



## Crooks Barn Primary School

# Relationships and sex education policy

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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 primary academy school 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 Crooksbarne 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/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
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, 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.

## **5. Curriculum**

We have developed the curriculum 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. In cases where the teacher deems it appropriate, pupils may be advised to ask their parents or carers particular questions.

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Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born (reproduction)

## **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).

Pupils also receive stand-alone sex education sessions.

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

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 body**

The governing body 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 components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

Planning and 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 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.

Miss Bailey is our PSHE/RSE Lead.

### **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**

Following consultation, it was agreed that we do not plan to teach sex education beyond the requirements of the science curriculum. Therefore, parents do not have a right to withdraw their child from such teaching. We recognise that pupils will often raise issues or ask questions beyond matters covered in the curriculum. Any such issues will be addressed with care, taking account of the age and maturity of the children. It may be that consent is sought from parents if it is felt that it would be appropriate to take things further.

## **9. Training**

Staff are trained on the delivery of RSE 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 Miss Bailey.

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

This policy will be reviewed by annually. At every review, the policy will be approved by the governing and the headteacher.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	Autumn	<p>To understand that families can be different (and this should be respected).</p> <p>To recognise how good friendships can benefit us.</p> <p>To maintain healthy friendships.</p>	
KS1	Autumn A	<ul style="list-style-type: none"> <li>• What are the benefits of friendships?</li> <li>• What are the characteristics of friendships (healthy and unhealthy)?</li> <li>• To understand that healthy friendships have ups and downs and how to work through them.</li> <li>• To recognise who to trust and what to do in an unhealthy friendship.</li> </ul>	
	Summer A	<ul style="list-style-type: none"> <li>• To name the main parts of the body, including external genitalia.</li> </ul>	
	Autumn B	<ul style="list-style-type: none"> <li>• Why is my family so important?</li> <li>• What does a healthy family life look like?</li> <li>• To understand that families can be different.</li> <li>• What do you find at the heart of a happy family? (Stable, caring relationships).</li> <li>• What groups/communities do we belong to?</li> <li>• What rights and responsibilities do we have in our groups/communities?</li> <li>• Know about the roles different people play in our lives (e.g. acquaintances, friends and relatives).</li> <li>• Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</li> </ul>	

	Spring B	<ul style="list-style-type: none"> <li>• Know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</li> <li>• Know about how the internet and other digital devices can be used safely to find things out and to communicate with others.</li> </ul>
	Summer B	<ul style="list-style-type: none"> <li>• Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</li> <li>• Know how to respond safely to adults they don't know.</li> <li>• Know how to respond if physical contact makes them feel uncomfortable or unsafe.</li> </ul>
<b>LKS2</b>	Autumn A	<ul style="list-style-type: none"> <li>• To understand that the same principles apply to online and face-to-face relationships.</li> <li>• Am I being safe online?</li> <li>• Why can making friends online be different to in person?</li> </ul>
	Spring A	<ul style="list-style-type: none"> <li>• To have a bank of strategies for recognising and managing peer influence and a desire for peer approval in friendships.</li> <li>• To understand that friendships can change over times, about making new friends and the benefits of different types of friends.</li> <li>• To recognise that friendships have ups and downs, strategies to resolve disputes and reconcile differences positively and safely.</li> <li>• To recognise if a relationship (online or offline) is making them feel unsafe or uncomfortable, and how to manage this and ask for support if necessary.</li> <li>• To know that personal behaviour can affect other people; to recognise and model respectful behaviour online and offline.</li> <li>• To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should be treated politely and with respect by others online and offline; strategies to improve or support respectful relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>• To know about respecting differences and similarities between people and recognising what they have in common with others (physically, personality, background etc).</li> <li>• To know to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</li> <li>• To know how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with.</li> </ul>
Autumn B	<ul style="list-style-type: none"> <li>• To recognise that there are different types of relationships (friendships, families, romantic relationships, online relationships)</li> <li>• To understand that people may be attracted to someone emotionally and romantically that people may be attracted to someone of the same sex or a different sex to them.</li> <li>• That people in a loving or committed relationship can live together or apart.</li> <li>• To recognise that families care for each other in different ways.</li> <li>• To recognise aspect of different family structures (single parents, same sex parents, step-parents, blended families, foster parents) and that all family types can give members love, security and stability.</li> <li>• To recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty.</li> </ul>
Spring B	<ul style="list-style-type: none"> <li>• To recognise different types of physical contact and know what is acceptable and unacceptable and have strategies to respond to unwanted physical contact.</li> <li>• To understand the importance of seeking and giving permission (consent) in different situations.</li> <li>• How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable, and strategies for managing this.</li> </ul>
UKS2	Autumn A <ul style="list-style-type: none"> <li>• Can I trust who I meet online?</li> </ul>

Spring A

- To understand that the same principles apply to online and face-to-face relationships.
- To understand why people may act differently online to offline.
- To understand how to respond safely to adults, both known and unknown.
- Who can I trust? Recognising when relationships make me feel uncomfortable.

Summer A

- Why is my body changing and why do I feel this way? (Puberty, including physical and emotional changes, menstruation, erections and wet dreams).
- To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty related to human reproduction.
- To understand that Female Genital Mutilation is against British Law, what to do and who to tell if they think they or someone they know could be at risk.
- To understand menstrual wellbeing.
- To understand that people may be attracted to someone emotionally, romantically and sexually to someone of the same sex or different sex.
- To understand that gender identity and sexual orientation are different.
- What is marriage? Including civil partnerships.
- To understand that forcing anyone to marry against their will is a crime, and that help and support is available to people who are worried for themselves/others.

Autumn B

Summer B

- How can I improve/support respectful relationships?
- Why is my body changing and why do I feel this way? (Puberty, including physical and emotional changes, menstruation, erections and wet dreams).
- To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty related to human reproduction.
- To learn about the process of reproduction and birth as part of human life (conception, how to prevent conception and how babies need to be cared for).



- Where to get more information, help and advice about growing and changing, especially about puberty.

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

TOPIC	PUPILS SHOULD KNOW
<i>Families and people who care about me</i>	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
<i>Caring friendships</i>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>
<i>Respectful relationships</i>	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p>

	<p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
<i>Online relationships</i>	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
<i>Being safe</i>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>