

Relationships and Sex Education Policy 2021



Together we learn, together we succeed

Approved by:	Rusper Full Governing Board	Date: July 2021
Last reviewed on:	July 2021	
Next review due by:	July 2022	

Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Roles and responsibilities
8. Parents' right to withdraw
9. Training
10. Monitoring arrangements

Appendix 1: Curriculum map

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

Appendix 3: Parent form: withdrawal from sex education within RSE

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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support children to grow emotionally.
- Help children to understand their responsibility to keep themselves safe and to know how to do this.
- Help children to learn how to question their world and to make informed decisions for themselves.
- Enable children to become respectful citizens in a diverse world. By exploring and understanding the different viewpoints and beliefs that exist around them, this helps children to develop a supportive and inclusive approach to each other.
- Children will also develop their awareness of the part that they play in their local and global community; respecting and demonstrating how to live responsibly.

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 Rusper 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 or 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/carer consultation – parents and carers are invited to raise questions about 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, healthy lifestyles, diversity and personal identity.

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 (Year 6)

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 (life cycles) are taught within the science curriculum.

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 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-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-science components of RSE

Staff who may have concerns about teaching RSE are encouraged to discuss this with the headteacher. Class teachers are responsible for delivering RSE lessons in school.

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.

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.

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

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher through:

Staff meetings

Focused learning walks

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

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

Appendix 1 Rusper RSE Curriculum Content Map

Year	Term	Objectives	Resources
Reception	Throughout the Year	<ul style="list-style-type: none"> Understand some areas in which the children can look after themselves e.g. dressing and undressing 	Typically these will be assembly and PSHE resources from a variety of sources. These are subject to variance. Parents should speak to a class teacher for more information.
		<ul style="list-style-type: none"> Explain why it is important to keep clean 	
		<ul style="list-style-type: none"> Understand some basic hygiene routines 	
		<ul style="list-style-type: none"> Identify different members of the family 	
		<ul style="list-style-type: none"> Understand how members of a family can help each other 	

Year	Term	Objectives	Resources
1	Summer	1. Know how to keep clean and look after oneself	Typically RPS uses resources from Islington RSE Scheme. These units will also draw on resources from the NSPCC and from the West Sussex Education 4 Safeguarding. Parents should speak to a class teacher for more information
		2. Understand that babies become children and then adults	
		3. Know the differences between boy and girl babies	
		4. Acceptable and unacceptable touch – my body belongs to me	
		5. Know there are different types of families	
		6. Know which people we can ask for help	

Year	Term	Objectives	Resources
2	Throughout the Year	1. Pupils learn to understand and respect the differences and similarities between people	Typically RPS uses resources from Islington RSE Scheme. These units will also draw on resources from the West Sussex Education 4 Safeguarding online resource centre. The work on privacy and safe touches will be drawn from the NSPCC resources.
		2. Pupils learn about the biological differences between male and female animals and their role in the life cycle	
		3. Pupils learn the biological differences between male and female children. Naming body parts	

		4. The concept of privacy. Safe and unsafe touches	Parents should speak to a class teacher for more information
		5. Pupils learn about growing from young to old and that they are growing and changing	
		6. Pupils learn that everybody needs to be cared for and ways in which they care for others	
		7. Pupils learn about different types of family and how their home-life is special	

Year	Term	Objectives	Resources
3	Throughout the Year	1. Pupils learn about the way we grow and change throughout the human lifecycle	Typically RPS uses resources from Islington RSE Scheme. These units will also draw on resources from the West Sussex Education 4 Safeguarding online resource centre. The work on privacy and safe touches will be drawn from the NSPCC resources. Parents should speak to a class teacher for more information
		2. Pupils learn the physical changes associated with puberty	
		3. Pupils discuss male and female body parts using agreed words	
		4. Pupils review the concept of privacy. Safe and unsafe touches	
		5. Pupils review relationships within the family, and consider who they can ask for help.	

Year	Term	Objectives	Resources
4	Throughout the Year	1. Pupils learn about the way we grow and change throughout the human lifecycle	Typically RPS uses resources from Islington RSE Scheme. These units will also draw on resources from the West Sussex Education 4 Safeguarding online resource centre. Parents should speak to a class teacher for more information
		2. Pupils learn the physical changes associated with puberty	
		3. Discuss male and female body parts using agreed words	
		4. Pupils review the concept of privacy. Safe and unsafe touches	
		5. Pupils review relationships within the family, and consider who they can ask for help.	
		6. Pupils learn strategies to deal with feelings in the context of Relationships	
		7. Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it	

--	--	--	--

Year	Term	Objectives	Resources
5	Throughout the Year	1. Pupils review the physical changes associated with puberty	Typically RPS uses resources from Islington RSE Scheme. These units will also draw on resources from the West Sussex Education 4 Safeguarding online resource centre. Parents should speak to a class teacher for more information.
		2. Pupils review male and female body parts using agreed words	
		3. Pupils learn about human reproduction in the context of the human lifecycle	
		4. Pupils learn about the impact of puberty on physical hygiene and strategies for managing this	
		5. Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty	
		6. Pupils learn strategies to deal with feelings in the context of Relationships	
		7. Pupils learn to answer each other's questions about puberty and relationships with confidence, where to find support and advice when they need it	

Year	Term	Objectives	Resources
6	Throughout the Year	1. Pupils learn about the changes that occur during puberty	Typically RPS uses resources from Islington RSE Scheme. These units will also draw on resources from the West Sussex Education 4 Safeguarding online resource centre. Parents should speak to a class teacher for more information.
		2. Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact	
		3. Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships	
		4. Pupils learn about human reproduction in the context of the human lifecycle	
		5. Pupils learn how a baby is made and grows (conception and pregnancy)	
		6. Pupils learn about roles and responsibilities of carers and Parents	

		7.Pupils learn to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it	

Appendix 2 What Pupils Should Know by the end of Y6

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
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/Carer Form Withdrawal From Sex Education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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	