



Relationships, Health and Sex Education policy

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To be reviewed: Annually

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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 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
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- Teach pupils the correct vocabulary to describe themselves and their bodies
- Give pupils the correct information about sex education before they start secondary school

2. 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 Sparkwell Primary 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 – the headteacher 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 complete an online questionnaire, 20% of parents made a written response
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, puberty, 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 or promotion of a particular sexuality.

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.

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). Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children. Children are usually taught by their class teacher, but due to our mixed year groups there may be some changes to the groupings when we cover certain aspects. Parents will always be advised before we teach aspects relating to the body, puberty or sex education and have an opportunity to view resources and ask questions.

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

Sex Education is covered in line with the National Curriculum for Science and in Year 6 through the unit of study 'Human reproduction, including different ways to start a family'. The National Curriculum for science covers:

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In **Key Stage 1** children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In **Key Stage 2** children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

From Key Stage 2 we place a particular emphasis on RSE, as many children experience puberty at this stage. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and

girls know how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

For more information about our RSE curriculum, see Appendices 1 and 2. We teach using the resources provided by the PSHE Association, Discovery and KIVA.

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).

Language: Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions: Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion and where appropriate, shared with the parent.

Harassment and bullying: Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms such as 'gay' or 'lesbian' as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

Special Educational Needs: Where a child has additional needs, we will have a discussion with parents as to whether the programme of study is suitable and accessible for them, making adaptations if it is needed.

7. Roles and responsibilities

7.1 The governing board

The Board of Trustees 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 non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, following agreed policy and schemes of work
- 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/non-science components of RSE

Staff do not have the right to opt out of teaching RSE as this is a required part of the primary curriculum. Staff who have concerns about teaching RSE (in particular Sex Education) 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. They are taught that it is not appropriate to share what they learn with younger children.

7.5 Parents/Carers

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or trustees about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum.

- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

8. Parents' right to withdraw children

Parents do not have the right to withdraw their children from relationships education.

Parents do not have the right to withdraw their children from the Science national curriculum components of sex education within RSE.

Parents may request that their child does not take part in sex education lessons.

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 and this will be handled sensitively to avoid the child feeling embarrassed or excluded.

9. Training

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

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 RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the headteacher through:

Reviewing planning; speaking to teachers, pupils and parents

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

This policy will be reviewed by the headteacher and Trustees annually. At every review, the policy will be approved by the Trustees.

Appendix 1: Curriculum map

Relationships and sex education curriculum map (teach in conjunction with NC for Science)

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3		Respecting and valuing differences. Shared values of communities.		Different types of committed relationships and the basic characteristics of these.		Coping with feelings around the changes in our lives.
Y4		Identity and diversity. Seeing different perspectives and not making judgements based on appearance.		The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.		How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5			How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.		How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6			How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *		

Appendix 2: By the end of primary school pupils should know...

RSE framework from DfE		
Main theme	Key objectives	Where and how this will be covered
Families and people who care for me	<p>Pupils should know</p> <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 marriage¹³ 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. 	Discovery Education lessons: 'Families and committed relationships' Y1-Y6
Caring friendships	<p>Pupils should know</p> <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. 	KS1 Taught through Discovery Education lessons: 'Healthy and Happy Friendships' Y1-Y2

	<ul style="list-style-type: none"> 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. 	<p>KS2 Taught through KiVa lessons Unit 1: Y3 and 4</p> <p>Unit 2: Y5 and 6</p>
Respectful relationships	<p>Pupils should know</p> <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. 	<p>KS2 Taught through KiVa lessons Unit 1: Y3 and 4</p> <p>Unit 2: Y5 and 6</p> <p>Discovery Education lessons: 'Families and committed relationships' Y1-Y6</p> <p>Discovery Education lessons 'Similarities and Differences' from Y1-Y4</p>
Online relationships	<p>Pupils should know</p> <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 	<p>Annual Internet Safety Week lessons</p> <p>Complemented by: KiVa Extra lesson: Responsibly Online for Unit 2 in Y5-6</p>

Being safe	<p>Pupils should know</p> <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. 	<p>Annual Internet Safety Week lessons</p> <p>KS1 NCPCC Pantasaurus resources</p> <p>Addressed through Discovery Education lessons: 'Coping with Change lessons' Y1-5</p>
Wider Curriculum Areas including PSHE objectives		
Health and Wellbeing	<ul style="list-style-type: none"> • Learning the correct names for body parts • Ways to stay healthy: including safe and unsafe use of household products and medicines • Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean • Recognising the influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal choices. • Knowing how to value unique bodies and self-acceptance - valuing our bodies and minds: lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing • Knowing how to maintain ongoing self-care of bodies and minds, including ways to prevent and manage mental ill health 	<p>Annual Children's Mental Health Week Lessons</p> <p>Sports and Healthy Week</p> <p>Science curriculum coverage</p> <p>Can be supported by Discovery Education lessons: 'Healthy bodies, Healthy minds' Y1-6</p>
Ourselves, Growing and Changing	<ul style="list-style-type: none"> • Learning how everyone grows from young age and learning about how everyone has changed since they were born • Exploring how their bodies and needs change as they grow older • Coping with feelings around the changes to their bodies 	<p>Taught through Discovery Education lessons: 'Coping with change' Y1-5</p>

	<ul style="list-style-type: none"> • Learning how their bodies change how they enter puberty, including hygiene needs and menstruation • Learn about how puberty changes can affect their emotions and ways to manage this • Encourage pupils to ask questions and puberty and the changes to both boys and girls • Learn about Human reproduction including different ways to start a family 	<p>'Families and committed relationships' Y6</p>
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Appendix 3 Parent form: Request for 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	
Headteacher signature	

