



Millbay and High Street Primary Federation

Relationships and sex education policy (from 2021)

Approved by: [Name] Date: 13th December 2021

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1. Aims

The aims of relationships and sex education (RSE) in our 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

The teaching of RSE relates closely to the Federation's strongly held British values of tolerance and respect and our belief that personal responsibility and sensitivity towards others requires a keen awareness of the issues raised and taught throughout RSE.

2. Statutory requirements

As a Federation of Primary Academies, 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 Millbay and High Street 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 – a working group of staff from each school pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy at their respective schools
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

4. Definition

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.

Our Federation has chosen to teach sex education that is in addition to what is covered in the Primary Science curriculum.

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, including any pupils with special educational needs (SEN) or disabilities. 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.

When teaching these subjects, the religious background of all pupils will be taken into account when planning teaching so that core topics are appropriately handled.

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 the 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.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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 hold the headteacher to account for the implementation of this policy

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school, and for managing requests to withdraw pupils from non-statutory 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 headteacher.

The Federation PSHE lead (Joe Oddie) is responsible for the monitoring and evaluation of the curriculum and delivery of RSE by all teaching staff.

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

Across our Federation, parents do not have the right to withdraw their children from relationships or health education. This is because these are mandatory subjects, unlike the sex education components.

Parents have the right to withdraw their children from the non-statutory 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 of the school.

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 their induction and it is included in our continuing professional development calendar.

The executive 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Joe Oddie (PSHE lead) through:

- termly monitoring of planning and teaching resources
- termly learning walks

- staff surveys
- pupil interviews and surveys
- parent surveys

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

This policy will be reviewed by Joe Oddie (PSHE lead) annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 1 and 2	<p>Relationships and Changing Me:</p> <ul style="list-style-type: none">•to explain the natural cycle of growing old to young and understanding that is not in my control•to recognise how my body has changed since I was a baby and where I am on the continuum from young to old•to recognise the physical differences between boys and girls and use the correct names for parts of the body•to understand that there are different types of touch and to explain which I like and don't like•to understand that sometimes it is good to keep and secret and sometimes it is not•to identify the different members of my family and understand my relationship with each of them	Jigsaw programme
Year 3	Summer 2	<p>Relationships and Changing Me:</p> <ul style="list-style-type: none">•to learn about how boys' and girls' bodies change as we grow up, and how these changes affect us•to understand how babies grow and develop inside their mother	Jigsaw programme

		<ul style="list-style-type: none"> •to understand that boys and girls bodies need to change so that when they grow up they can make babies •to start to recognise stereotypical ideas I might have about parenting and family roles •to reflect on the expectations for males and females •to know and to use strategies to keep myself safe online 	
Year 4	Spring 2	<p>Relationships, Growing and changing; puberty:</p> <ul style="list-style-type: none"> •to learn about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams •to describe how puberty can affect emotions and feelings •to describe how personal hygiene routines change during puberty •to ask for advice and support about growing and changing and puberty •to discuss the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) •to recognise that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination 	<p>Premier League Primary Stars – Play the right way / Inclusion</p> <p>Medway Public Health Directorate - Primary RSE lessons</p>
Year 5	Spring 2	<p>Friendships; relationships; becoming independent; online safety:</p>	<p>Thinkuknow – Play, Like, Share</p>

		<ul style="list-style-type: none"> • To discuss the different types of relationships people have in their lives • To describe how friends and family communicate together; how the internet and social media can be used positively • To explain how knowing someone online differs from knowing someone face-to-face • To recognise risk in relation to friendships and keeping safe • To describe the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • To explain how to respond if a friendship is making them feel worried, unsafe or uncomfortable • To explain how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	Google & Parentzone – Be Internet Legends
Year 6	Summer 1 and 2	<p>Different relationships, changing and growing, adulthood:</p> <ul style="list-style-type: none"> • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership 	Medway Public Health Directorate - Primary RSE lessons (Y6) City to Sea – Rethink Periods

		<ul style="list-style-type: none">• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime• how puberty relates to growing from childhood to adulthood• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for• that there are ways to prevent a baby being made	
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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
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

	<ul style="list-style-type: none"> • 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	