

Relationships, sex and health education policy

Wood End Primary School



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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 physical development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school aims to develop positive attitudes and approaches to learning and social awareness which enables pupils to make appropriate choices for success throughout their lives.

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 Wood End we teach RSE as set out in this policy.

3. Managing difficult questions

As part of relationship education, pupils may ask questions pertaining to sex or sexuality which go beyond what is set out in the school's outlined curriculum (Appendix 1) and statutory requirements. As children have such ease of access to the internet and other sources of information, it is intended that, where possible, these questions are answered honestly and clearly.

The language used is outlined in the school's PSHE curriculum: if it is necessary to go beyond the language outlined by this, the member of staff will first have a discussion with the Headteacher in order to ascertain whether this conversation is appropriate.

Training will be provided as necessary for staff who are required to respond to more challenging questions. It may also be necessary to avoid a whole-class setting when answering some questions as some questions may be better not dealt with in front of a whole class.

4. 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. Pupil consultation – we investigated what pupils want from their RSE
4. Parent/stakeholder consultation – parents were invited to read and make recommendations on the policy
5. Governor consultation – governors were invited to read and make recommendations on the policy
6. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about safe relationships, healthy lifestyles (including online behaviours), 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.

RSE is taught as part of the science and PSHE curriculum as well as the promotion of positive attitudes towards relationships in religious education (RE).

6. 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 and consulted 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.

As part of relationship education, boys and girls will also be prepared for the physical changes that adolescence brings (statutory).

7. 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 RE.

The school will not be teaching sex education beyond the requirement of the statutory science and health education curriculum.

Health education will be covered within PSHE, science and specified discussions with the school nurse.

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 and what to keep private
- Being safe and identifying adults with whom it is safe to talk – knowing when this is necessary
- Issues of consent and that no means no

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).

8. Roles and responsibilities

7.1 The school governors

The school governors 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 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 and making the headteacher aware of 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 headteacher.

As detailed in Appendix 1, below, staff in Years 1, 2, 3, 4, 5 and 6 will be responsible for teaching elements of RSE.

7.4 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 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 headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as necessary, according to their particular role in school and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE when necessary.

11. Monitoring arrangements

The delivery of RSE is monitored by the headteacher and members of the senior leadership team through discussions with pupils, book scrutiny and learning walks.

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

This policy will be reviewed by a member of the senior leadership team annually. At every review, the policy will be approved by the school governors.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 2	PSHE – I can describe the characteristics of a good friend <i>How important friendships are in making us feel happy and secure, how people choose and make friends and the characteristics of a good friend</i>	
Year 1	Autumn 2	PSHE – Health and wellbeing (H1): I can describe a healthy lifestyle (including time with family and friends) <i>The characteristics of family life, the importance of spending time together and that, as part of a healthy relationship, people are positive and welcoming towards others</i>	
Year 1	Spring 1	PSHE – Living in the wider world (L4): I can say what groups I belong to and ‘who I am’ in those groups <i>The importance of family for children as they grow up</i>	
Year 1	Summer 1 & 2	PSHE – Health and wellbeing (The PANTS rule: R3, H10, H13, H14, H15, H16): Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. <ul style="list-style-type: none"> • <i>Learn about differences in girls’ and boys’ bodies and which parts of their bodies they should keep private</i> • <i>Learn about basic consent</i> • <i>That if they feel uncomfortable they should always speak to an adult they trust</i> 	Information for parents (NSPCC): https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/
Year 2	Autumn 1	Science – Growth and Survival: <ul style="list-style-type: none"> • <i>Notice that humans have offspring which grow into adults</i> • <i>That aging is something that happens to all</i> 	Information for parents (National Curriculum for science): https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 1	<p>PSHE – Living in the wider world (L3): I can describe the difference between a need and a right; I understand that others have rights and can say what I would do to protect them</p> <p><i>Discuss the importance of respecting others and the things that are rights for all of us no matter who we are</i></p>	
Year 2	Autumn 2	<p>PSHE – Relationships (R10, R11): I know about an appropriate and an inappropriate touch; I understand that people's bodies and feelings can be hurt</p> <p><i>Discuss the up and down nature of most friendships but that 'down times' can be worked through and use of force is never appropriate</i></p>	
Year 2	Spring 1	<p>PSHE – Health and Wellbeing (H12): I can say how I can keep myself safe online and know what to do if I feel uncomfortable</p> <p><i>Recognise how to keep themselves safe online and what to do if something makes them feel uncomfortable.</i></p>	
Year 2	Spring 1	<p>PSHE – Relationships (R9): I can say who is special to me and why they are special</p> <p><i>Learn about our family and the things that they offer e.g. love, security and stability</i></p>	
Year 2	Spring 1	<p>PSHE – I know that families can look different but that they all have some things in common e.g. love, care, trust, security</p> <p><i>Learn that families may look different to theirs – number of parents, race of parents etc. but identify commonalities in these family units</i></p>	
Year 2	Spring 1	<p>PSHE – Living in the wider world (L10): I can say who the special people are in my community and how to contact them, including dialling 999 in an emergency</p> <p><i>Identify the people who can help them and discuss how to recognise who can be trusted; judge when a relationship is making them feel unhappy or uncomfortable or if something is making us feel unsafe and identify who it is appropriate to talk to</i></p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Spring 2	<p>PSHE – Relationships (R5, R6): I can talk about things that matter to me and listen to others' opinions; I can describe how to work cooperatively with my peers</p> <p><i>Discuss and develop some practical ways to improve or support respectful relationships</i></p>	
Year 2	Summer 1	<p>PSHE – Health and wellbeing (H12): I can say how I can keep myself safe online</p> <p><i>Learn about rules for keeping safe online and identify trusted adults who we can talk to if we feel unsafe</i></p>	
Year 3	Autumn 1	<p>PSHE – Health and wellbeing (H14): I know what to do if I feel uncomfortable or anxious (review the PANTS rule)</p> <p><i>Discuss who to trust, what to do if they feel uncomfortable and who to seek advice or support from</i></p>	
Year 3	Autumn 1	<p>PSHE – Relationships (R7): I know that my actions can affect myself and others</p> <p><i>Discuss the effect that their own actions have on those around</i></p>	
Year 3	Autumn 2	<p>PSHE – Relationships (R1): I can recognise and respond to how others are feeling</p> <p><i>Discuss how to manage situations where you feel unhappy or uncomfortable and how to manage situations where there is conflict, including seeking support</i></p>	
Year 3	Autumn 2	<p>PSHE – Relationships (R10): I can listen and respond respectfully to a range of people</p> <p><i>Discuss how to show respectful to everyone, no matter who they are, what they do, think or believe</i></p>	
Year 3	Spring 1	<p>PSHE – I know that I have a digital footprint and that information I share does not then belong to me</p> <p><i>I know how information and data is shared and used online</i></p>	
Year 3	Spring 2	<p>PSHE – Health and wellbeing (H22): I can suggest how to keep myself safe online; I know that every child has the right to privacy</p> <p><i>Learn that people may not be who they say they are online, how to recognise risk and how to report things I am unsure of</i></p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring 2	PSHE – I can say what bullying is and that I have a responsibility to get help <i>Discuss how to recognise and report concerns and have the confidence to do this</i>	
Year 3	Summer 1	PSHE – Living in the wider world (L11): I recognise that the UK has diverse communities (Who is in our school? Who is in our local community?) <i>Discuss the different races, beliefs, ways of life of children who attend school and people who live in the local community</i>	
Year 3	Summer 2	PSHE – I can suggest what it means to respect others (including online respect) <i>Discuss and identify appropriate boundaries in relationships and how to treat those around me; discuss online behaviour being no different to real life</i>	
Year 3	Summer 2	PSHE – I can suggest what it means to respect myself <i>Discuss the meaning of 'respect'; develop an understanding of what they should do every day to show respect to themselves, including being positive, knowing what has an impact on them positively and negatively and how this affects their behaviour</i>	
Year 3	Summer 2	PSHE – Health and wellbeing (H22): I know that every child has the right to privacy <i>Discuss the concept of privacy and how this affects people as children and as adults; identify situations where secrets should not be kept in order to keep themselves safe</i>	
Year 3	Summer 2	RE – Religious rites of passage <i>That adults can choose to enter into a relationship – this may be as part of a religious marriage</i>	
Year 3	Summer 2	PSHE – Relationships (R19): I recognise that not all relationships will look the same <i>Recognise that others' families and relationships between people may look different</i>	Information for parents (.gov.uk): https://www.gov.uk/guidance/equality-act-2010-guidance

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn 1	<p>PSHE – Relationships (R2, R4): I can discuss what makes a positive, healthy relationship, including friendships; I can identify different relationships and suggest the qualities of some of these relationships</p> <p><i>Discuss and begin to suggest what makes a positive, healthy relationship, including friendships</i></p>	
Year 4	Autumn 2	<p>PSHE – Relationships (R10): I understand that an opinion is personal and that when I respond to these, it doesn't make them wrong</p> <p><i>Discuss and identify some practical steps that can be taken to improve or support respectful relationships; recognise that opinions are personal and that our opinions may be different to others'</i></p>	
Year 4	Spring 1	<p>PSHE – Relationships (R21): I understand the importance of keeping personal boundaries and people's rights to privacy</p> <p><i>Discuss the need for permission – both giving and seeking – in relationships with friends, peers and adults</i></p>	
Year 4	Spring 1	<p>PSHE – Health and wellbeing (H22): I can suggest how to keep myself safe online</p> <p><i>Recognise that permission must be sought and I must give permission for personal information to be used</i></p>	
Year 4	Spring 1	<p>PSHE – Health and wellbeing (H23): I can identify people who help me to stay healthy and safe, including online</p> <p><i>Identify rules and principles for staying safe, including identifying procedures for reporting to people if I feel unsafe in the outside world and online</i></p>	
Year 4	Summer 1	<p>PSHE – Living in the wider world (L7): I can say what respectful online behaviour looks like</p> <p><i>Identify what respectful behaviour looks like - how they would expect people to behave or respond; develop an understanding of how to demonstrate respectful online behaviour</i></p>	
Year 4	Summer 1	<p>RE – Religious rites of passage:</p> <p><i>Learn that adults can choose to enter into a relationship – this may be as part of a religious marriage</i></p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 2	<p>PSHE – Health and wellbeing (H10, H11): I can identify different risks and decide when to ask for help</p> <p><i>Identify where to get advice or support including family, school or other sources</i></p>	
Year 5	Spring 1	<p>PSHE – I can identify online ‘risks’</p> <p><i>Discuss critically considering online friendships and sources of information – identify and discuss risks associated with people they have never met</i></p>	
Year 5	Spring 1	<p>PSHE – Health and wellbeing and Relationships (H22, H25, R9): I can suggest how to keep myself safe online; I know what to consider before sharing pictures of myself online; I can identify information that is confidential and suggest how to keep it safe</p> <p><i>Discuss what content is appropriate and not appropriate, what information should be kept private and what to do to protect myself or how to seek support</i></p>	
Year 5	Summer 1	<p>PSHE – Relationships (R20): I recognise that marriage is a choice and that people should not be forced to do this</p> <p><i>Discuss choices we have and why this should be something we can choose to do or not do</i></p>	
Year 5	Summer 1	<p>PSHE – Relationships (R3): I can recognise when a relationship is unhealthy</p> <p><i>Discuss practical steps to improve or support respectful relationships and identify when it is necessary to use these</i></p>	
Year 5	Spring 2	<p>PSHE – Relationships (R16): I can recognise and challenge ‘stereotypes’</p> <p><i>Discuss how stereotypes can be unfair, negative or destructive and be ready to say that we don’t agree</i></p>	Pink is for Boys (Rob Pearlman)
Year 5	Summer 2	<p>Science – Changes and reproduction:</p> <p><i>Describe the changes as humans develop to old age and how these changes can affect our emotions</i></p>	<p>Information for parents (National Curriculum for science):</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Years 5 & 6	Summer Term	School Nurse - Puberty: <i>The school nurse will discuss puberty: the associated body and emotional changes associated with these; what to expect during puberty and some ways to cope with these changes.</i> <i>Boys and Girls will be spoken to separately.</i>	
Year 6	Autumn 2	PSHE – Health and wellbeing (H1): I can say what emotional health is and suggest how we take care of it <i>Identify everyday behaviours that can help to support mental (and physical health); recognise that they can take care of their mental health (as with physical health); understand the importance of self-respect and how this links to their own happiness</i>	
Year 6	Autumn 2	PSHE – Health and wellbeing (H6/7): I can describe how feelings and emotions are affected and can be managed at changing, challenging or difficult times <i>Describe what can have an impact on mental health; recognise conflicting emotions and when these might be experienced; identify positive actions to support mental wellbeing including identifying personal support networks</i>	
Year 6	Autumn 2	PSHE – Health and wellbeing (H8): I can identify common anxieties faced by moving on to secondary school and suggest how to manage these	
Year 6	Spring 1	PSHE – Health and wellbeing (H4): I know that images in the media do not necessarily reflect reality <i>Discuss 'self-image' and that images in the media do not necessarily reflect reality</i>	
Year 6	Spring 2	PSHE – Living in the wider world (L11): I recognise the importance of mutual respect for different faiths and beliefs and can say how we demonstrate this	
Year 6	Summer 1	PSHE – Health and wellbeing (H14): I know what to do if I feel uncomfortable or anxious <i>Discuss who to go to for help and advice and when this is appropriate</i>	

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
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

TOPIC	PUPILS SHOULD KNOW
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