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EXCELLENCE

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Alexandra Primary School Relationships and Sex Education Policy

Governors' Committee Responsible	Teaching and Learning Committee
Date written/last review	January 2021
Date to be reviewed	January 2022

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
- Provide opportunities for children to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and to become active, informed and responsible citizens
- Parents will be fully informed of policy and practice

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 Alexandra 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, 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.

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.

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).

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

Sex education involves building on what has been learned in previous years including:

- Learning the correct terminology for male and female genitalia
- External, internal and physical changes that happen during puberty
- Emotional changes that occur during puberty
- How a baby is made

All topics will be carefully planned and delivered by class teachers, supported by the PSHE coordinator. Teachers will consider the needs of all pupils, including those with special educational needs, and ensure that the lessons are differentiated appropriately.

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

The governing board

The governing board will approve the RSE policy, and hold the Senior Leadership Team to account for its implementation.

The Senior Leadership Team

The Senior Leadership Team is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

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 Senior Leadership Team.

The PSHE Lead (Megan Griffiths) is responsible for coordinating RSE and the curriculum content.

All class teachers are responsible for the implementation of the RSE programme. A range of teaching and learning resources will be used, with an emphasis on children taking an active part in the lessons, through discussions and drama etc. A scheme of learning, 'Jigsaw', and a range of resources are available to all teachers to enable them to teach SRE effectively.

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-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 Senior Leadership Team.

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

Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

If required, the school 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 the PSHE Lead, Megan Griffiths, through:

Planning scrutinies, learning walks, evaluation by pupils of both individual sessions and the whole programme focussing on learning outcomes and appropriate delivery.

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

This policy will be reviewed by the PSHE Lead, Megan Griffiths, annually. At every review, the policy will be approved by a member of the Senior Leadership Team.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Spring	<p>Relationships:</p> <ul style="list-style-type: none"> • Children identify different members of their families, understand their relationships with each of them, and the need to cooperate. Children understand that most people value their families • Children understand that there are lots of forms of physical contact within a family and some is acceptable, some is not. Children can discuss contact they like and dislike • Children identify things that can cause conflict with their friends. Children learn about positive conflict resolutions • Children understand that keeping secrets can be a good and bad thing. Children know who to talk to if they are uncomfortable keeping a secret • Children recognise people in school, home and my community who can help them • Children can express appreciation for their special relationships
	Summer	<p>My changing body:</p> <ul style="list-style-type: none"> • Children can recognise cycles of life in nature and understand that there are some changes that are outside of their control. Children can recognise how they feel about this • Pupils can tell you about the natural process of growing from young to old and understand that this is not in their control • Pupils can recognise how their body has changed since they were a baby and feel proud about becoming more independent • Children can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. Children can tell you what they like/don't like about being a boy/girl • Pupils understand there are different types of touch and can tell you which ones they like and don't like • Children can identify what they are looking forward to when they are in Year 3

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Spring	<p>Relationships:</p> <ul style="list-style-type: none"> • Children have an accurate picture of who they are as a person in terms of characteristics and personal qualities. Pupils know how to keep building their own self esteem • Pupils can recognise how friendships change, know how to make new friends and how to manage when they fall out with their friends • Children understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean. Pupils understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend • Pupils understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean. Children can recognise the feeling of jealousy, where it comes from and how to manage it • Children understand how to stay safe when using technology to communicate with their friends and can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others • Pupils can explain how to stay safe when using technology to communicate with their friends and can recognise and resist pressures to use technology in ways that may be risky or may cause harm
	Summer	<p>Changing Me:</p> <ul style="list-style-type: none"> • Children are aware of their own self-image and how their body image fits into that • Pupils can explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally. Children understand that puberty is a natural process that happens to everybody • Pupils can describe how boys' and girls' bodies change during puberty and can express how they feel about the changes • Children understand that sexual intercourse can lead to conception and that is how babies are usually made Pupils also understand that sometimes people need IVF to help them have a baby • Pupils can identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Children are confident that they can cope with the changes that growing up will bring • Children can identify what they are looking forward to when they are in Year 6

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

TOPIC	PUPILS SHOULD KNOW
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	