



Relationships and sex education policy (from 2020)

Milldene Primary School

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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
- › Teach pupils the correct vocabulary to describe themselves and their bodies

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. To allow an effective transition through to secondary school, the school has taken on board The Department for Education's recommendation to teach further sex education content.

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 Milldene 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. Governor consultation- governors were made aware of the changes that staff had agreed on. They were then involved in parent/stakeholder consultation.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
5. 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, personal hygiene, 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.

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

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).

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

Primary sex education focuses on preparing boys and girls for the changes that adolescence brings. It does not promote sexual activity or forms of intimacy. Our sex education curriculum aims to:

- › Prepare boys and girls for the changes that adolescence brings
- › Teach children how a baby is conceived and born

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).

The school's aim is to 'normalise' sexual orientation and LGBT relationships. Please refer to school's PSHE planning to see which lessons this is a part of. The acronym LGBT is fully explained from KS2 onwards.

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 the non-statutory/non-science (but recommended) sex education 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 (in line with the Equality Act 2010)
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- › Presenting the learning in a politically impartial manner i.e. partisan political views must not be presented in an unbalanced way
- › Adhering to the guidance of the Equality Act 2010

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 and the PSHE leader.

Class teachers are responsible for teaching RSE in the school to their own classes.

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-statutory/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.

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 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 the PSHE leader and senior leadership team through planning scrutinies, learning walks, monitoring children's work and through pupil perception surveys.

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

This policy will be reviewed by the senior leadership team and PSHE leader whenever necessary. At every review, the policy will be approved by board of governors.

The RSE curriculum, specifically the non-statutory and non-science elements of the subject, will need to be presented to the parents before teaching takes place. Parents will need to know when this content is being covered.

Appendix 1: Curriculum map

Relationships and sex education curriculum map (this includes statutory and non-statutory content)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	On-going and taught through the areas of learning.	<p>Areas of learning that cover PSHE and relationship education: personal, social and emotional development, understanding the world.</p> <p>Children will be taught that families come in many forms (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures).</p>	<p>EYFS profile handbook.</p> <p>The Great Big Book of Families by Mary Hoffman.</p>
Year 1	When appropriate	<p>Medway plans provided: 'My Special People'</p> <p>Relationships education will be taught via PSHE lessons will then follow the content of the PSHE Association Planning Toolkit.</p> <p>N.B. Year One lesson H16 p.31, will address the NSPCC's PANTS rule regarding privacy. Correct names for genitalia will be covered in Year Two and term 'private parts' will be used.</p>	<p>Refer to Year 1/2 Medway Plans.</p> <p>PSHE Association Planning Toolkit</p> <p>Grandfather and I by Helen E. Buckley</p> <p>The Great Big Book of Families by Mary Hoffman.</p>
Year 2	Summer	<p>Medway plans provided: 'We Are Growing: Human Life Cycle'. This forms part of the statutory science curriculum. It does not teach conception as this is covered in KS2.</p> <p>Medway plans provided: Everybody's Body. Children will learn the correct name for their genitalia. Children will be reminded why we often call these parts of our bodies 'private parts' (this then links to safeguarding). This lesson includes discussion regarding gender stereotypes which is a statutory part of the RSE curriculum.</p> <p>Relationships education will be taught via PSHE lessons will then follow the content of the PSHE Association Planning Toolkit.</p>	<p>Refer to Year 1/2 Medway Plans.</p> <p>PSHE Association Planning Toolkit</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	When appropriate	<p>Medway plans provided: What makes a good friend? Friendship: Falling out with friends.</p> <p>Relationships education will be taught via PSHE lessons will then follow the content of the PSHE Association Planning Toolkit.</p>	<p>Refer to Year 3 Medway Plans. PSHE Association Planning Toolkit</p>
Year 4	When appropriate	<p>There are no specific sex education lessons in this year group.</p> <p>Relationships education will be taught via PSHE lessons will then follow the content of the PSHE Association Planning Toolkit.</p> <p>N.B. Year Four lesson R21 p.168, will address the NSPCC's PANTS rule regarding privacy.</p>	<p>PSHE Association Planning Toolkit https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p>
Year 5	Summer	<p>Statutory science curriculum objective: describe the changes as humans develop to old age. Non-statutory guidance from The Department of Education: pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>The science curriculum will be taught via the lessons provided by the Medway lesson plans, which are as follows: Puberty: Time to change, Puberty: Menstruation and wet dreams, Puberty: Personal hygiene, Puberty: Emotions and Feelings.</p> <p>Relationships education will be taught via PSHE lessons will then follow the content of the PSHE Association Planning Toolkit.</p>	<p>Refer to Year 4/5 Medway Plans. PSHE Association Planning Toolkit</p>
Year 6	Summer	<p>Medway plans provided: Puberty: Recap and review, Puberty: Change and becoming independent, Positive and healthy relationships, How babies are made.</p> <p>Relationships education will be taught via PSHE lessons will then follow the content of the PSHE Association Planning Toolkit.</p>	<p>Refer to Year 6 Medway Plans. PSHE Association Planning Toolkit</p>

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
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 4: RSE terminology as it is taught by year group, relating to sex education elements only.

Terminology will not be taught before children reach each year group but will be referred to in subsequent year groups.

EYFS	<p>References to the variety of family units (with reference to different family units presented in <i>The Great Big Book of Families</i> by Mary Hoffman. This may include pupils living with foster families, step families, same-sex parents, blended families, adoptive parents or those recently separated from their families.)</p> <p>Same-sex couples, gay (in reference to diversity and diversity of family units).</p>
Year One	<p>Private</p> <p>References to the variety of family units (with reference to different family units presented in <i>The Great Big Book of Families</i> by Mary Hoffman. This may include pupils living with foster families, step families, same-sex parents, blended families, adoptive parents or those recently separated from their families.)</p> <p>Same-sex couples, gay (in reference to diversity and diversity of family units).</p>
Year Two	<p>Words related to genitalia: vulva, vagina, urethra, testicles, penis</p> <p>References to the variety of family units (with reference to different family units presented in <i>The Great Big Book of Families</i> by Mary Hoffman. This may include pupils living with foster families, step families, same-sex parents, blended families, adoptive parents or those recently separated from their families.)</p> <p>Same-sex couples, gay (in reference to diversity and diversity of family units).</p>
Year Three	<p>LGBT+</p> <p>Same-sex couples, gay (in reference to diversity and diversity of family units).</p>
Year Four	<p>LGBT+</p> <p>Same-sex couples, gay (in reference to diversity and diversity of family units).</p>
Year Five	<p>LGBT+</p> <p>Same-sex couples, gay (in reference to diversity and diversity of family units).</p> <p>Words related to genitalia: vulva, vagina, urethra, testicles, penis, foreskin and pubic hair.</p> <p>Puberty</p> <p>Menstruation, periods, cramps, cervix, uterus, ovary, fallopian tubes, breasts, sanitary protection</p> <p>Erection, sperm, semen, wet dreams, ejaculation (with reference to wet dreams)</p> <p>Body odour, spots/acne</p>
Year Six	<p>LGBT+</p> <p>Same-sex couples, gay (in reference to diversity and diversity of family units).</p> <p>Conception, sexual intercourse (sex), pregnancy, gestation period</p>