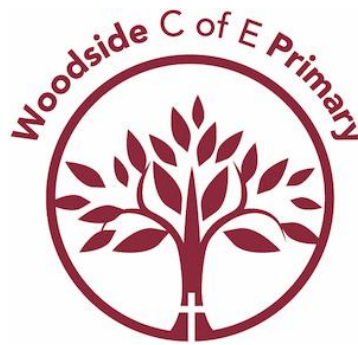


# Relationship and sex education policy

**Woodside C of E Primary School**



**Approved by:**

**Date:**

**Last reviewed on:**

Jan 2024

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## 1.0 Aims

1.1 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

## 2.0 Statutory requirements

2.1 As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

2.2 We don't 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. This would include the elements of sex education contained in the science curriculum.

2.3 In teaching RSE, we're 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.

2.4 We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

2.5 At Woodside, we teach RSE as set out in this policy.

2.6 As a secondary academy/free school, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.

2.7 In teaching RSE, we're 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.

## 3.0 Policy development

You **must** consult with parents when making changes to your RSE policy, and it's good practice to consult with staff and pupils, too. The text below is an example of how schools may do this. You'll need to adapt this section to reflect your own policy development process. For example, you may want governors to be involved earlier in the policy development process.

- 3.1 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.

#### **4.0 Definition**

As Woodside is a primary school, we only provide relationships education, not sex education. However, in our science curriculum towards the end of KS2 the reproductive system and life cycles are covered.

- 4.1 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.
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity.

#### **5.0 Curriculum**

- 5.1 Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.
- 5.3 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.

## 6.0 Delivery of RSE

RSE is taught through our curriculum based on the Jigsaw scheme.

### **Being in My World**

Includes lessons on self-identify, group identity, responsibilities, consequences, team work and introduces the Jigsaw Charter.

### **Celebrating Difference**

Includes lessons on similarity and difference, bullying, stereotyping, racism, discrimination and celebrating differences and individuality.

### **Dreams and Goals**

Includes lessons on aspirations, goals, challenges, teamwork, resilience, jobs and careers and simple budgeting.

### **Healthy Me**

Includes lessons on drugs and alcohol education, self -esteem and confidence as well as healthy lifestyle choices.

### **Relationships**

Includes lessons on friendship, family and other relationships, conflict resolution, communication, loss and bereavement.

### **Changing Me**

Includes lessons on coping positively with change, puberty, environmental and life cycles (includes Human reproduction)

6.1 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).

6.2 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

6.3 For more information about our RSE curriculum, see Appendices 1 and 2.

- 6.4 These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families,
- 6.5 LGBT parents, families headed by grandparents, adoptive parents and 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).
- 6.6 We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.
- 6.7 Inclusivity**
- 6.8 We will teach about these topics in a manner that:
- Considers how a diverse range of pupils will relate to them
  - Is sensitive to all pupils' experiences
- 6.9 During lessons, makes pupils feel:
- Safe and supported
  - Able to engage with the key messages
- 6.10 We will also:
- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- 6.11 We will give careful consideration to the level of differentiation needed.
- 6.12 Use of resources**
- 6.13 We **will** consider whether any resources we plan to use:
- Are aligned with the teaching requirements set out in the statutory RSE guidance
  - Would support pupils in applying their knowledge in different contexts and settings
  - Are age-appropriate, given the age, developmental stage and background of our pupils

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7.0 Use of external organisations and materials

7.1 We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

7.2 The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

7.3 We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use

- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

7.4 We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8.0 Roles and responsibilities

### 8.1 The Local Academy Board

The Local Academy Board will approve the RSE policy and hold the headteacher to account for its implementation.

### 8.2 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/non-science] components of RSE (see section 9).

### 8.3 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/non-science] components of RSE

8.4 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.

Those responsible for teaching RSE in the school are the following:

- Lynne Clifford- EYFS Teacher
- Maddie Groucott- Y1 Teacher
- Vicky Smallwood- Y2 Teacher



- Lauren Orgill-Y3 Teacher
- Natalie Court- Y4 Teacher
- Chris Langley-Y5 Teacher
- Natalie Bruntlett -Y6 Teacher

## **8.5 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **9.0 Parents' right to withdraw**

- 9.1 Parents do not have the right to withdraw their children from relationships education.
- 9.2 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- 9.3 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.
- 9.4 Alternative school 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.

## **10.0 Training**

- 10.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.
- 10.2 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.

## **11.0 Monitoring arrangements**

- 11.1 The delivery of RSE is monitored by Natasha Johnson- Headteacher and Assistant Headteachers- Natalie Bruntlett and Vicky Smallwood through:  
Learning walks, book trawls and pupil voice.
- 11.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

- 11.3 This policy will be reviewed by Natasha Johnson-Headteacher annually]. At every review, the policy will be approved by LAB – Chair Krystal Knight and the headteacher.

## Appendix 1: Curriculum map

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### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1 and 2	<p><b>Relationships-</b> How do the relationships I create and have make me special?</p> <ul style="list-style-type: none"> <li>• Identifying members of family and understanding there are different types of families.</li> <li>• Identifying what being a good friend means.</li> <li>• Knowing appropriate ways of physical contact to greet friends and know which ways I prefer.</li> <li>• Know who can help me in my community.</li> <li>• Recognise my qualities as a person and a friend.</li> <li>• Say why I appreciate someone who is special to me.</li> </ul> <p><b>Changing me-</b> How do I change as I grow?</p> <ul style="list-style-type: none"> <li>• Starting to understand the life cycles of animals and humans.</li> <li>• Being able to say things about me that have changed and what has stayed the same.</li> <li>• Say how my body has changed since I was a baby.</li> <li>• Identify the parts of the body that make boys different to girls and can use the correct names for these penis, testicles, and vagina.</li> <li>• Understand that every time I learn something new, I change a little bit.</li> <li>• Say about the changes that have happened in my life.</li> </ul>	

Year 2	Summer 1 and 2	<p><b>Relationships-</b> How do the relationships I create and have make me special?</p> <ul style="list-style-type: none"> <li>• Identify different members of my family and understand my relationship with them and know why it is important to share and cooperate.</li> <li>• Understand there are lots of forms of physical contact within a family and that some of this is acceptable and some not.</li> <li>• Identify some of the things that cause conflict with friends.</li> <li>• Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</li> <li>• Recognise and appreciate people who can help me in my family, my school and community.</li> <li>• Express my appreciation for the people in my special relationships.</li> </ul> <p><b>Changing me-</b> How do I change as I grow?</p> <ul style="list-style-type: none"> <li>• Recognise the cycles of life in nature.</li> <li>• Tell you about natural processes of growing from young to old and understand that this is not in my control.</li> <li>• Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> <li>• Recognise the physical differences between boys and girls use the correct names for parts of the body- penis, testicles, vagina and appreciate some parts of my body are private.</li> <li>• Understand there are different types of touch, and I can say which I like and don't like.</li> </ul>	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"><li data-bbox="763 347 1485 384">Identify what I am looking forward to when in Y3.</li></ul>	

Year 3	Summer 1 and 2	<p><b>Relationships-</b> How do the relationships I create and have make me special?</p> <ul style="list-style-type: none"> <li>• Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</li> <li>• Can identify and put into practice some of the skills of friendship- taking turns, being a good listener.</li> <li>• Know and use some strategies for keeping myself safe.</li> <li>• Explain how some of the actions and work of people around the world help and influence my life.</li> <li>• Understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</li> <li>• Know how to express my appreciation to my friends and family.</li> </ul> <p><b>Changing me-</b> How do I change as I grow?</p> <ul style="list-style-type: none"> <li>• Understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby.</li> <li>• Understand how babies grow and develop in the mother's uterus.</li> <li>• Understand what a baby needs to live and grow.</li> <li>• Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</li> </ul>	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"><li>• Identify how boys' and girls' bodies change on the outside during the growing up process.</li><li>• Start to recognise stereotypical ideas I may have about parenting and family roles.</li><li>• Identify what I am looking forward to when I am in Y4.</li></ul>	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 1 and 2	<p><b>Relationships-</b> How do the relationships I create and have make me special?</p> <ul style="list-style-type: none"> <li>• Identify the web of relationships I am part of starting from those closest to me and including those more distant.</li> <li>• Identify someone I love and can express why are special to me.</li> <li>• Tell you about someone I know that I no longer see.</li> <li>• Understand how people feel when they love a special pet.</li> <li>• I know how to show love and appreciation to the people and animals who are special to me.</li> </ul> <p><b>Changing me-</b> How do I change as I grow?</p> <ul style="list-style-type: none"> <li>• Understand that some of my personal characteristics have come my birth parents and that this happens because I am made from the joining of their egg and sperm.</li> <li>• Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</li> <li>• Describe how a girl's body changes in order for her to have babies when she is an adult, and that menstruation is a natural part of this.</li> <li>• Know how the circle of change works and can apply it to changes I want to make in my life.</li> <li>• Identify changes that have been and may continue to be outside of my control and I learnt to accept.</li> <li>• Identify what I am looking forward to when I am in Y5.</li> </ul>	

Year 5	Summer 1 and 2	<p><b>Relationships-</b> How do the relationships I create and have make me special?</p> <ul style="list-style-type: none"> <li>• Have an accurate picture of who I am as a person int terms of my characteristics and personal qualities.</li> <li>• Can recognise how friendships change, know how make new friends and how to manage when I fall out with friends.</li> <li>• Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</li> <li>• Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</li> <li>• Understand and explain how to stay safe when using technology to communicate with friends.</li> </ul> <p><b>Changing me-</b> How do I change as I grow?</p> <ul style="list-style-type: none"> <li>• I am aware of my own self image and how my body image fits into that.</li> <li>• Explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally.</li> <li>• I can describe how boys’ and girls’ bodies change during puberty.</li> <li>• Understand that sexual intercourse can lead to conception and that is how babbies are made.</li> <li>• Understand that sometimes people need IVF to help them have a baby.</li> </ul>	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"><li>• Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities- age of consent.</li><li>• Identify what I am looking forward to when in Y6.</li></ul>	

Year 6	Summer 1 and 2	<p><b>Relationships-</b> How do the relationships I create and have make me special?</p> <ul style="list-style-type: none"> <li>• I can identify the most significant people in my life so far</li> <li>• I know some of the feelings we can have when someone dies or leaves</li> <li>• I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</li> <li>• Recognise when people are trying to gain power or control.</li> <li>• Understand how technology can be used to try to gain power or control and how I can use strategies to prevent this from happening.</li> <li>• Can use technology positively and safely to communicate with friends and family.</li> </ul> <p><b>Changing me-</b> How do I change as I grow?</p> <ul style="list-style-type: none"> <li>• I am aware of my own self image and how my body images fit into that.</li> <li>• I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally/</li> <li>• I can ask questions I need answered about changes during puberty.</li> <li>• I can describe how a baby develops from conceptions through the nine months of pregnancy and how it is born.</li> <li>• I understand how being physically attracted to someone changes the nature of the relationship.</li> </ul>	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>I can identify what I am looking forward to and what worries me about the transition to secondary school.</li> </ul>	

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<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>
Online relationships	<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>



TOPIC	PUPILS SHOULD KNOW
Being safe	<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>





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