

Roxbourne Primary School



Relationships and Sex Education Policy

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Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	2
4. Definition	3
5. Curriculum	3
6. Delivery of RSE responsibilities	4
7.1 The governing board	4
7.2 The headteacher	4
7.3 Staff	4
7.4 Pupils	4
8. Parents' right to withdraw	4
9. Training	5
10. Monitoring arrangements	5
Appendix 1: Curriculum map	6
Appendix 2: By the end of primary school pupils should know	11
Appendix 3: Parent form: withdrawal from sex education within RSE	13
47. Roles and responsibilities	4

1. Aims

The aims of Relationships, Sex and Health education (RSE) at our school are to:

- To give our pupils the information and knowledge that they need to lead confident and happy lives in which they can make positive decisions about themselves and their bodies
- 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 so that they are well prepared for this stage of their life when it arrives
- Help pupils develop feelings of self-respect, confidence and empathy for themselves and others
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England... as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and

communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

“All schools must have in place a written policy for Relationships Education and RSE.”

Quotes from DfE Guidance

Here, at Roxbourne Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

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 Roxbourne 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. Training/Research – a member of staff researched a range of RSE curriculum materials to seek out which would be the most appropriate for the children at Roxbourne Primary School. Following this, this member of staff will provide others with internal training.
2. Review – a member of staff pulled together all relevant information, including relevant national and local guidance.
3. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations

4. Parent/stakeholder consultation – parents and any interested parties will be invited to attend a meeting about the policy
5. Pupil consultation – we will investigate what exactly pupils want from their RSE
6. Ratification – once amendments have been made, the policy will be 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.

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.

Primary sex education will focus on:

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

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).

RSE lessons will be delivered by the class teacher as part of our weekly PSHE teaching. It will be taught at an appropriate time in the year for the pupils and their learning.

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 has delegated the approval of this policy to the Curriculum and Achievement Committee. The governing board will hold the headteacher to account for the implementation of this policy.

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-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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.

7.4 Pupils

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

8. 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-science components of sex education within RSE.

Requests for withdrawal should be made using the Google Form found in Appendix 3 of this policy.

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

9. Training

Staff are trained on the delivery of RSE as part of their Continued Professional Development.

The headteacher ~~will~~ **may** also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by Christina Funnell as part of the school's monitoring and evaluation cycle.

This policy will be reviewed by the governing body annually. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Lesson Title	PSHE Learning Intentions
Nursery	My Body	I can name parts of my body and show respect for myself
	Respecting my Body	I can tell you some things I can do and some food I can eat to be healthy
	Growing Up	I understand that we all start as babies and grow into children and then adults
	Growth and Change	I know that I grow and change
	Fun and Fears	I can talk about how I feel moving to School from Nursery
	Celebration	I can remember some fun things about Nursery this year
Reception	My Body	I can name parts of the body
	Respecting my Body	I can tell you some things I can do and foods I can eat to be healthy
	Growing Up	I understand that we all grow from babies to adults
	Fun and Fears 1	I can express how I feel about moving to Year 1
	Fun and Fears 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1
	Celebration	I can share my memories of the best bits of this year in Reception
Year 1	Life Cycles	I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK
	Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I want them to or not
	My Changing Body	I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates

	NSPCC Pants Rules	I can tell you the NSPCC PANTS rules I respect my body and understand which parts are private
	Learning and Growing	I understand that every time I learn something new I change a little bit I enjoy learning new things
	Coping with Changes	I can tell you about changes that have happened in my life I know some ways to cope with changes
Year 2	Life Cycles in Nature	I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this
	Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me
	Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent
	NSPCC Pants Rules	I can tell you the NSPCC PANTS rules I respect my body and understand which parts are private
	Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help
	Looking Ahead	I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make when I am in Year 3 and know how to go about this
	Internet Safety	identify ways that the internet can be used safely to find things out and communicate in everyday life recognise that not everything that is online is true
	Internet Safety	identify ways that some people might behave differently online and who to ask for help if I am worried recognise that not everything that is online is true, including who people say they are
	Sun Safety	know what to wear to keep myself safe from the sun recognise the sun is good for me but I need to play in it safely
	How babies grow	I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals

	Family Steretypes	I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
	Looking Ahead	identify what I am looking forward to when I move to my next class start to think about changes I will make next year and know how to go about this
Year 4	Unique Me	I understand that some of my personal characteristics have come from my birth parents I appreciate that I am a truly unique human being
	Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I have strategies to help me cope with the physical and emotional changes I will experience during puberty
	Boys and Puberty	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty
	Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life I am confident enough to try to make changes when I think they will benefit me
	Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
	Looking Ahead	I can identify what I am looking forward to when I move to a new class I can reflect on the changes I would like to make next year and can describe how to go about this
Year 5	Self and Body Image	I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem
	Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I understand that puberty is a natural process that happens to everybody and that it will be ok for me
	Puberty for Boys	I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty
	Puberty Q&A	

	Looking Ahead 1	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the changes that growing up will bring
	Looking Ahead 2	I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.
Year 6	Self Image	I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem
	Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty
	Conception**	understand that sexual intercourse can lead to conception and that is how babies are usually made appreciate how amazing it is that human bodies can reproduce in these ways
	Babies: Conception to birth**	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I can recognise how I feel when I reflect on the development and birth of a baby
	Adolescent Friendships	know myself well enough to maintain positive relationships with others whilst still keeping my own identity be assertive when appropriate
	The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year.

** Parents may opt to withdraw from these sessions

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

	<ul style="list-style-type: none"> 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
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	