



Relationships and Sex Education policy

Approved by: FGB

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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 Parklea 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/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 part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity.

5. Curriculum

At Primary school a new scheme of work 'The Christopher Winters Project,' has been introduced and is taught through RE, Science and PSHE lessons.

They 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

The Christopher Winter Projects breaks down the teaching of relationships and sex education into the following units of work:

Year 1 Growing and Caring For Ourselves

- Lesson 1 – Keeping Clean
- Lesson 2 – Growing and Changing
- Lesson 3 – Families and Care

Year 2 Differences

- Lesson 1 – Differences – Boys and Girls
- Lesson 2 – Differences – Male and Female
- Lesson 3 – Naming the Body Parts

Year 3 Valuing Difference and Keeping Safe

- Lesson 1 – Differences – Male and Female
- Lesson 2 – Personal Space
- Lesson 3 – Family Differences

Year 4 Growing Up

- Lesson 1 – Growing and Changing
- Lesson 2 – Body Changes and Reproduction
- Lesson 3 – What is Puberty?

Year 5 Puberty

- Lesson 1 – Talking About Puberty
- Lesson 2 – Male and Female Changes
- Lesson 3 – Puberty and Hygiene

Year 6 Puberty and Reproduction

- Lesson 1 – Puberty and Reproduction
- Lesson 2 – Relationships and Reproduction
- Lesson 3 – Conception and Pregnancy

6. Delivery of RSE

Relationships and Sex Education is delivered by the class teachers as an integral part of the curriculum, through use and support of The Christopher Winter Project planning and resources (see Appendices 1-6 for detailed planning for each year group).

Relationships and Sex Education 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

For more information about our RSE curriculum, see Appendices 1 and 2.

These sessions are taught as part of discrete curriculum time, although some year groups are able to make links between their Relationships and Sex program and their Science or topic curriculum. It should be noted that the statutory National Curriculum 2014 Science program of study for Key Stage 2 stipulates that “Pupils should be taught to describe the changes as humans develop to old age” , and makes it clear that this is expected to include learning about the changes experienced in puberty.

Consideration will be given to appropriate teaching methods (e.g. whole class, small groups). Single sex groups will be used to deliver parts of the program as and when appropriate.

The PSHE subject leader will coordinate the overall planning of the Relationships and Sex Education program. Over the year, children will receive a PSHE curriculum, together with the Relationships and Sex Education strand of the program as detailed in the Christopher Winter Project Schemes of Work.

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.

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.

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 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 Mrs Rogers the PSHE Leader through: Monitoring arrangements consist of planning and book scrutinies, learning walks and pupil voice. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHE Leader annually. At every review, the policy will be approved by the headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn	Our Day	Glove puppet Our Day pictures
	Summer	Keeping ourselves clean	Glove puppet Items related to hygiene, e.g. flannel, sponge, towel, toothbrush, toothpaste, shampoo, soap, comb, brush Keeping Clean pictures The Smelly Book, Babette Cole Additional Activities Anatomically correct dolls Suggested reading: The Boy Who Hated Toothbrushes, Zehra Hicks
	Autumn	Families	The Family Book, Todd Parr Families pictures Paper for drawing pictures Additional Activities Suggested reading: All Kinds of Families! Mary Ann Hoberman I'll take you to Mrs Cole, Nigel Gray
Year 1	Summer	Keeping Clean	Talking object Story bag containing sponge, toothbrush and soap (and a school jumper or shirt if available) Keeping Clean pictures
	Spring	Growing and Changing	Talking object Story bag containing Pictures of new born babies Lifecycle picture cards Lifecycle word cards Lifecycle whiteboard summary

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn	Families and Care	Talking object Story bag - containing plaster and skipping rope Families pictures The Family Book, Todd Parr Additional Activities Suggested reading: Happy Families, Allan Ahlberg Who's in a Family? Robert Skut
Year 2	Autumn	Differences: Boys & Girls	2 large PE hoops Boy/Girl/Both labels Bag of objects and clothing to explore male and female or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of new born babies Additional Activities Recommended reading: Happy Families, Allan Ahlberg, Princess Smartyants, Babette Cole William's Doll, Charlotte Zolotow Amazing Grace, Mary Hoffman and Caroline Binch
	Autumn	Differences: Male and Female	Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals www.toysnfun.co.uk
	Autumn	Naming the Body Parts	2 large PE Hoops Hoop Labels Body Parts picture cards Female x-ray picture Body Parts worksheet Additional Activities Recommended reading: Cinderella's Bum, Nicholas Allan Shapessville, Andy Mills It's OK to be Different, Todd Parr

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	Differences: Male and Female	Clothed Babies picture cards Pictures of male and female bodies Male and female matching cards Additional Activities Cinderella's Bum, Nicholas Allan Shapesville, Andy Mills Let's Grow with Nisha and Joe, fpa www.fpa.org.uk/Shop
	Spring	Personal Space	A bag of textured objects to touch, for example sandpaper, cotton wool, play dough, silky material, a pebble etc. Year 3 Problem Pages
	Spring	Family Differences	Families pictures Who can I talk to? worksheet The Family Book, Todd Parr Additional Activities Tell Me Again About The Night I Was Born, Jamie Lee Curtis Who's in a Family? Robert Skutch Happy Families, Allan Ahlberg Spark Learns to Fly, Judith Foxon Stranger Danger, Anne Fin
Year 4	Autumn	Growing and Changing	Lifecycle pictures Lifecycle word cards What has changed? worksheet Lifecycle Quiz slides Lifecycle Quiz answers Additional Activities Babies and Children worksheet
	Autumn	What is puberty?	Body Part Bingo cards Bingo Flash cards Body Changes pictures Our Bodies worksheet

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn	Puberty Changes and Reproduction	Story bag items Book: Hair in Funny Places, Babette Cole Body Changes worksheet Additional Activities Suggested reading: Where Willy Went, Nicholas Allan Amazing You! Gail Saltz http://www.bbc.co.uk/science/humanbody/body_interactives/lifecycle/teenagers/
Year 5	Autumn	Talking About Puberty	Resources Puberty Changes Teacher Guide Pictures of male and female reproductive organs Anonymous questions template Additional Activities Changes DVD: All About Us: Living and Growing, Alternative, Unit 2, Program 4, http://www.channel4learning.com/ Sheets of flipchart paper for body outlines

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn	Male and Female Changes	Pictures of male and female reproductive organs Puberty Changes Teacher Guide Menstrual cycle animation Male pictures Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of sanitary wear (tampons, sanitary towels, panty liners) Anonymous questions from Lesson 1 Additional Activities www.bbc.co.uk/science/humanbody What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary The Menstruation Card Game for Girls and Answers Menstruation Card Game whiteboard summary
	Spring	Puberty And Hygiene	Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Problem Page Teacher Guide Anonymous questions from Lesson 1 Additional Activities Puberty Bingo

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn	Puberty and Reproduction	Resources Puberty Changes Teacher Guide Puberty Body Part cards Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide
	Autumn	Understanding Relationships	Relationship pictures Squares of paper/sticky notes Anonymous Questions template Additional Activities How Babies are Made DVD programme: All About Us: Living and Growing Alternative, Unit 3 Programme 7. http://www.channel4learning.com/
	Spring	Conception and Pregnancy	How Does A Baby Start? cards How Does A Baby Start? whiteboard summary Anonymous Questions from previous lesson Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Pictures of male and female reproductive organs Model materials: dried spaghetti (fallopian tubes) and poppy seeds (eggs)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring	Communication In Relationships	Relationship Question cards Communication Scenario Cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 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	• 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	• 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	• 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	• 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	