

Relationships and Sex Education policy

Wyke Regis Primary Federation



Inspiring Hearts and Minds

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1. Aims

The aims of relationships and sex education (RSE) at Wyke Regis Primary Federation 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
- To teach pupils the knowledge to recognise features of healthy friendships, family relationships and other relationships (including online relationships) which young children are likely to encounter

RSE is taught as part of our PSHE (Personal, social and health education) curriculum and wherever possible links are emphasised to strengthen our school values of compassion, respect and perseverance. As such we are preparing our pupils to become citizens of the world community, able to make informed choices about all aspects of 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 Wyke Regis Primary Federation 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 – PSHE leads and SLT 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. Parent/stakeholder consultation – parents and any interested parties were invited to view and comment about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

At Wyke Regis Primary Federation RSE is a fundamental part of how we model and teach our values through relationships with each other, with pupils and in partnership with parents and the wider community.

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 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 and circle time. 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

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 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 components of RSE (see section 8).

7.3 Staff

At Wyke Regis Primary Federation

Curriculum Leader is responsible for:

The overview of RSE

PSHE subject leads are responsible for:

- › Ensuring RSE curriculum is covered using a progressive SOW
- › Supporting teacher with age appropriate materials

Teachers are responsible

- › Delivering RSE in a sensitive way
- › Monitoring progress

All staff are responsible for:

- › Modelling positive attitudes to RSE All staff are responsible for:
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the 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. Wherever possible RSE will be taught by the class teacher or familiar adult

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity following established sets of rules and class / federation charters.

8. 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/non-science 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 head teacher.

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 our continuing professional development calendar.

The head teacher 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Curriculum leader, PSHE leads and link governors through:

- Planning scrutiny
- Learning walks
- Book looks
- Pupil voice
- Discussion with teachers

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

This policy will be reviewed by the PSHE leads every 3 years. At every review, the policy will be approved by head teacher and governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Include as much detail as you can, including links to resources you'll use or sharing examples. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns, or objections.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
FS 1/2	Spring 2	<p>Healthy Me: About healthy lifestyle choices</p> <ul style="list-style-type: none"> • Understand the importance of keeping clean • Children keep themselves and others safe • Children know about and understand healthy foods • Understand the effects of exercise on their bodies <p>ELG: Children know the importance for good health, physical exercise and a healthy diet and talk about ways to keep healthy and safe. Children manage their own basic hygiene and personal needs.</p>	
FS 1/2	Summer 1	<p>Relationships: understanding friendship, family and other relationships</p> <ul style="list-style-type: none"> • Learn ways to make friends • Learn strategies to solve friendship problems when they occur • Treat others with respect • Know how to help themselves when they are upset <p>ELG: Children play well together, taking turns. They account for each other's ideas and show sensitivity to others' needs and feelings. They form positive relationships with adults and other children.</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
FS 1/2	Summer 2	<p>Growing Up:</p> <ul style="list-style-type: none"> • Seek out others to share experiences. Show affection and concern for people who are special to them • Explain own knowledge and understanding, and ask appropriate questions of others <p>ELG: show sensitivity to others' needs and feelings</p>	
Year 1	Spring 2	<p>Healthy Me: About healthy lifestyle choices</p> <ul style="list-style-type: none"> • Make healthy choices • Feel special and safe • Knows ways to help themselves if poorly • Recognise how being healthy helps to feel happy. 	
Year 1	Summer 1	<p>Relationships: understanding friendship, family and other relationships</p> <ul style="list-style-type: none"> • Begin to understand different family make-ups • Understand appropriate ways to physically greet other people. • Can identify qualities of a good friend. 	
Year 1	Summer 2	<p>Changing Me: Includes RSE in the context of change</p> <ul style="list-style-type: none"> • Boys and girls bodies – identify the parts of the body that make boys different to girls • Use correct names for these: penis, testicles, vagina 	
Year 2	Spring 2	<p>Healthy Me: About healthy lifestyle choices</p> <ul style="list-style-type: none"> • Children know and choose foods to help them to be healthy. • Understand how medicines work and how to use them safely • Understand what it means to be relaxed and how to calm themselves down when stressed. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 1	<p>Relationships: understanding friendship, family and other relationships</p> <ul style="list-style-type: none"> • Understand relationships with family members. • To understand the difference between appropriate and inappropriate physical contact with family members. • Identify some things that cause conflict between friends. • Recognise and appreciate people who can help my family • Understand that sometimes it is good to keep a secret and sometimes it is not. 	
Year 2	Summer 2	<p>Changing Me: Includes RSE in the context of change</p> <ul style="list-style-type: none"> • Respect my body and understand which parts are private • Recognise the physical differences between boys and girls • Use the correct names for these and appreciate that some parts of the body are private 	
Year 3	Autumn 1	<p>Healthy Me: About healthy lifestyle choices</p> <ul style="list-style-type: none"> • Understand how exercise affects the body and know the heart and lungs are such important organs • Know that the amount of calories, fat and sugar consumed will affect health • Explain their knowledge of and attitude towards drugs • Identify things, people and places to keep safe from, and share some strategies for keeping safe including who to go to for help • Can identify when something feels safe or unsafe • Understand how complex the body is and how important it is to take care of it 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 1	<p>Relationships: understanding friendship, family and other relationships</p> <ul style="list-style-type: none"> • Identify the roles and responsibilities of each member of their family and reflect on the expectations for males and females • Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener • Know and use some strategies for keeping safe online • Explain how some of the actions and work of people around the world help and influence my life • Understand how my needs and rights are shared by children around the world and can identify how our lives may be different • Know how to express my appreciation to my friends and family 	
Year 3	Summer 2	<p>Changing Me: Includes RSE in the context of change</p> <ul style="list-style-type: none"> • Tell you what I like/don't like about being a boy/girl; Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • Express how I feel when I see babies or baby animals; Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow • Express how I might feel if I had a new baby in the family; Understand that boys and girls bodies need to change so that when they grow up their bodies can make babies; how bodies change on the outside; recognise how I feel about these changes happening to me and how to cope with those feelings • Identify how boys and girls bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up; recognise how I feel about these changes happening to me and how to cope with these feelings 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Spring 2	<p>Healthy Me: About healthy lifestyle choices</p> <ul style="list-style-type: none"> • Recognise how different friendship and groups are formed, how I fit into them and the friends I value the most • Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations • Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke • Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol • Recognise when people are putting me under pressure and can explain ways to resist this • Know myself well enough to have a clear picture of what I believe is right and wrong 	
Year 4	Summer 1	<p>Relationships: understanding friendship, family and other relationships</p> <p>Recognise situations which can cause jealousy in relationships</p> <p>Identify someone I love and express why they are special to me</p> <ul style="list-style-type: none"> • Tell you about someone they know, that they no longer see • Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older • Know how to show love and appreciation to the people and animals who are special to me 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 2	<p>Changing Me: Includes RSE in the context of change</p> <ul style="list-style-type: none"> • Correctly label the internal and external parts of male and female bodies that are necessary for making a baby; understand that having a baby is a personal choice and express how I feel about having children when I am an adult • Girls and puberty – describe how a girl's body changes in order for her to have babies when she is an adult, and that menstruation is a natural part of this; know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty 	
Year 5	Autumn 1	<p>Healthy Me: About healthy lifestyle choices</p> <ul style="list-style-type: none"> • Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. • Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • Understand how the media, social media and celebrity culture promotes certain body types • Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures • Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Spring 1	<p>Relationships: understanding friendship, family and other relationships</p> <ul style="list-style-type: none"> • Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • Understand that belonging to an online community can have positive and negative consequences • Understand there are rights and responsibilities in an online community or social network • Know there are rights and responsibilities when playing a game online • Recognise when I am spending too much time using devices (screen time) • Explain how to stay safe when using technology to communicate with my friends 	
Year 5	Summer 2	<p>Changing Me: Includes RSE in the context of change</p> <ul style="list-style-type: none"> • Puberty for girls - explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally • understand that puberty is a natural process that happens to everybody and that it will be OK for me • Puberty for boys - describe how boys' and girls' bodies change during puberty • 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 • understand that sometimes people need IVF to help them have a baby • appreciate how amazing it is that human bodies can reproduce in these ways 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Spring 2	<p>Healthy Me: About healthy lifestyle choices</p> <ul style="list-style-type: none"> • Take responsibility for my health and make choices that benefit my health and well-being • Know about different types of drugs and their uses and their effects on the body particularly the liver and heart • Understand that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risks this involves • Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. 	
Year 6	<p>Summer 1</p> <p>Autumn 2</p>	<p>Relationships: understanding friendship, family and other relationships</p> <p>Know that it is important to take care of my mental health</p> <p>Know how to take care of my mental health</p> <p>Understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>Recognise when people are trying to gain power or control</p> <p>Judge whether something online is safe and helpful for me</p> <p>Use technology positively and safely to communicate with my friends and family</p> <p>E-safety</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 2	<p>Changing Me: Includes RSE in the context of change</p> <ul style="list-style-type: none"> • Puberty - explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally • express how I feel about the changes that will happen to me during puberty • Girl Talk/Boy Talk - ask the questions I need answered about changes during puberty • reflect on how I feel about asking the questions and about the answers I receive • Babies – Conception to birth - describe how a baby develops from conception through the nine months of pregnancy, and how it is born • recognise how I feel when I reflect on the development and birth of a baby • Attraction - understand how being physically attracted to someone changes the nature of the relationship • express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this 	

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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"><li data-bbox="495 304 517 320">•
	<ul style="list-style-type: none"><li data-bbox="495 376 517 392">•
	<ul style="list-style-type: none"><li data-bbox="495 448 517 464">•

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	