Autumn /Spring term | Relationships: <ul style="list-style-type: none"> • Recognising things in common and differences; playing and working cooperatively; sharing opinions • Making friends; feeling lonely and getting help • Managing secrets; resisting pressure and getting help; recognising hurtful behavior • Knowing differences between male and female animals and that new life needs a male and female. Health and wellbeing <ul style="list-style-type: none"> • Growing older; naming body parts; moving class or year | Christopher Winter Project |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Year 3 | Autumn 1 | <p>Relationships:</p> <ul style="list-style-type: none"> • How can we be a good friend? • Personal boundaries; safely responding to others; the impact of hurtful behavior • What makes a family; features of family life • Body differences | Christopher Winter Project |
| Year 4 | Autumn term Autumn / Spring term | <p>Relationships:</p> <ul style="list-style-type: none"> • Positive friendships, including online • Responding to hurtful behaviour; managing confidentiality; recognising risks online • Respecting differences and similarities; discussing difference sensitively <p>Health and wellbeing:</p> <ul style="list-style-type: none"> • Physical and emotional changes; hygiene routines; human lifecycle | Christopher Winter Project |
| Year 5 | Autumn term | <p>Relationships:</p> <ul style="list-style-type: none"> • How can friends communicate safely? • Managing friendships and peer influence • Physical contact and feeling safe • Physical and emotional changes in puberty. • Responding respectfully to a wide range of people; recognising prejudice and discrimination | Christopher Winter Project Health Box |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| Year 6 | Autumn term | <p>My changing body:</p> <ul style="list-style-type: none"> • Human reproduction and birth; increasing independence; managing transition; changes during puberty <p>Relationships:</p> <ul style="list-style-type: none"> • Attraction to others; romantic relationships; civil partnership and marriage • Recognising and managing pressure; consent in different situations | Christopher Winter Project Health Box |

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 |
| 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 request to withdraw 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 | |
| | |