



## Beaufort Primary School



### Relationships and Sex Education Policy

This policy should be read in conjunction with the following documents:

- PSHCE Policy
- Safeguarding Policy
- Single Equality Policy
- Behaviour Policy

#### **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 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

#### **Statutory requirements**

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Beaufort Primary School we teach RSE as set out in this policy.

#### **Definition**

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.

#### **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 (puberty).

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

### **Delivery of RSE**

RSE is taught within the learning for life 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
- Puberty

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).

### **Roles and responsibilities**

#### **1 The governing board**

The local governing committee will approve the RSE policy, and hold the headteacher to account for its implementation.

#### **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.

#### **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-science components of RSE

Staff do not have the right to opt out of teaching RSE, all class teachers are expected to teach RSE following the curriculum in Appendix 1 to the children in their class. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

#### **4 Pupils**

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

#### **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-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 headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

#### **Training**

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

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

#### **Monitoring arrangements**

The delivery of RSE is monitored by Tatum D'Austin (Learning for Life Leader) through: Planning scrutinies, learning walks, discussions with children and staff.

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

Policy Written: March 2015

Last Review: March 2021

Policy agreed by the Local Governing Committee at its meeting on 24<sup>th</sup> March 2021

Review Date: Spring 2024

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year R	<ul style="list-style-type: none"> <li>• Match and label good friend qualities</li> <li>• List methods to resolve disagreements</li> <li>• Name and draw people in my family</li> <li>• Compare different families</li> </ul>	
Year 1	<ul style="list-style-type: none"> <li>• Match and label good friend qualities</li> <li>• List methods to resolve disagreements</li> <li>• Label and describe people in my family</li> <li>• Compare and contrast different families</li> <li>• Name and discuss private parts of body – using correct names for body parts e.g. Penis and vagina.</li> </ul>	NSPCC - PANTS
Year 2	<ul style="list-style-type: none"> <li>• Compare good friend qualities</li> <li>• Define peer pressure</li> <li>• Make connections with how my actions can affect others</li> <li>• Compare methods that can help resolve disagreements</li> <li>• To compare offspring to human life cycle using correct terminology from – using correct names for body parts.</li> </ul>	NSPCC – PANTS
Year 3	<ul style="list-style-type: none"> <li>• Recognise and make connections with peer pressure</li> <li>• Describe different family types</li> <li>• Apply our knowledge of different family types and compare different families within stories.</li> </ul>	
Year 4	<ul style="list-style-type: none"> <li>• Create methods that can help resolve disagreements</li> <li>• Explain and justify how my actions can affect others.</li> <li>• Design methods that can help resolve disagreements</li> <li>• Make connections with peer pressure</li> <li>• Identify the process of the human life cycle and describe changes from birth.</li> </ul>	

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 5	<ul style="list-style-type: none"> <li>• Explain and justify how my actions can affect others.</li> <li>• Reflect and discuss disagreements in order to resolve them.</li> <li>• Compare and contrast 'bullying' and 'being mean'.</li> <li>• To discuss how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</li> <li>• Understand and explain the importance of hygiene – teeth brushing, showering, washing hands, changing clothes etc</li> <li>• Identify and correctly name body parts when discussing growth e.g. penis and vagina.</li> <li>• To know and explain effective methods for dealing with menstruation and wet dreams.</li> <li>• Sex education – to discuss, compare and contrast how male and female bodies change and what to expect: hormones, periods, male changes, hair, breasts etc.</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>• Explain and justify how my actions can affect others after an incident.</li> <li>• Design methods that can help resolve disagreements.</li> <li>• Argue the idea about bullying meaning the same as being mean.</li> <li>• To recognise and question how images in the media (and online) do not always reflect reality and can affect how people feel about themselves and make connections with peer pressure.</li> <li>• Understand and explain how puberty can affect bodily hygiene – teeth brushing, showering, washing hands, changing dirty clothes, using deodorant, hair etc.</li> <li>• Define puberty (the changes that occur from 8-17)</li> <li>• To recap and explain effective methods for dealing with menstruation and wet dreams.</li> <li>• Sex education – to recap and discuss how our bodies change (male and female) and what to expect: hormones, periods, male changes, hair, breasts etc.</li> <li>• Sex education – to understand and discuss the process of sexual intercourse while using the correct names for body parts e.g. penis and vagina.</li> </ul>	

## 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"> <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>
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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

### 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	

\*This does not include withdrawal from sex education in the context of the science curriculum