



Relationships and Sex Education (RSE) Policy – Primary

Review Summary

Adopted:	March 2016
Review Cycle:	Annual
Last Review:	September 2022
Next Review:	September 2023

Revision history		
Version	Date	Summary of changes
1.1	Sep 20	Added Section 4 – Legal Framework. Section 10 amended to clarify right of withdrawal relates to sex education only. 12.1 updated to refer to schools usual monitoring framework
1.2	Sep 21	Added curriculum map appendix Added sections – Aims, What is RSE, Roles and Responsibilities, Training and Monitoring Revised all remaining sections

1. Aims

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

- a. Provide a framework in which sensitive discussions can take place
- b. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- c. Help pupils develop feelings of self-respect, confidence and empathy
- d. Create a positive culture around issues of sexuality and relationships
- e. Teach pupils the correct vocabulary to describe themselves and their bodies

2. Definition of terms

For the purpose of this document:

- a. Members, Trustees/Directors and Governors are referred to as Trustees;
- b. The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
- c. School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
- d. Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
- e. Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

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:

- a. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- b. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- c. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- d. Pupil consultation – we investigated what exactly pupils want from their RSE
- e. Ratification – once amendments were made, the policy was shared with governors and ratified

4. What is Relationship and Sex Education

- a. 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.
- b. RSE involves a combination of sharing information, and exploring issues and values.
- c. RSE is not about the promotion of sexual activity.

5. Legal Framework

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

- c. 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.
- d. The primary schools within the Ted Wragg Trust teach RSE as set out in this policy.
- e. Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The statutory guidance applies to

- i. Relationships Education (for Primary education)
- ii. Relationships and Sex Education (for Secondary Education)

The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

6. Principles and Values

The Trust believes that RSE should:

- a. Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- b. Be an entitlement for all young people;
- c. Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- d. Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness;
- e. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- f. Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- g. Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- h. Recognise that parents are the key people in teaching their children about sex, relationships and growing up;
- i. We aim to work in partnership with parents and students, consulting them about the content of programmes;
- j. Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

7. Relationships and Sex Education

- a. Relationships and Sex education covers three main elements:
 - i. **Attitudes and Values**
 - 1. learning the importance of values, individual conscience and moral choices;
 - 2. learning the value of family life, stable and loving relationships, and marriage;
 - 3. learning about the nurture of children;
 - 4. learning the value of respect, love and care;
 - 5. exploring, considering and understanding moral dilemmas;
 - 6. challenging myths, misconceptions and false assumptions about normal behaviour.
 - ii. **Personal and Social Skills**
 - 1. learning to manage emotions and relationships confidently and sensitively;
 - 2. developing self-respect and empathy for others;

3. learning to make choices with an absence of prejudice;
4. developing an appreciation of the consequences of choices made;
5. managing conflict;
6. empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

iii. Knowledge and Understanding

1. learning and understanding physical development at appropriate stages;
2. understanding human sexuality, reproduction, sexual health, emotions and relationships;
3. learning about contraception and the range of local and national sexual health advice, contraception and support services;
4. learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
5. the avoidance of unplanned pregnancy.

8. Organisation and Content of Relationships and Sex Education (appendix - curriculum map)

- a. Primary schools within the Trust specifically deliver Relationships and Sex Education through 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).
- b. Primary sex education will focus on:
 - Preparing boys and girls for the changes that adolescence brings
 - How a baby is conceived and born
- c. Primary 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
- d. 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).
- e. RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- f. Pupils also receive stand-alone sex education sessions delivered by a trained health professional.
- g. Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level

inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

9. Inclusion

- a. ***Ethnic and Cultural Groups*** - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.
- b. ***Students with Special Needs*** - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.
- c. ***Sexual Identity and Sexual Orientation*** - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

10. Roles and responsibilities

a. Trustees

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

b. 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 11).

c. Staff

Staff are responsible for:

- i. Delivering RSE in a sensitive way
- ii. Modelling positive attitudes to RSE
- iii. Monitoring progress
- iv. Responding to the needs of individual pupils
- v. 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. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

d. Pupils

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

11. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents, do however, 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 and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

12. Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- a. The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- b. Child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- c. The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

13. Training

Staff are trained on the delivery of RSE as part of their induction 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.

14. Monitoring arrangements

- a. The delivery of RSE is monitored by Julia Mallon, PSHE Subject lead, through: pupil conferencing, lesson drop ins, pupil, parent and staff surveys, planning scrutinies and work scrutinies.
- b. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- c. This policy will be reviewed by Caroline Neal, Headteacher annually. At every review, the policy will be approved by trustees.

15. Policy Circulation

- a. This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule
- b. This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- c. The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

Adoption of the Policy

This Policy has been adopted by the Trustees of the Ted Wragg Multi Academy Trust.

Signed:

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(Chair of Trust)

Date: 10.11.21

Appendix 1: Curriculum map
Relationships and sex education curriculum map
Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Related Science Programmes of Study:

KS2 Living things and their habitats

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

KS2 Animals, including humans

Pupils should be taught to:

- describe the changes as humans develop to old age

At Exwick Heights Primary School we allocate time to Science and PSHE each week in order to teach the Science and PSHE knowledge and skills in a developmental and age-appropriate way.

Class teachers deliver the weekly lessons to their own classes.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education program tailored to the age and the physical and emotional maturity of the pupils.

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

At Exwick Heights Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as understanding human reproduction.

We intend to teach this within our science and PSHE curriculum.

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 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	

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

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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
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TOPIC	PUPILS SHOULD KNOW
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