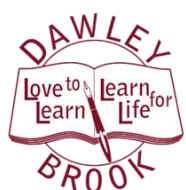# Relationships and sex education policy 2021/2022

This policy has been formulated in partnership between Dawley Brook Primary School; Church of the Ascension C.E. Primary School; Blanford Mere Primary School; Brook Primary School; St Mary's CE Primary School, Belle Vue Primary School and The Glynne Primary School.

Approved by:	E. Green	**Date:** 14.02.22
Last reviewed on:	01-02-2022	
Next review due by:	01-02-2023	

Contents

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 St Mary's 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 working group of schools (Blanford Mere, Mount Pleasant, St. Mary's CE, Belle Vue, Brook, Church of the Ascension, Glynne, Dawley Brook) 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

This policy should be read in conjunction with the Safeguarding policy, Behaviour Policy, Keeping Children Safe in Education 2019 and the School Code of Conduct.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, health & hygiene, 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. This may include working in partnership parents and families to ensure children are kept safe.

Primary health education will focus on preparing boys and girls for the changes that adolescence brings

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).

Pupils also receive stand-alone sessions delivered by trained professionals (For example the School Nursing Team)

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.

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

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 staff are responsible for teaching RSE in this 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 Health or Relationships 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 other professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE leader, Mrs AM Greet and the Senior Leadership Team

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, Mrs AM Greet annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 1/2	Growing and Changing: • what they are good at and setting simple goals • how it feels when there is change or loss	Bereavement Box resources
Year 1	Spring 1/2	Healthy Relationships: • special people in our lives • the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • listening to others and playing cooperatively • physical contact- what is acceptable/ unacceptable	
Year 1	Summer 1/2	My changing body: • focus on growing, changing and becoming independent • using the correct names for the main parts of the body of boys and girls	Link to science Age appropriate video clips
Year 2	Autumn 1/2	Growing and Changing: • growing, changing and becoming more independent • the correct names for the main parts of the body of boys and girls • household products, including medicines, can be harmful if not used correctly	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring 1/2	Healthy Relationships: • things that cause conflict between me and my friends • what I do when my friend makes me upset • the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • share views and opinions with others • special people, caring • the importance of respect for differences and similarities between people • physical contact- what is acceptable and unacceptable	
Year 2	Summer 1/2	My Changing Body: • growing, changing, young to old, independence • growing and changing correct terminology, body parts, external genitalia	Link to science Age appropriate video clips
Year 3	Autumn 1/2	Growing and Changing: • recognise their achievements and set personal targets for the future • a wider range of feelings, both good and not so good that people can experience • conflicting feelings at the same time/ describing their feelings to others • change, transitions, loss, separation, divorce, bereavement and the feelings associated with them • changes at puberty- physical and emotional changes	Bereavement Box resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring 1/2	Healthy Relationships: • collaborative working, shared goals that make positive and healthy relationships • how actions can affect ourselves and others • the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • solving disputes and conflict between themselves and their peers • the importance of keeping personal boundaries and the right to privacy	
Year 3	Summer 1/ 2	My Changing Body: • How boys' and girls' bodies change as we grow up, and how these changes affect us	Link to science Age appropriate video clips
Year 4	Autumn 1/2	Growing and Changing: • a wider range of feelings, both good and not so good , that people can experience • conflicting feelings at the same time /describing their feelings to others • the kinds of change that happen in life and the feelings associated with this	
Year 4	Spring 1/2	Healthy Relationships: • what makes a positive, healthy relationship, including friendships and how to maintain good friendships • friendships, families, couples, positive relationships • how actions can affect ourselves and others • the difference between acceptable and unacceptable physical contact • how to respond to unacceptable physical contact • collaborative working towards shared goals and solving disputes • the importance of keeping personal boundaries and the right to privacy	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 1/2	My Changing Body: • changes that happen during puberty/ physical and emotional changes	Link to science Age appropriate video clips
Year 5	Autumn 1/2	Growing and Changing: • different ways to achieve and celebrate personal goals • how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions • about coping with change and transition - how this relates to bereavement and the process of grieving	Bereavement Box resources
	Summer 1/2	• puberty, physical and emotional changes • human reproduction in the context of the human lifecycle • how a baby is made and how it grows • roles and responsibilities of parents and carers • that pregnancy can be prevented	Links with NHS specialists

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Spring 1/2	Healthy Relationships: • different types of relationships (friends, families, couples, marriage, civil partnership) • what constitutes a positive, healthy relationship • the skills to maintain positive relationships • recognise when a relationship is unhealthy • committed loving relationships (including marriage and civil partnership) • marriage, arranged marriage and civil partnership is between two people who willingly agree • to force anyone into marriage (forced marriage) is illegal • the importance speaking out about forced marriage • the consequences of their actions on themselves and others • about judging whether physical contact is acceptable or unacceptable and how to respond • the skills needed in an emergency/ what to do in an emergency / basic emergency aid • negotiation and compromise strategies to resolve disputes and conflict • to give helpful feedback and support to others • the importance of keeping personal boundaries and the right to privacy	First Aid Training

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn 1/2	Growing and Changing: • achievements, aspirations, goals, strengths target-setting • conflicting emotions, feelings, managing feelings • change, transitions, loss, separation, divorce, bereavement	Bereavement Box resources
	Summer 1/2	• the changes that happen at puberty/ physical and emotional changes • human reproduction in the context of a human life cycle • how a baby is made and how it grows • roles and responsibilities of parents and carers • that pregnancy can be prevented	Links with NHS specialists

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Spring 1/2	Healthy Relationships: • different ways of achieving and celebrating personal goals • how having high aspirations can support personal achievements • how to further describe the range and intensity of their feelings to others • coping with change and transition - how this relates to bereavement and the process of grieving • different types of relationships (friends, families, couples, marriage, civil partnership) • what constitutes a positive, healthy relationship • the skills needed to maintain positive relationships • how to manage complex or conflicting emotions • recognize when a relationship is unhealthy • committed loving relationships, civil partnerships, marriage • marriage, arranged marriage and civil partnership is between two people who willingly agree • to force anyone into marriage (forced marriage) is illegal • the importance speaking out about forced marriage • Judging whether physical contact is acceptable or unacceptable and how to respond • collaborative working towards shared goals • negotiation and compromise strategies to resolve disputes and conflict • give helpful feedback and support to others • disputes, conflict, feedback, support, negotiation, compromise • the importance of keeping personal boundaries and the right to privacy	

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