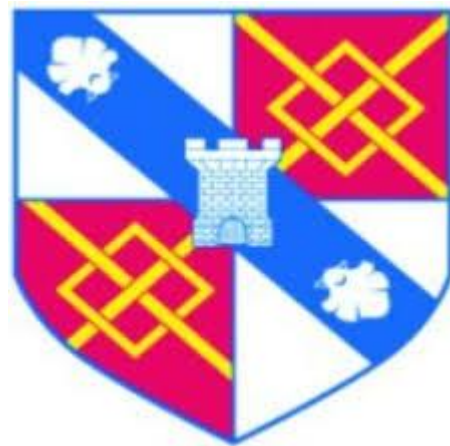


EARL SPENCER PRIMARY SCHOOL

'STRIVING FOR EXCELLENCE'



Relationships and Sex Education Policy

Date reviewed:

Reviewed by:

Ratified by *Governors*:

Responsible Personnel: Head Teacher

Governing Body Committee: Policy Committee

Adopted:

To be reviewed on a Bi-Annual Basis

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1. Intent

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
- › Show respect towards ourselves and others regardless of their background and choices

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](#).

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 Earl Spencer 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 - the PSHE lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff took part in a RSE audit and questionnaire and were given the opportunity to look at the policy and make recommendations
3. Pupil consultation - we investigated what exactly pupils want from their RSE
4. Parent/stakeholder consultation - parents were invited to read the policy, make comments, and raise any concerns.
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 coverage for RSE 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, considering 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 do not seek answers online.

6. Implementation

At Earl Spencer Primary School, RSE is taught through our PSHE lessons. These lessons are planned by staff following the 3D PSHE scheme of work. 3D PSHE develops fully rounded children who are healthy, sociable, and emotionally literate. (3D PSHE 2020)

For more information on this scheme as a whole, you can read our PSHE Policy.

Planning and Delivery

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

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).

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

Visitors

Pupils in Year 6 also receive stand-alone sex education sessions delivered by a trained health professional. These sessions are taught by a qualified nurse and information on their content will be distributed to Year 6 parents and carers before their delivery.

7. Impact

Our children will:

- develop an understanding of the qualities of positive relationships
- develop respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups
- develop positive body awareness
- improve their knowledge of how to keep themselves safe in a range of situations

Assessment

We will continually assess the children's attainment in RSE by making informal judgements as we observe them. Children should be able to demonstrate standards of attainment that will meet or exceed those which are expected of our children nationally.

Monitoring

The impact of RSE lessons will be monitored by the PSHE Coordinator. This involves discussions with staff about the effectiveness of their planning, their teaching styles and strategies and continuous professional development opportunities.

8. Roles and responsibilities

8.1 The Governing Board

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

8.2 The Headteachers

The headteachers are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

8.3 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 headteachers.

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 do not have the right to withdraw their children from relationships education.

In Year 6, non-statutory elements of sex education will be taught within RSE. These will cover the topics of puberty and periods and will be delivered by a qualified nurse. An overview of the material to be covered will be available to Year 6 parents and carers beforehand. Parents and carers will need to give their permission before any sex education is delivered. **If permission has not been granted, no non-statutory sex education will be taught the child.**

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.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Coordinator through book scrutinies, learning walks and pupil voice.

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

This policy will be reviewed by the PSHE Coordinator annually. At every review, the policy will be approved by the headteachers.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year Group	Online relationships	Respectful relationships	Caring friendships	Being safe	Families and people who care for me
Year 1	<ul style="list-style-type: none"> To know that the internet can also be a negative place which can have a negative impact on mental health. Learn about the importance of using the internet safely. 	<ul style="list-style-type: none"> To learn about the conventions of courtesy and manner. To know the importance of respecting others, even when they are very different from them (physically, personality or backgrounds), or make different choices, or have different beliefs. To recognise and respect similarities and differences between people. To know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. To recognise what is kind and unkind behaviour. 	<ul style="list-style-type: none"> To recognise that friends should care for each other. To know the characteristics of friendships, To understand the importance of making friends. 	<ul style="list-style-type: none"> To learn about the difference between secrets and surprises To understand when not to keep adults' secrets. To understand that it is acceptable to say 'no'. 	<ul style="list-style-type: none"> To understand that family and friends should care for each other. Know that families are important for children growing up because they can give love, security, and stability. To identify their special people and what makes them special.

Year Group	Online relationships	Respectful relationships	Caring friendships	Being safe	Families and people who care for me
Year 2	<ul style="list-style-type: none"> To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<ul style="list-style-type: none"> To know the importance of respecting others, even when they are very different from them (physically, personality or backgrounds), or make different choices, or have different beliefs. To learn about some similarities and differences between people from different countries. To know how to ask for advice or help for themselves or others, and to keep trying until they are heard. To know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. 	<ul style="list-style-type: none"> To understand the importance of making friends To learn how to develop positive relationships with peers To understand the importance of cross-cultural friendship. 	<ul style="list-style-type: none"> To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<ul style="list-style-type: none"> To understand that family and friends should care for each other.

Year Group	Online relationships	Respectful relationships	Caring friendships	Being safe	Families and people who care for me
Year 3	<ul style="list-style-type: none"> To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. To know 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. To recognise the effect of their online actions, respectful behaviour online and, the importance of keeping personal information private. 	<ul style="list-style-type: none"> To understand why it is important to listen to others. To understand why it is important to work collaboratively. To know how to spot problems and find ways of dealing with them 	<ul style="list-style-type: none"> To know how important friendships are in making us feel happy and secure, and how people choose and make friends. To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. To know that most friendships have ups and downs that can often be worked through. To recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed. 	<ul style="list-style-type: none"> To know what sorts of boundaries are appropriate in friendships with peers and others. 	<ul style="list-style-type: none"> To know and understand how the make-up of family units can differ

Year Group	Online relationships	Respectful relationships	Caring friendships	Being safe	Families and people who care for me
Year 4	<ul style="list-style-type: none"> To use ICT safely including using software features and settings. To know how information and data is shared and used online. To know that for most people the internet is an integral part of life and has many benefits. To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact on mental and physical wellbeing. To know why social media, some computer games and online gaming, for example, are age restricted. To know where and how to report concerns and get support with issues online. 	<ul style="list-style-type: none"> To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. To empathise with another viewpoint To form and maintain appropriate relationships with a range of different people. Understand and appreciate the range of different cultures within school. To know what a stereotype is, and how stereotypes can be unfair, negative, or destructive. To understand the term 'diversity' and appreciate diversity within school. 	<ul style="list-style-type: none"> To know how to recognise the difference between isolated hostile incidents and bullying. 	<ul style="list-style-type: none"> To behave safely and responsibly in different situations 	<ul style="list-style-type: none"> To know 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. To understand that family units can be different and can sometimes change. To know 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. To know and understand how the make-up of family units can differ.

Year Group	Online relationships	Respectful relationships	Caring friendships	Being safe	Families and people who care for me
Year 5	<ul style="list-style-type: none"> To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. To know 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. To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<ul style="list-style-type: none"> To understand the importance of permission-seeking and giving in relationships with friends, peers and adults. To listen to, reflect on and respect other people's views and feeling 	<ul style="list-style-type: none"> To recognise that positive friendships and relationships can promote health and wellbeing. To know 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. 	<ul style="list-style-type: none"> To understand the need for confidentiality in certain situations. To know about and understand the importance of touch in a range of contexts. To know the difference between appropriate and inappropriate touches. 	<ul style="list-style-type: none"> Know and understand how the make-up of family units can differ. Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important to the children's security as they grow up.

Year Group	Online relationships	Respectful relationships	Caring friendships	Being safe	Families and people who care for me
Year 6	<ul style="list-style-type: none"> To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met 	<ul style="list-style-type: none"> To know what a stereotype is, and how stereotypes can be unfair, negative or destructive. To learn about gender discrimination and its impact. To recognise and respect similarities and differences between people. 	<ul style="list-style-type: none"> To recognise that positive friendships and relationships can promote health and wellbeing. 	<ul style="list-style-type: none"> To take action based on responsible choices To understand the need for confidentiality in certain situations 	<ul style="list-style-type: none"> To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. To know 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.

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

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

