

Relationships and Sex Education Policy

- Amendments to policy: New September 2020
- Policy effective from: September 2020
- Last review: Summer 2023
- Review date: Summer 2025
- Stakeholder Committee

Our school is a happy family where we encourage each other to shine and be the best that we can be. Our enriching curriculum inspires confident, aspirational pupils to have a love of learning and a passion for serving community. Our Christian values of peace, love and joy create a safe, nurturing space where all are respected, valued and enabled to succeed and flourish in God's love.

Achievement for all in a caring, Christian Community.

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
- Ensure effective co-ordination between phases of education which will support the continuity of curriculum experience and provision in matters relating to sex education
- The RSE policy links closely with our PSHE policy.

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 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. 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 Bosley St Mary's CE 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. Staff/Governor consultation - all school staff and the Stakeholder Committee were given the opportunity to look at the policy and make recommendations

2. Parent/stakeholder consultation - parents and carers have access to the policy via the school website.
3. Pupils - we designed our RSE curriculum to meet the needs of our pupils.
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, 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.

We teach SRE (sex and relationship education) through the Christopher Winter Programme (CWP). This is the scheme recommended by the PSHE Association. Parents have the right to withdraw their child from SRE but we encourage all parents to discuss this with their child's class teacher first.

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 Governors, 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
- Correct body part names will be used.

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).

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, including online safety.

The CWP delivers SRE from Reception up to Year Six.

In Reception it will focus on families and friendships. From Year 1, children will learn the names of the body parts, the differences between males and females and the ways in which they will

develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help. The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction. In Year 6 we have added an extra lesson on internet safety and communication in relationships. 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

The Governing Board will approve the RSE policy, and hold the Headteacher to account for its implementation.

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 9).

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.

All teachers will teach RSE at Bosley St Mary's CE Primary School in phases and the Headteacher will facilitate this as the lead person for RSE. All staff are encouraged to develop a repertoire of flexible, active learning methods. These may include:

- Circle Time
- Working in different group settings
- Problem solving & team challenges
- Setting our own success criteria
- Pupil Voice
- Drama and role play

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

8. SEND

Relationships Education, RSE and Health Education (including Drugs Education) must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. The school will be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for those with SEND.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education (CWP) 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. Pupils will have to go into a different class for this session.

10. Outside support

The Headteacher will 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 the Headteacher through learning walks and pupil voice discussions. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by Governing Body.

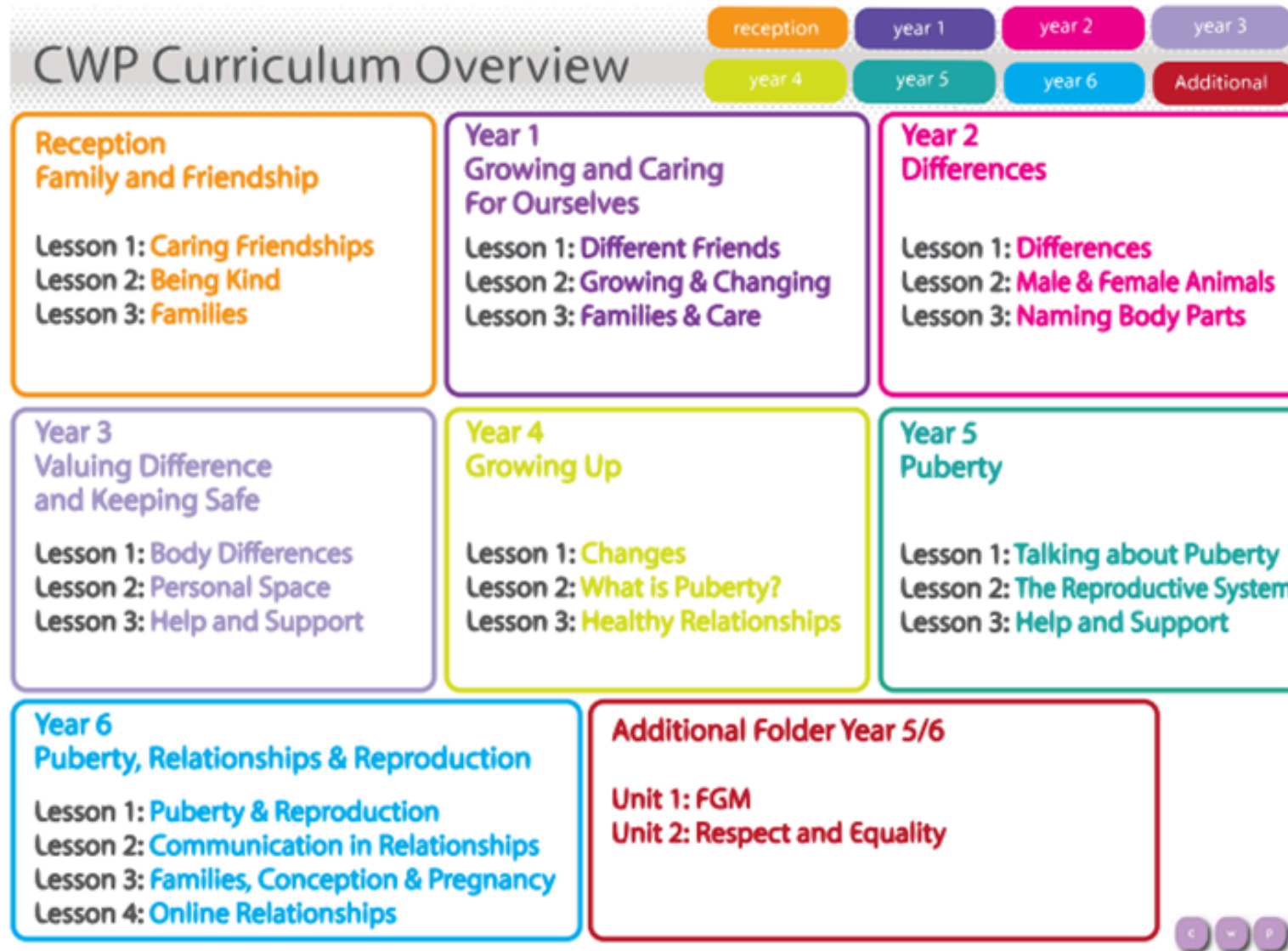
As well as fulfilling their legal obligations, the Headteacher and Governing Body will make sure that:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- Quality of provision is subject to regular and effective self-evaluation;
- Teachers explore how new pedagogies and technology can be fully utilised to support the subjects;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations and
- Safeguarding is a high priority within a balanced curriculum.

Foundation governors will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

Appendix 1: Curriculum maps

Sex and relationships scheme of work: The Christopher Winter Project



PSHE Long Term Plan

	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Well-being		
	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
K S 1	Knowledge: 1 - Know the roles of different people 2 - know how to make friends	Knowledge: 1- Know what privacy is and how to keep safe 2 - Know how to manage secrets	Knowledge: 1 - Know how behaviour affects others 2 - Know what we have in common and difference	Knowledge: 1 - Know what rules are for caring for others and the environment 2 - Know what belonging to a group means	Knowledge: 1 - Know how to use the internet to communicate safely online 2- Know how to use the internet in everyday life	Knowledge: 1 - Know about jobs in the community 2 - Know how to look after money	Knowledge: 1 - Know about food, exercise , hygiene and sun safety 2 - Know why sleep is important, healthy teeth and asking for help	Knowledge: 1 - Know what make you unique. Know how to manage feelings when things go wrong 2 - Know body part names and how to manage feelings when moving lass	Knowledge: 1 Know how rules and age restrictions protect us including online 2 - Know how to stay safe in different environments
L K S 2	Knowledge: 3 - Know what makes a family 4 - Know about positive friendships including online	Knowledge: 3 - Know what personal boundaries are 4 - Know how to respond to hurtful behaviour and recognise risks online	Knowledge: 3 - Know the importance of self-respect, courtesy and being polite 4 - Know how to respect differences and similarities	Knowledge: 3 - Know the value of rules and laws 4 - Know what makes a community	Knowledge: 3 - Know how the internet is used 4 - Know how data is used and shared	Knowledge: 3 - Know about different jobs and skills; set personal goals 4 - Know how to make decisions about money	Knowledge: 3 - Know why making healthy choices/habit affect feelings 4 - Know how to maintain a balanced lifestyle including dental hygiene	Knowledge: 3 - Know about strengths and achievements and how to manage setbacks 4 - Know about physical and emotional changes during puberty including external genitalia and hygiene	Knowledge: 3 - Know risks and hazards as well as safety in the local environment 4 - Know about medicines, and household products

U K S 2	Knowledge: 5 - Know how to manage friendships and peer influence 6 - Know about attraction to others (romantic relationships, civil partnership and marriage)	Knowledge: 5 - Know about physical contact and how to feel safe 6 - Know how to recognise and manage pressure in different situations	Knowledge: 5 - Know what prejudice is and how to respond respectfully to a wide range of people 6 - Know how to express opinions, respect other people's point of view and discuss topical issues	Knowledge: 5 - Know how to protect the environment 6 - Know how to challenge discrimination and stereo-types ; valuing diversity	Knowledge: 5 - Know how information is targeted online 6 - Know how to evaluate media sources; sharing things online	Knowledge: 5 - Know what influences work choices and identify job interest 6 - Know about influences/attitudes to money including financial risks	Knowledge: 5 - Know about the importance of sleep, sun safety, vaccinations, allergies and immunisations 6 - Know what affects mental health and how to take care of it Know how to manage feelings of loss / bereavement and on line time	Knowledge: 5 - Know about individuality, qualities and mental wellbeing 6 - Know about human reproduction and managing transition	Knowledge: 5 - Know how to keep safe in different situations including: first aid and FGM 6 - Know how to keep personal information safe; drug use and the law and drug use and the media
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Appendix 2: Pupil outcomes by the end of Primary School

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

TOPIC	PUPILS SHOULD KNOW
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 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	
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TO BE COMPLETED BY THE SCHOOL

Headteacher
Signature