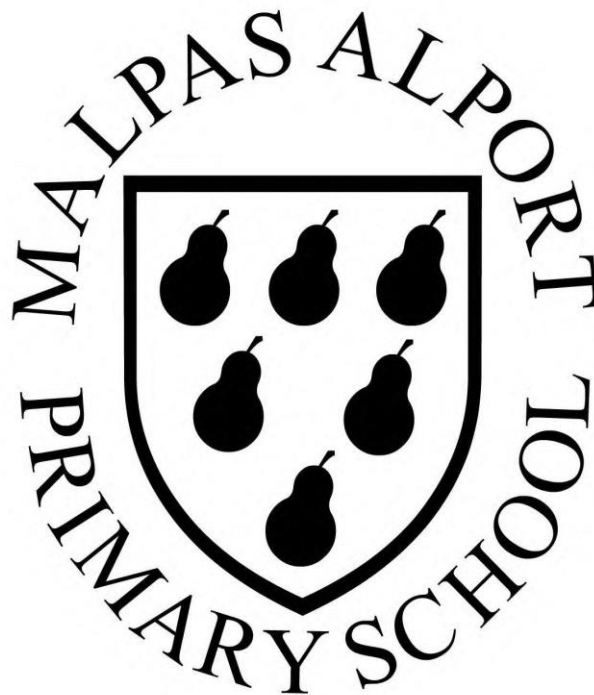


Relationships and sex education policy (from 2021)

Malpas Alport Primary School



Approved by:

Date: 11th 6 2021

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

Values

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias.

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 Malpas Alport we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with governors, 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.

Good quality RSE is mindful of children's early experiences and is based upon their developmental and expressed needs. It provides consistent messages, is on-going and progressive and supports children's confidence and self esteem as they move from childhood to adulthood. It helps them to understand themselves, negotiate their relationships and prepare them for adulthood. It should prepare them for sexual and emotional relationships and provide sufficient information to resist pressure, have a sense of their rights and to enable them to protect themselves. Good quality RSE involves a partnership which includes the school, the home and outside agencies.

Reviews of international research show that school based RSE does not increase sexual activity but does have a positive impact on young people's knowledge and attitudes, delays sexual activity and reduces pregnancy rates.

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 Governors, 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

Planning, Content and Delivery

At Malpas Alport Primary School, the planning and content of the RSE curriculum is taught through the detailed and successful scheme of work; the 'Christopher Winter' project (CWP). It would usually be delivered by the class teacher and another member of staff to support when necessary. All children are told in lessons that they may ask any member of the teaching staff for help with any issues that may arise, who would then follow the guidelines in this policy.

By the end of Key Stage 1

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans
- Recognise similarities and differences between themselves and others
- Identify and share their feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk to someone they trust
- Use simple rules for dealing with strangers and for resisting pressure.

Pupils will know and understand:

- That animals including humans reproduce
- That humans produce offspring which grow into adults
- How to keep themselves clean, safe and healthy
- Safe places and safe people
- The needs of babies and young people
- Ways in which they are alike and different from each other
- That they have some control over actions and their bodies
- The names of the external parts of the human body
- Why families are special for caring and sharing

Pupils will have considered:

- Why families are special
- Similarities and differences between people
- How their feelings and actions have an impact on others.

By the end of Key Stage 2

Pupils will be able to:

- Express opinions about relationships
- Listen to and support others
- Respect other people's viewpoints and beliefs
- Recognise their changing emotions
- Identify adults who they can trust
- Be self confident in a range of situations
- Form opinions which they can articulate
- Recognise their own worth
- Promote their own mental health and wellbeing as well as that of others
- Manage friendship problems
- Recognise and challenge stereotypes
- Recognise unwanted physical contact and know ways of resisting it and understanding personal space.

Pupils will know and understand:

- That life processes include growth and reproduction
- About conception and pregnancy
- The main areas of puberty and hygiene
- The main stages of the human life cycle and how we grow and change including puberty changes
- The differences between male and female
- That safe routines can stop the spread of viruses including HIV
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are involved
- Family differences
- Where individual families and groups can find help
- The impact of the media
- Keeping themselves safe
- How their actions have consequences
- Different forms of bullying (including homophobic) and associated feelings
- A wide range of family arrangements

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships

The content above will be split over each year group allowing for continuity and progression and there will be a two-year rolling programme for years 3/4 and 5/6. Staff will use their professional judgement if there are areas of the teaching and learning which is more suitable for a particular year group, and will organise the year groups into 2 separate ages. A more detailed breakdown is available in long term plans for the CWP. The delivery of a unit of work may be delayed if deemed inappropriate for the average maturity of the class, however all units will be delivered by the time children leave in Year 6.

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 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/non-science 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 teaching staff are responsible for teaching RSE and will use their professional judgment when it is felt appropriate for team teaching and/or support from TAs/HLTAs

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 Louise Rogers and Vicki Williams through planning scrutinies, learning walks and safaris, Pupil voice including school council meetings and any written evidence.

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

This policy will be reviewed annually by Louise Rogers and Vicki Williams. At every review, the policy will be approved by the governing board, RSE committee and the headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
FS	Throughout the year	<p style="text-align: center;"><u>Family and Friendship</u></p> <p style="text-align: center;"><u>Lesson 1: Caring Friendships</u></p> <p style="text-align: center;">Learning Intention To recognize the importance of friendship</p> <p style="text-align: center;">Learning Outcomes Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome</p> <p style="text-align: center;"><u>Lesson 2: Being Kind</u></p> <p style="text-align: center;">Learning Intention To recognise the importance of saying sorry and forgiveness</p> <p style="text-align: center;">Learning Outcomes Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right</p> <p style="text-align: center;"><u>Lesson 3: Families</u></p> <p style="text-align: center;">Learning Intention To recognise that all families are different</p> <p style="text-align: center;">Learning Outcomes Identify different members of the family Understand how members of a family can help each other</p>	CWP resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer	<p style="text-align: center;"><u>Growing and Caring for Ourselves</u></p> <p style="text-align: center;"><u>Lesson 1: Different friends</u></p> <p style="text-align: center;">Learning Intention To understand that we are all different but can still be friends.</p> <p style="text-align: center;">Learning Outcomes Know that we can be friends with people who are different to us</p> <p style="text-align: center;"><u>Lesson 2: Growing and changing</u></p> <p style="text-align: center;">Learning Intention To discuss how children grow and change</p> <p style="text-align: center;">Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves</p> <p style="text-align: center;"><u>Lesson 3: Families and Care</u></p> <p style="text-align: center;">Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe</p> <p style="text-align: center;">Learning Outcomes Know there are different types of families Know which people we can ask for help</p>	CWP resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer	<p style="text-align: center;"><u>Differences</u></p> <p style="text-align: center;"><u>Lesson 1: Differences</u></p> <p style="text-align: center;">Learning Intention To introduce the concept of gender stereotypes To identify differences between males and females</p> <p style="text-align: center;">Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p> <p style="text-align: center;"><u>Lesson 2: Differences: Male and Female Animals</u></p> <p style="text-align: center;">Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p style="text-align: center;">Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female</p> <p style="text-align: center;"><u>Lesson 3: Naming the body parts</u></p> <p style="text-align: center;">Learning Intention To focus on sexual differences and name body parts</p> <p style="text-align: center;">Learning Outcomes Describe the physical differences between males and females Name the different body parts</p>	CWP resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer	<p><u>Valuing difference and keeping safe</u></p> <p><u>Lesson 1: Body Differences</u></p> <p>Learning Intention To identify that people are unique and to respect those differences To explore the differences between males and female bodies</p> <p>Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p> <p><u>Lesson 2: Personal Space</u></p> <p>Learning Intention To consider appropriate and inappropriate physical contact and consent</p> <p>Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch</p> <p><u>Lesson 3: Help and Support</u></p> <p>Learning Intention To explore different types of families and who to go to for help and support</p> <p>Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support</p>	CWP resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer	<p style="text-align: center;"><u>Growing Up.</u></p> <p style="text-align: center;"><u>Lesson 1: Changes</u></p> <p style="text-align: center;">Learning Intention:</p> <p style="text-align: center;">To explore the human lifecycle</p> <p style="text-align: center;">To identify some basic facts about puberty</p> <p style="text-align: center;">Learning Outcomes:</p> <p style="text-align: center;">Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty</p> <p style="text-align: center;"><u>Lesson 2: What is Puberty?</u></p> <p style="text-align: center;">Learning Intention:</p> <p style="text-align: center;">To explore how puberty is linked to reproduction</p> <p style="text-align: center;">Learning Outcomes: Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to</p> <p style="text-align: center;"><u>Lesson 3: Healthy Relationships</u></p> <p style="text-align: center;">Learning Intention:</p> <p style="text-align: center;">To explore respect in a range of relationships</p> <p style="text-align: center;">To discuss the characteristics of healthy relationships</p> <p style="text-align: center;">Learning Outcomes:</p> <p style="text-align: center;">Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable</p>	CWP resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer	<p style="text-align: center;"><u>Puberty</u></p> <p style="text-align: center;"><u>Lesson 1: Talking About Puberty</u></p> <p style="text-align: center;"><u>Learning Intention</u> To explore the emotional and physical changes occurring in puberty</p> <p style="text-align: center;"><u>Learning Outcomes</u> Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p> <p style="text-align: center;"><u>Lesson 2: The reproduction System</u></p> <p style="text-align: center;"><u>Learning Intention</u> To understand male and female puberty changes in more detail</p> <p style="text-align: center;"><u>Learning Outcomes</u> Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production</p> <p style="text-align: center;"><u>Lesson 3: Puberty Help and support</u></p> <p style="text-align: center;"><u>Learning Intention</u> To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty</p> <p style="text-align: center;"><u>Learning Outcomes</u> Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty</p>	CWP resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer	<p style="text-align: center;"><u>Reproduction</u></p> <p style="text-align: center;"><u>Lesson 1: Puberty and Reproduction</u></p> <p>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</p> <p style="text-align: center;">Learning Intention</p> <p>To consider puberty and reproduction</p> <p style="text-align: center;">Learning Outcomes</p> <p>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</p> <p style="text-align: center;"><u>Lesson 2: Communication in Relationships</u></p> <p style="text-align: center;">Learning Intention</p> <p>Exploring the importance of communication and respect in relationships</p> <p style="text-align: center;">Learning Outcomes</p> <p>Explain how babies are made.</p> <p>Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important</p> <p style="text-align: center;"><u>Lesson 3: Families, Conception and Pregnancy</u></p> <p style="text-align: center;">Learning Intention</p> <p>To consider different ways people might start a family</p> <p style="text-align: center;">Learning Outcomes</p> <p>Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy</p> <p style="text-align: center;"><u>Lesson 4: Online Relationships</u></p> <p style="text-align: center;">Learning Intention</p> <p>To explore positive and negative ways of communicating in a relationship</p> <p style="text-align: center;">Learning Outcomes</p> <p>To have considered when it is appropriate to share personal/private information in a relationship</p> <p>To know how and where to get support if an online relationship goes wrong</p>	CWP resources

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	