

'The joy of the Lord is your strength'

We Work, We Play,

We Care, We Pray



Relationships and sex education policy



Approved by:

Date:

Last reviewed on:

Next review due by:

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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

Relationships and sex education provided through the joy of the Lord and Christian Values, will help pupils to flourish in school and in our community. With nurture and support pupils will read labels, captions and articles; and discuss and explore relevant themes. This will all be in the context of no outsiders within our PSHEC policy and scheme of work.

2. Statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

At Bishop Wilson Primary 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, healthy lifestyles, diversity and personal identity. It also includes basic references to reproduction. (See appendix 1, year 6 point 3)

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, staff and governors, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy or the objectives of the session, teachers will respond in an appropriate manner which may be outside of the session or through directing the child to their parents 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 (Please see point 6 'Delivery' referencing year 6 materials for further information)

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

In addition to the science, PSHEC and RE curriculum a short series of sessions using The Christopher Winters Project materials are explored annually with each year group as appropriate. The year 6 materials are adapted following parental, staff and governor (including church representatives) consultation. They revisit the theme of puberty and use a story book to introduce children to the themes of conception and birth.

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.

The governing board has delegated the approval of this policy to the curriculum and standards sub-committee.

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-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.

All class teachers and support staff may be involved in RSE sessions. As far as possible class teachers will lead sessions.

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 components of sex education within RSE.

Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Please see below. Parents are invited to view our resources and discuss any concerns with our staff.

The DfE guidance (pg. 23):

*"The national curriculum for science also includes subject content in related areas, such as **the main external body parts**, the human body as it grows from **birth** to old age (including **puberty**) and **reproduction** in some plants and animals."*

*"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively...It (the sex education programme) should ensure that both boys and girls are prepared for **the changes that adolescence brings and** – drawing on knowledge of the human life cycle set out in the national curriculum for science - **how a baby is conceived and born.**"*

As above sex education includes **puberty, conception, reproduction** and birth. **Puberty** is already statutory under Health Education and National Curriculum Science (so there is no right to withdraw). **Birth and reproduction** are also included in Science (again, no right to withdraw) and so this leaves **conception**. By

definition 'how a baby is **conceived**' means what happens during sexual intercourse before an egg and sperm meet (**reproduction**).

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

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 and it is included in our continuing professional development calendar.

The headteacher may 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 head of school through: discussion with staff and learning walks, etc.

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

This policy will be reviewed by the head of school annually. At every review, the policy will be approved by the curriculum and standards sub-committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Each year parents will be invited by their class teacher to view relevant materials for their child at an informal parent 'drop in' session.

Each year group will be taught the relevant year group material by their class teacher, except where this is not possible. Year 5 and 6 will both cover the year 5 puberty materials together, but **ONLY YEAR 6 WILL BE TAUGHT THE YEAR 6 MATERIALS**. To support the teaching of units to individual year groups those children not receiving RSE will take part in joint activities, under the supervision of TAs and other staff, related for example to prayer spaces or Christian values. The lessons/ activities will take place during one afternoon and groups will be swapped half way through the afternoon. Each unit, with the exception of year 6, contains 3 lessons. These lessons will take place in spring 2, summer 1 and summer 2 to support the delivery of the activities in the hall.

ONLY YEAR 6 CHILDREN TAKE PART IN THE YEAR 6 SESSIONS. (As agreed through consultation with parents, staff and governors.)

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y1	Summer 1	<ol style="list-style-type: none">1. Keeping Clean:<ol style="list-style-type: none">a. Know how to keep clean and look after oneself.2. Growing and changing:<ol style="list-style-type: none">a. Know how people grow and changeb. Understand that babies become children and then adultsc. Know the differences between boy and girl babies3. Families and Care:<ol style="list-style-type: none">a. Know there are different types of familiesb. Know which people we can ask for help	Christopher Winter Resource for Y1

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y2	Summer 1	<ol style="list-style-type: none"> 1. Differences - Boys and Girls: <ol style="list-style-type: none"> a. Talk about the ways boys and girls can be the same and different b. Understand that some people have fixed ideas about what boys and girls can do c. Describe the difference between male and female babies 2. Differences – Male and Female: <ol style="list-style-type: none"> a. Describe some differences between male and female animals b. Describe some differences between boys and girls c. Understand that making a new life needs a male and a female 3. Naming the body parts: <ol style="list-style-type: none"> a. Describe the physical differences between males and females b. Name the male and female body parts 	Christopher Winter Resource for Y2
Y3	Summer 1	<ol style="list-style-type: none"> 1. Differences – Male and Female: <ol style="list-style-type: none"> a. Know some differences and similarities between males and females b. Name male and female body parts using agreed words 2. Personal Space: <ol style="list-style-type: none"> a. Identify different types of touch that people like and do not like b. Understand personal space c. Talk about ways of dealing with unwanted touch 3. Family Differences: <ol style="list-style-type: none"> a. Understand that all families are different and have different family members b. Identify who to go to for help and support 	Christopher Winter Resource for Y3

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y4	Summer 1	<ol style="list-style-type: none"> 1. Growing and Changing: <ol style="list-style-type: none"> a. Describe the main stages of the human lifecycle b. Describe the body changes that happen when a child grows up 2. Body Changes and Reproduction: <ol style="list-style-type: none"> a. Know that during puberty the body changes from a child into a young adult b. Understand why the body changes during puberty c. Identify some basic facts about pregnancy 3. What is Puberty? <ol style="list-style-type: none"> a. Know about the physical and emotional changes that happen in puberty b. Know that each person experiences puberty differently. 	Christopher Winter Resource for Y4
Y5	Summer 1	<ol style="list-style-type: none"> 1. Talking about Puberty: <ol style="list-style-type: none"> a. Explain the main physical and emotional changes that happen during puberty b. Ask questions about puberty with confidence 2. Male and Female Changes: <ol style="list-style-type: none"> a. Understand how puberty affects the body and the emotions b. Describe how to manage physical and emotional changes 3. Puberty and Hygiene: <ol style="list-style-type: none"> a. Explain how to stay clean during puberty b. Describe how emotions change during puberty c. Know how to get help and support during puberty 	Christopher Winter Resource for Y5

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Y6	Summer 1	<ol style="list-style-type: none"> 1. Puberty and Reproduction: <ol style="list-style-type: none"> a. Describe how and why the body changes during puberty in preparation for reproduction b. Talk about puberty and reproduction with confidence 2. Relationships and Reproduction: <ol style="list-style-type: none"> a. Discuss the different types of adult relationships with confidence b. Explain how babies are made 3. Conception and pregnancy: <ol style="list-style-type: none"> a. Describe the decisions that have to be made before having a baby. b. Know some basic facts about pregnancy and conception. 	<p>Christopher Winter Resource for Y6 Made with love Kate Perry and Charlotte Middleton</p> <p>THE ABOVE BOOK IS USED IN THIS SCHOOL AND NOT THE VIDEOS REFERED TO IN THE SCHEME OF WORK AS AGREED BY PARENT AND GOVERNOR CONSULTATION</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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>