

Greenfield Primary School

'Everyone can grow in a Greenfield!'



Relationships and Sex Education Policy

Approved by:	The Governing Body	Date: July 2020
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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

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 Greenfield 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 member of staff with 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 attend a meeting about the policy
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, healthy lifestyles, diversity, personal identity and sex education.

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. Our Curriculum has been developed with the most recent programme of study from the PSHE Association

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

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

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), computing and Physical Education (PE) curriculum.

Pupils in Year 6 also receive stand-alone sex education sessions. For these sessions we may use the support of a trained health professional.

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
- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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/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 and/or the PSHE Leader.

All teaching staff are responsible for teaching RSE at Greenfield Primary School. Year 5 and Year 6 teaching staff are responsible for the delivery of the agreed non-statutory elements of the curriculum.

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 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 their induction and it is included in our continuing professional development calendar.

The headteacher and/or PSHE Leader 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 Sarah Hawker, PSHE Leader through a range of methods including planning scrutinise, learning walks and pupil interviews.

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

This policy will be reviewed by the Governing Body annually. At every review, the policy will be approved by the Governing Body and the headteacher.

Appendix 1: RSE/PSHE Curriculum Map

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
	Families and Friendship	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe
Year 1	Roles of different people; Families; feeling cared for.	Recognising privacy; staying safe; seeking permission.	How behaviour affect others; being polite and respectful.	What rules are; caring for others' needs; looking after the environment.	Using the internet and digital devices; communicating online.	Strengths and interests; jobs in the community.	Keeping healthy; food and exercise, hygiene routines; sun safety.	Recognising what makes them unique and special feelings; managing when things go wrong.	How rules and age restrictions help us; keeping safe online.
Year 2	Making friends; feeling lonely and getting help.	Managing secrets; resisting pressure and getting help; recognizing hurtful behaviour.	Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Belonging to a group; roles and responsibilities; being the same and different in a community.	The internet in everyday life; online consent and information.	What money is; needs and wants; looking after money.	Why sleep is important, medicines and keeping teeth healthy; managing feelings and asking for help.	Growing older; naming body parts; moving class or year group.	Safety in different environments; risk and safety at home; emergencies.
Year 3	What makes a family; features of family life.	Personal boundaries; safely responding to others; the impact of hurtful behaviour.	Recognising respectful behaviour; the importance of self-respect, courtesy and being polite.	The value of rules and laws; rights, freedoms and responsibilities.	How the internet is used; assessing information online.	Different jobs and skills; job stereotypes; setting personal goals.	Health choices and habits; what affects feelings; expressing feelings.	Personal strengths and achievements; managing and reframing setbacks.	Risks and hazards; safety in the local environment and unfamiliar places.
Year 4	Positive friendships, including online.	Responding to hurtful behaviour; managing confidentiality ; recognizing online risks.	Respecting differences and similarities; discussing difference sensitively.	What makes a community; shared responsibilities.	How date is shared and used.	Making decisions about money; using and keeping money	Maintaining a balanced lifestyle; oral hygiene and dental care.	Physical and emotional changes in puberty; external genitals; personal hygiene routines; support with puberty.	Medicines and household products; drugs common to everyday life.
Year 5	Managing friendships and peer influence.	Physical contact and feeling safe.	Responding respectfully to a wide range of people; recognizing prejudice and discrimination.	Protecting the environment; compassion towards others.	How information online is targeted; different media types, their role and impact.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	Personal identity; recognizing individuality and different qualities; mental wellbeing.	Keeping safe in different situations, including responding to emergencies, first aid and FGM.
Year 6	Attraction to others; romantic relationships; civil partnership and marriage.	Recognising and managing pressure; consent in different situations.	Expressing opinions and respecting other points of view, including discussing topical issues.	Valuing diversity; challenging discrimination and stereotypes.	Evaluating media sources; sharing things online.	Influences and attitudes to money; money and financial risks.	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Human reproduction and birth; increasing independence; managing transition.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.

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
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	