

PRENTON PRIMARY SCHOOL

Relationships and Sex Education Policy 2021 (Draft)



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 body

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 Prenton Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors, pupils, the school nurse 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

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, governors and 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).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

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 body

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 [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
 - Modelling positive attitudes to RSE
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- 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.

Mrs Guy is responsible for SMSC (Social, Moral, Spiritual, Cultural) aspects of the curriculum.

Mrs Skilling is responsible for Philosophy for Children (P4C)

Mrs Evans is responsible for science within school

Mrs Harrison (Sendco) liaises with the school nursing service.

Miss Brayley (Deputy Headteacher) supports the teaching of RSE in Y6 and pastoral support across school.

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 to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher and Deputy Headteacher through:

planning scrutinies, lesson observations, learning walks, etc.

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

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

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	THEME	TOPIC/THEME DETAILS	RESOURCES
F2	Relationships and making friends/ thinking of others	Friendships/ Family and diversity People who help us PANTS – NSPCC rule	Visitors into school such as a Dentist/ Toothbrush awareness. School Nurse and other people such as Police/ Fire visitors
Y1	Overcoming barriers	PANTS – NSPCC rule Friendships/family (Different types of family) Where babies come from. How girls/boys bodies are different	NSPCC visit every 2 years Posters around school. Regular reminders. Circle Time
Y2	Building character	Friendships/family – their roles. What makes a good friend. Who I help Concept of trust PANTS – NSPCC rule	NSPCC visit every 2 years Posters around school. Regular reminders. Circle Time

YEAR GROUP	THEME	TOPIC/THEME DETAILS	RESOURCES
Y3	Solutions	<p>PANTS – NSPCC rule</p> <p>Changes as we grow from a baby</p> <p>Similarities and differences in bodies and between gender</p> <p>How to keep safe online</p>	<p>PANTS posters around school NSPCC assembly</p> <p>Science lessons. Bones and Muscles topic. Looking at healthy eating and lifestyle. Through books.</p> <p>Science lessons. Looking at height. Pictograms to compare. Discussions in lessons. Stories</p> <p>Assemblies, discussions in circle time and ICT lessons. Safer internet week</p>

YEAR GROUP	THEME	TOPIC/THEME DETAILS	RESOURCES
Y4	Respectful Relationships	<p>Friendships – how they change. What makes a good friend</p> <p>Concept of trust</p> <p>Different types of relationships and families</p> <p>Mental health and pressure</p> <p>How others are feeling</p> <p>How feelings change</p> <p>PANTS – NSPCC rule</p> <p>Keeping safe online</p>	<p>Circle time, P4C, school rules</p> <p>Class discussions, assemblies, stories and Power of Reading, Anti Bullying week, Topic work, RE and PE</p> <p>SEAL schemes of work delivered through assemblies.</p> <p>PANTS posters around school</p> <p>NSPCC assembly</p> <p>Assemblies, discussions in circle time and ICT lessons.</p> <p>Safer internet week</p>

YEAR GROUP	THEME	TOPIC/THEME DETAILS	RESOURCES
Y5	Understanding their place in the world	<p>PANTS – NSPCC rule</p> <p>Jealousy – Boyfriend/Girlfriend</p> <p>Who to go to for advice</p> <p>Online safety</p>	<p>PANTS posters around school</p> <p>NSPCC assembly</p> <p>Ariel Trust – Radicalisation workshop/lessons</p> <p>Assemblies, discussions in circle time and ICT lessons.</p> <p>Safer internet week</p>

YEAR GROUP	THEME	TOPIC/THEME DETAILS	RESOURCES
Y6	Moving on	<p>PANTS – NSPCC rule</p> <p>Changes in body/puberty</p> <p>Concept of attraction and jealousy</p> <p>Love – what is it? How do I show it?</p> <p>Marriage/arranged marriages</p> <p>Different families/partnerships</p> <p>On line relationships and how to keep safe.</p> <p>Privacy</p> <p>Manners</p> <p>Awareness of themselves and others</p> <p>Body image</p> <p>LGBT relationships</p> <p>Adapting behaviour</p>	<p>PANTS posters around school</p> <p>NSPCC assembly</p> <p>School Nurse</p> <p>Stages of life covered in science lessons.</p> <p>Jealously’ delivered in KS2 assemblies.</p> <p>Sessions on different family structures and sexuality delivered in P4C sessions</p> <p>Sessions on online safety delivered in P4C sessions.</p> <p>PP Presentation used to teach online safety using ‘Be SMART on the internet’ principle. Delivered in ICT sessions twice a year</p> <p>Reinforced daily in around school</p> <p>Children bring in newspaper articles to share with peers concerning stories that have touched them.</p> <p>‘Post it Pals’ delivered each week. A member of the class is nominated and everyone else in the class fills a post it note with all the qualities, skills, abilities etc that person has</p> <p>Sessions on different family structures and sexuality delivered in P4C sessions</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	
