

Relationships and sex education policy (from 2020) Haydon Wick Primary School



Approved by: Faye Walsh

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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
- › Building positive relationships with others using our school values
- › family values and belonging to a family
- › respect for their own and other people's bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship

2. Statutory requirements

As a primary academy school within the White Horse Federation, 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 Haydon Wick 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 share thoughts and opinions 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, 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.

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 mainly taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within the science curriculum. This contributes significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Pupils may also receive stand-alone sex education sessions delivered by 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

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).

Through Science lessons in Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce and we also teach them about the main parts of the body. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the Principal (Mr Neal) to account for its implementation.

The governing board has delegated the approval of this policy to Mr Neal (Principal).

7.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the 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 principal.

The class teachers in our school who are responsible for teaching RSE at Haydon Wick Primary School are:

Miss Lawro (Reception class teacher)

Miss Law (Rec/Y1 class teacher)

Miss Jefferies (Y1 class teacher)

Mrs Johnson/ Miss Osborne (Y2 class teachers)

Miss Sanderson (Y2/3 class teacher)

Mrs Oakley (Y3 class teacher)

Mrs Walsh/ Mrs Pinkney (Y4/5 class teachers)

Mrs Deegan (Y4/5 class teacher)

Mr Richardson (Y6 class teacher)

Miss Bunclark (Y6 class teacher)

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

7.4 Parents

The primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

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 principal.

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 principal 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Mr Neal (Principal) and Mrs Walsh (PSHE subject leader) through: Planning or book scrutinies, learning walks, and through pupil voice.

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

This policy will be reviewed by Mrs Walsh (PSHE subject leader) annually. At every review, the policy will be approved by the governing board and the Principal].

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year group	Piece Number and Name	Learning Intentions
FS2	Piece 3 Growing Up	<ul style="list-style-type: none"> Seek out others to share experiences. Show affection and concern for people who are special to them
1	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, anus, breast, nipples. respect their own body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus, breast, nipples) and appreciate that some parts of the body are private Tell you what they like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby Express how they feel when they see babies or baby animals
	Piece 2 Babies	<ul style="list-style-type: none"> Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow Express how they might feel if they had a new baby in their family
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process
	Piece 4	<ul style="list-style-type: none"> Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary

	Inside Body Changes	<p>so that their bodies can make babies when they grow up</p> <ul style="list-style-type: none"> ● Recognise how they feel about these changes happening to them and how to cope with these feelings
4	Piece 2 Having A Baby	<ul style="list-style-type: none"> ● Correctly label the internal and external parts of male and female bodies that are necessary for making a baby ● Understand that having a baby is a personal choice and express how they feel about having children when they are adults <p><u>Parents do have the right to withdraw children from this session as it is classed as human reproduction.</u></p>
	Piece 3 Girls and Puberty	<ul style="list-style-type: none"> ● Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this ● Know that they have strategies to help me cope with the physical and emotional changes they will experience during puberty
5	Piece 2 Puberty for Girls	<ul style="list-style-type: none"> ● Explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally ● Understand that puberty is a natural process that happens to everybody and that it will be OK for them
	Piece 3 Puberty for Boys and Girls	<ul style="list-style-type: none"> ● Describe how boys' and girls' bodies change during puberty ● Express how they feel about the changes that will happen to their bodies during puberty
	Piece 4 Conception	<ul style="list-style-type: none"> ● Understand that sexual intercourse can lead to conception and that is how babies are usually made ● Understand that sometimes people need IVF to help them have a baby ● Appreciate how amazing it is that human bodies can reproduce in these ways

		<u>Parents do have the right to withdraw children from this session as it is classed as human reproduction.</u>
6	Piece 2 Puberty	<ul style="list-style-type: none"> ● Explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally ● Express how they feel about the changes that will happen to their bodies during puberty
	Piece 3 Girl Talk/Boy Talk	<ul style="list-style-type: none"> ● Ask the questions that they need answered about changes during puberty ● Reflect on how they feel about asking the questions and about the answers they receive
	Piece 4 Babies – Conception to Birth	<ul style="list-style-type: none"> ● Describe how a baby develops from conception through the nine months of pregnancy, and how it is born ● Recognise how they feel when they reflect on the development and birth of a baby <p><u>Parents do have the right to withdraw children from this session as it is classed as human reproduction.</u></p>
	Piece 5 Attraction	<ul style="list-style-type: none"> ● Understand how being physically attracted to someone changes the nature of the relationship ● Express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this

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	