

# All Saints' Primary School



## Relationships and sex education policy

Draft document

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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 their bodies 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
- › To help our school community promote resilience, respect and honesty.

## 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 All Saints' 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:

## 3. Policy development

This policy has been developed in consultation with staff, pupils, governors and parents. The consultation and policy development process involved the following steps:

1. Review –The head teacher and SLT reviewed all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read, view the content and comment upon of the RSE policy delivered on line
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

In our school, the focus of our curriculum will be ensuring children are taught about respect and making positive choices about all aspects of relationships and health. We believe this is crucial in preparing them for the next stage of their lives and education and will support them in making a positive contribution to society and their community.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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 will follow the 3D dimensions PSHE scheme, which will cover not only aspects of RSE but PSHE as well, but we may need to adapt it as and when necessary.

We are developing 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 puberty education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- Why these changes take place- this is how a baby is created.
- Parents will be sent all the information prior to the school nurse delivering these sessions.

An example of this can be found at appendix 3. Any changes/ updated lesson plans will be shared with parents, from the relevant cohorts, prior to the sessions taking place.

## 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).

In addition to our PSHE/ RSE lessons stand-alone sessions are delivered by a trained health professional - our school nurse. These focus upon expected changes during puberty and why these take place (Y5 and Y6). We will send out information to parents prior to these sessions taking place so that parents are aware of the specific content. Parents have the right to withdraw their child from these sessions.

At All Saints', 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 Appendix 1.

For more information about RSE curriculum within Science, see Appendix 1

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 body**

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation. The policy will be updated in line with changes in legislation and / or guidance from the Department for Education.

### **7.2 The head teacher**

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/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
- › 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 head teacher.

### **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 have the right to withdraw their children from the non-statutory/non-science components of sex education/ puberty talk within RSE, which in this school will be covered in Year 5 & 6.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from puberty sessions.

## **9. Training**

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Staff will be trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

## **10. Monitoring arrangements**

The delivery of RSE/ PSHE is monitored through:

Planning scrutiny, learning walks, discussions with staff at staff meetings, discussions with pupils in lessons etc.

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

This policy will be reviewed by the head teacher, every three years. At every review, the policy will be approved by the governing body.

Reviewed by: Mrs S Hardy

Date of Next review: ( Date to be added once ratified).

## Appendix 1: 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Statutory Parts of the Science Curriculum relating to RSE

#### Key Stage One

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notice that animals, including humans, have offspring, which grow into adults.

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

#### Key Stage Two

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Describe the changes as humans develop to old age.

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

## Appendix 2: 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	

**LESSON PLAN**

**Heywood, Middleton and Rochdale**

<b>Lesson Title</b>	Puberty
<b>Key Stage</b>	2 (Y6)
<b>Subject</b>	PSHE
<b>Lesson Objectives</b>	<p>By the end of this lesson, pupils should be able to:</p> <ul style="list-style-type: none"> <li> Name the main sexual and reproductive parts of the human body using correct terminology, and describe the functions of some of them;</li> <li> Describe the main physical and emotional changes in puberty for both boys and girls, and the difference between them;</li> <li> Identify basic facts about menstruation;</li> <li> Explain that there are different rates of change during puberty for different people and give some reasons for this;</li> <li> Deal positively with concerns or questions they have about puberty and know where to go for further information or help if they need it.</li> </ul>
<b>Resources</b>	Confidentiality poster, flip chart, marker pens, worry box, body changes worksheet, large body outline for body changes exercise, knickers, sanitary towels, tampons, urine bottle, DVD, leaflets.
<b>Preparation</b>	<ul style="list-style-type: none"> <li> School to send letters out to parents advising the session is to be held;</li> </ul>
<b>Introduction</b>	Introduce self and team, explain where we work and what we do. Explain confidentiality (poster). Discuss what the session will involve. Set ground rules (flip chart).
<b>Activity 1</b>	Follow lesson plan.
<b>Activity 2 (Y6)</b>	Watch DVD please note this includes a section on "How are babies made?" To view the DVD go to <a href="http://www.healthpromotion.ie/health/inner/busy_bodies">www.healthpromotion.ie/health/inner/busy_bodies</a> .
<b>Question time</b>	Answer questions from 'worry box' and any others arising. Involve children, asking if anyone can answer.
<b>End</b>	Hand out packs to take home containing leaflets and handouts

