Colgate Primary School

Relationships and sex education policy 2021

OUR VISION: Working Together to be our best

Approved by:	Colgate Full Governing Board	**Date:** July 2021
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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
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support children to grow emotionally.
- Help children to understand their responsibility to keep themselves safe and to know how to do this.
- Help children to learn how to question their world and to make informed decisions for themselves.
- Enable children to become respectful citizens in a diverse world. By exploring and understanding the different viewpoints and beliefs that exist around them, this helps children to develop a supportive and inclusive approach to each other.

- Children will also develop their awareness of the part that they play in their local and global community; respecting and demonstrating how to live responsibly.

2. 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 Colgate Primary school 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 member of staff or working group 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/carer consultation – parents and carers are invited to raise questions about the policy

4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

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. 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 (Year 6)

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 (life cycles) are taught within the science curriculum.

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 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-science 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-science components of RSE

Staff who may have concerns about teaching RSE are encouraged to discuss this with the headteacher. Class teachers are responsible for delivering RSE lessons in school.

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

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.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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.

10. Monitoring arrangements

The delivery of RSE is monitored by Rebecca Winn, Headteacher through:

Staff meetings

Focused learning walks

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

This policy will be reviewed by Rebecca Winn annually. At every review, the policy will be approved by the Curriculum and Progress committee.

R.Winn

May 2021

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year R	Throughout the year.	• **Learning Intention** • To consider the routines and patterns of a typical day • **Learning Outcomes** • Understand some areas in which the children can • look after themselves e.g. dressing and undressing • **Learning Intention** • To understand why hygiene is important • **Learning Outcomes** • Explain why it is important to keep clean • Understand some basic hygiene routines • **Learning Intention** • To recognise that all families are different • **Learning Outcomes** • Identify different members of the family Understand how members of a family can help each other	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer term	• **Learning Intention** • To understand some basic hygiene principles • **Learning Outcomes** • Know how to keep clean and look after oneself • **Learning Intention** • To introduce the concept of growing and changing • **Learning Outcomes** • Understand that babies become children and then adults • Know the differences between boy and girl babies • **Learning Intention** • To explore different types of families and who to ask for help • **Learning Outcomes** • Know there are different types of families • Know which people we can ask for help	Please speak to class teacher re resources used as these can change as updated resources become available.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer term	• **Learning Intention** • To introduce the concept of male and female and gender stereotypes • To identify differences between males and females • **Learning Outcomes** • Understand that some people have fixed ideas about what boys and girls can do • Describe the difference between male and female babies • **Learning Intention** • To focus on sexual difference and name body parts • **Learning Outcomes** • Describe the physical differences between males and females • Name the male and female body parts • **Learning Intention** • To explore some of the differences between males and females and to understand how this is part of the lifecycle • **Learning Outcomes** • Describe some differences between male and female animals • Understand that making a new life needs a male and a female	Please speak to class teacher re resources used as these can change as updated resources become available.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer term	• **Learning Intention** • To explore the differences between males and females and to name the body parts • **Learning Outcomes** • Know some differences and similarities between males and females • Name male and female body parts using agreed words • **Learning Intention** • To consider touch and to know that a person has the right to say what they like and dislike • **Learning Outcomes** • Identify different types of touch that people like and do not like • Understand personal space • Talk about ways of dealing with unwanted touch • **Learning Intention** • To explore different types of families and who to go to for help and support • **Learning Outcomes** • Understand that all families are different and have different family members • Identify who to go to for help and support	Please speak to class teacher re resources used as these can change as updated resources become available.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer term	• **Learning Intention** • To explore the human lifecycle • **Learning Outcomes** • Describe the main stages of the human lifecycle • Describe the body changes that happen when a child grows up • **Learning Intention** • To explore how puberty is linked to reproduction • **Learning Outcomes** • Know about the physical and emotional changes that happen in puberty • Understand that children change into adults so that they are able to reproduce • **Learning Intention** • To identify some basic facts about puberty • **Learning Outcomes** • Discuss male and female body parts using agreed words • Know some of the changes which happen to the body during puberty	Please speak to class teacher re resources used as these can change as updated resources become available.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer term	• **Learning Intention** • To explore the emotional and physical changes occurring in puberty • **Learning Outcomes** • Explain the main physical and emotional changes that happen during puberty • Ask questions about puberty with confidence • **Learning Intention** • To understand male and female puberty changes in more detail • **Learning Outcomes** • Understand how puberty affects the reproductive organs • Describe how to manage physical and emotional changes • **Learning Intention** • To explore the impact of puberty on the body & the importance of hygiene • To explore ways to get support during puberty • **Learning Outcomes** • Explain how to keep clean during puberty • Explain how emotions change during puberty • Know how to get support and help during puberty	Please speak to class teacher re resources used as these can change as updated resources become available.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer term	• **Learning Intention** • To consider puberty and reproduction • **Learning Outcomes** • Describe how and why the body changes during puberty in preparation for reproduction • Talk about puberty and reproduction with confidence • **Learning Intention** • Consider physical & emotional behaviour in relationships • **Learning Outcomes** • Discuss different types of adult relationships with confidence • Know what form of touching is appropriate • **Learning Intention** • To explore the process of conception and pregnancy • **Learning Outcomes** • Describe the decisions that have to be made before having a baby • Know some basic facts about pregnancy and conception • **Learning Intention** • To explore positive and negative ways of communicating in a relationship • **Learning Outcomes** • To have considered when it is appropriate to share personal/private information in a relationship • To know how and where to get support if an online relationship goes wrong	Please speak to class teacher re resources used as these can change as updated resources become available.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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	• 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	• 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	• 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/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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	