# Relationship and sex education policy

# Contents

1. Aims ..... 3
2. Statutory requirements ..... 3
3. Policy development ..... 3
4. Definition ..... 4
5. Curriculum ..... 4
6. Delivery of RSE ..... 4
7. Use of external organisations and materials ..... 6
8. Roles and responsibilities ..... 7
9. Parents' right to withdraw ..... 7
10. Training ..... 8
11. Monitoring arrangements ..... 8
Appendix 1: Curriculum map ..... 9
Appendix 2: By the end of primary school pupils should know ..... 14
Appendix 2: By the end of secondary school pupils should know ..... **Error! Bookmark not defined.**
Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE ..... 17

## 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, and cultivate positive characteristics such as kindness and integrity
- 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 under section 34 of the Children and Social Work Act 2017.

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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Earlham, we teach RSE as set out in this policy.

## 3. Policy development

This policy is being developed in consultation with staff, pupils and parents/carers. 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/carers 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

For the purpose of this policy:

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 RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We are developing the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

## 6. Delivery of RSE

- RSE topics will be taught within the PSHE and RSE Curriculum, the overview for which can be viewed in Appendix 1.
- All pupils, including those with SEND will be included in RSE teaching with adaptations where necessary.

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).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Resources from the PSHE Association will be used to deliver this teaching; this aligns to what we use for the PSHE and RSE Curriculum

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation and adpatation needed

### 6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 7. Use of external organisations and materials

We will make sure that materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

# 8. Roles and responsibilities

## 8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

## 8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

## 8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) , Ms Sanis

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.

## 8.4 Pupils

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

# 9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the 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 schoolwork will be given to pupils who are withdrawn from sex education.

## 10. 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.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Ms Sanis, PSHE and RSE lead through:

Monitoring arrangements, such as work scrutinies, learning walks, and discussions with pupils

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

This policy will be reviewed by Ms Sanis every two years. At every review, the policy will be approved by the governing body

## Appendix 1: Curriculum map

This Curriculum map also covers PSHE

### PSHE and RSE Curriculum map

# Earlham Primary Whole School Curriculum Map

# SUBJECT: PSHE and RSE

## Overview

| | Autumn | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| | **1** | **2** | **1** | **2** | **1** | **2** |
| N | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness.<br><br>Managing feelings and behaviour. | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness.<br><br>Managing feelings and behaviour.<br><br>Making relationships. | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness.<br><br>Managing feelings and behaviour. | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness.<br><br>Managing feelings and behaviour.<br><br>Making relationships. | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness.<br><br>Managing feelings and behaviour. | EYFS PSED DM + ELG<br><br>Self-confidence and self-awareness.<br><br>Managing feelings and behaviour.<br><br>Making relationships.<br><br>Transition to Nursery/ Reception |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Making relationships.<br><br>Settling-in/transition. | | | Making relationships. | | | Making relationships. | | |
| R | | | | | | | | | |
| | Relationships | | | Living in the Wider World | | | Health and Wellbeing | | |
| Y1 | Families and friendships<br><br>Roles of different people; families; feeling cared for | Safe relationships<br><br>Recognising privacy; staying safe; seeking permission | Respecting ourselves and others<br><br>How behaviour affects others; being polite and respectful | Belonging to a community<br><br>What rules are; caring for others' needs; looking after the environment | Media literacy and digital resilience<br><br>Using the internet and digital devices; communicating online | Money and work<br><br>Strengths and interests; jobs in the community | Physical health and Mental wellbeing<br><br>Keeping healthy; food and exercise, hygiene routines; sun safety | Growing and changing<br><br>Recognising what makes them unique and special; feelings; managing when things go wrong | Keeping safe<br><br>How rules and age restrictions help us; keeping safe online |
| Y2 | Families and friendships<br><br>Making friends; | Safe relationships<br><br>Managing secrets; | Respecting ourselves and others | Belonging to a community<br><br>Belonging to a group; roles | Media literacy and digital resilience | Money and work<br><br>What money is; | Physical health and Mental wellbeing | Growing and changing<br><br>Growing older; naming | Keeping safe<br><br>Safety in different environments; |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | feeling lonely and getting help | resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions | and responsibilities; being the same and different in the community | The internet in everyday life; online content and information | needs and wants; looking after money | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | body parts; moving class or year | risk and safety at home; emergencies |
| Y3 | Families and friendships<br><br>What makes a family; features of family life | Safe relationships<br><br>Personal boundaries; safely responding to others; the impact of hurtful behaviour | Respecting ourselves and others<br><br>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite | Belonging to a community<br><br>The value of rules and laws; rights, freedoms and responsibilities | Media literacy and digital resilience<br><br>How the internet is used; assessing information online | Money and work<br><br>Different jobs and skills; job stereotypes; setting personal goals | Physical health and Mental wellbeing<br><br>Health choices and habits; what affects feelings; expressing feelings | Growing and changing<br><br>Personal strengths and achievements; managing and reframing setbacks | Keeping safe<br><br>Risks and hazards; safety in the local environment and unfamiliar places |
| Y4 | Families and friendships | 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 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively | What makes a community; shared responsibilities | How data is shared and used | Making decisions about money; using and keeping money safe | Maintaining a balanced lifestyle; oral hygiene and dental care | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life |
| Y5 | Families and friendships<br><br>Managing friendships and peer influence | Safe relationships<br><br>Physical contact and feeling safe | Respecting ourselves and others<br><br>Responding respectfully to a wide range of people; recognising prejudice and discrimination | Belonging to a community<br><br>Protecting the environment; compassion towards others | Media literacy and digital resilience<br><br>How information online is targeted; different media types, their role and impact | Money and work<br><br>Identifying job interests and aspirations; what influences career choices; workplace stereotypes | Physical health and Mental wellbeing<br><br>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Growing and changing<br><br>Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe<br><br>Keeping safe in different situations, including responding in emergencies, first aid and FGM |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Y6 | Families and friendships<br><br>Attraction to others; romantic relationships; civil partnership and marriage | Safe relationships<br><br>Recognising and managing pressure; consent in different situations | Respecting ourselves and others<br><br>Expressing opinions and respecting other points of view, including discussing topical issues | Belonging to a community<br><br>Valuing diversity; challenging discrimination and stereotypes | Media literacy and digital resilience<br><br>Evaluating media sources; sharing things online | Money and work<br><br>Influences and attitudes to money; money and financial risks | Physical health and Mental wellbeing<br><br>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Growing and changing<br><br>Human reproduction and birth; increasing independence; managing transition | Keeping safe<br><br>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 for me | • That families are important for children growing up because they can give love, security and stability<br>• The characteristics of safe and happy family life, such as: 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<br>• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care<br>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up<br>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong<br>• 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<br>• The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties<br>• That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships<br>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it<br>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened<br>• About managing conflict with kindness and respect, and that violence is never right<br>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed |

| TOPIC | PUPILS SHOULD KNOW |
| --- | --- |
| Respectful, kind relationships | • The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated<br>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults<br>• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration<br>• That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs<br>• The practical steps they can take in a range of different contexts to improve or support their relationships<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity<br>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs.<br>• 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<br>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Online safety and awareness | • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child<br>• 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<br>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>• That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults<br>• That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online<br>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met<br>• How information and data is shared and used online, including where pictures or words might be circulated<br>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up<br>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online |
| Being safe | • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example<br>• About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know<br>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust<br>• How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so<br>• Where to get advice, for example from their family, school and/or other sources |

## Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS/CARERS | | | |
|---|---|---|---|
| Name of child | | Class | |
| Name of parent/carer | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent/carer signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents/carers | |
| | |