

Relationships and Sex Education policy (from 2020)



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1. Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. **This will become active from September 2020.**

2. Aims of policy

The aims of health, relationships and sex education ((H)RSE) at our school are to:

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Help pupils to learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- Help children to keep themselves safe and understand what is age-appropriate or not – both on and off-line
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development

- Ensure children know how to keep themselves healthy including exercise, hygiene, diet and mental health
- 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

3. 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. However, The Winns believes that in Year 6, children have the right to be prepared to live a healthy, safe, fulfilled and balanced life and so we will be teaching some aspects of sex education.

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](#) and as endorsed by the Local Authority.

This policy has also been informed by section 149 of the [Equality Act 2010](#) which sets out the public sector equality duty and applies to all state funded schools.

At The Winns we teach RSE as set out in this policy.

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 to revise our current policy
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. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools, there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected

outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE. In primary schools if the decision is taken to teach sex education beyond Relationships and Health Education and National curriculum Science, this should also be documented in the policy. The policy should be made available to parents/carers on request and also available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

RSHE is about the emotional, social and cultural development of pupils, and involves learning about different family structures, healthy relationships, personal hygiene including in puberty, healthy lifestyles, diversity and personal identity.

(H)RSE involves a combination of sharing information, and exploring issues and values.

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, 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.

Having considered various resources, The Winns School believes that the resources provided by 1Decision best reflect our school ethos and meet the needs of our children, context and wider school community.

Primary sex education will focus on:

- Using the correct anatomical language for genitalia
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is taught within the Personal, Health, Social (PHSE) education curriculum. Biological aspects of RSHE are taught within the science curriculum and during sex education lessons in Year 6.

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

In terms of sex education in Year 6, this will focus on conception, where babies come from and the correct anatomical language for genitalia.

Health education focuses on:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For more information about our RSHE 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).

All types of relationships will be taught in a sensitive and age-appropriate way, recognising that not all sectors of our community are in agreement with all of these types of relationship or family structures. Teachers may acknowledge this using the following script:

The law in this country allows and respects the right of people to live in different types of family structure. For example, you may come across families where two men or two women have chosen to live together or marry and bring up children together or where there is only one parent. These families are allowed under the law in this country and we respect the rights of people to live in different families. If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.

7. Roles and responsibilities

7.1 The governing board

The governing board have delegated review to the Resources Committee, who will approve the RSHE 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/non science specific sex education (Year 6) lessons.

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to (H)RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish to withdraw them from specific, non-statutory/non-science components of RSE sex education (Year 6) lessons.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching specific sex education lessons (Year 6) are encouraged to discuss this with the headteacher.
- The school's RSE education lead is Eleanor Phillips

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 relationships and health education.

Parents have the right to withdraw their children from the specific sex education lessons taught in Year 6, but only following a conversation with the headteacher.

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 specific sex education lessons in Year 6.

9. Dealing with difficult questions

Primary aged pupils will often ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff, offering a simple holding answer or mentioning the question to the parents at the end of the day.

Teachers should be aware that such questions may raise a safeguarding concern at which point the school's Safeguarding Policy will apply.

10. Training

Staff will be trained on the delivery of RSE either as part of their induction or as part of a planned programme of professional development.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching (H)RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the headteacher and PSHE lead through:

- Planning scrutinises, learning walks and pupil 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 Curriculum Committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1	<p>Lesson 1 Relationships: Relationships Web • Who/what is special to me?</p> <p>Lesson 2 Friendship • Design the Perfect Friend • Rules for being a good friend</p> <p>Lesson 3 Computer Safety • Computer Safety Rules</p> <p>Lesson 4 Online Bullying • Is this Kind? • Online comment rules</p> <p>Lesson 5 Feelings and Emotions • What feelings do you know? • Feelings Doll • Different Feelings</p> <p>Lesson 6 Jealousy • Recognising Strengths • Wall of Positivity</p>	https://schools.1decision.co.uk/rse/year-1
Year 2	Summer 1	<p>Lesson 1 Bullying • Imagine a person being bullied • Advice to others • Wall of Kindness • Anti-Bullying Oath</p> <p>Lesson 2 Body Language • Different Faces • Create a facial expressions book</p> <p>Lesson 3 Image Sharing • Sharing information • Should I Share? • Image sharing rules</p> <p>Lesson 4 Computer Safety • Golden Rules • Computer Safety Declaration • Class safety booklet</p> <p>Lesson 5 Worry • Tree of Trust • Feeling worried poster</p> <p>Lesson 6 Anger • Anger thermometer • Ways to control anger • The Anger Rules • Dealing with anger poster</p>	https://schools.1decision.co.uk/rse/year-2

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 1	<p>Lesson 1 Touch • Name body parts (including penis and vagina) • Appropriate Touch • Responding to letters from children re: touch</p> <p>Lesson 2 Relationships • What have we learnt about relationships? • A healthy relationship is... • Discussion: kindness/unkindness</p> <p>Lesson 3 Making Friends Online • Should I Respond? • Staying safe online poster</p> <p>Lesson 4 Computer Safety • Computer Safety Rules Return • Create a safe app for children</p> <p>Lesson 5 Grief • Discussion - what is grief? • Words to help those dealing with grief • Memory Boxes • Poster on how/why to make a memory box</p> <p>Lesson 6 Feelings and Emotions • What feelings do you know? • Managing emotions • Benefits of physical activity and time outdoors to support mental and physical health • Importance of sleep</p>	https://schools.1decision.co.uk/rse/year-3
Year 4	Summer 1	<p>Lesson 1 Growing and Changing • Growing and Changing</p> <p>Lesson 2 Relationships • Types of Relationships • Healthy and Unhealthy Relationships • Appropriate Touch video • Who can we tell? • Appropriate or Inappropriate?</p> <p>Lesson 3 Computer Safety • Positives and Negatives • Online safety mind map</p> <p>Lesson 4 Online Bullying • Online bullying scenarios • Anti-Bullying Message Tree • Coping with Online Bullying</p> <p>Lesson 5 Feelings and Emotions • Feelings and Emotions • Discussion - how to support mental health</p> <p>Lesson 6 Jealousy • Thoughts, Feelings, and Behaviours • Hot seating</p>	https://schools.1decision.co.uk/rse/year-4

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 1	<p>Lesson 1 Puberty • Puberty quiz • Female/male body • Coping with Puberty • Responding to worries • Something I would like to know is...</p> <p>Lesson 2 Growing and Changing • Children's Views</p> <p>Lesson 3 Image Sharing • Darlee's Image Survey • Image sharing checklist • Images in the media</p> <p>Lesson 4 Computer Safety • Children's views</p> <p>Lesson 5 Anger • Healthy and Unhealthy Anger • Darlee's Five Steps</p> <p>Lesson 6 Feelings and Emotions • Children's Views</p>	https://schools.1decision.co.uk/rse/year-5
Year 6	Summer 1	<p>Lesson 1 Conception • Human Cycle • Conception quiz • Female/Male Reproductive System • Stages of Pregnancy</p> <p>Lesson 2 Growing and Changing • What I know now • Growing and Changing</p> <p>Lesson 3 Making Friends Online • What's that app? • Age Restrictions • Making Friends Online • Internet apps booklet</p> <p>Lesson 4 Computer Safety • Staying Safe Online • Positives and Negatives</p> <p>Lesson 5 Worry • What can you do to address a worry? • Worry envelopes</p> <p>Lesson 6 Feelings and Emotions • Scenario activity • Managing my emotions</p>	https://schools.1decision.co.uk/rse/year-6

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
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 (H)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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>