

Elm Park Primary School

Inspiring Learners, Enriching Lives, Achieving Together

Relationships and sex education policy



Written/reviewed by	Carol Bond
Start Date	March 2022
Review Date	March 2024
Headteacher's Signature	
Chair of Governors' Signature	
Date ratified by FGB	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	SRE	DATE:	20.1.2022
EIA CARRIED OUT BY:	C. Bond	EIA APPROVED BY:	

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment		
Marriage and civil partnership		
Pregnancy and maternity		
Race		
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		
Gender identity		
Sexual orientation		

Any adverse impacts are explored in a Full Impact Assessment.

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Follow the school ethos of Inspiring Learners, Enriching Lives and Achieving together to ensure that all children can be the best they can be.
- 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
- Provide a framework in which sensitive discussions can take place

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 Elm Park Primary School 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 – Head teacher 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 complete an online consultation questionnaire.
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 our map on the school website and in appendix 1 of the policy but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with 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 on the school website or see appendix 1 of this policy.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum following the Jigsaw scheme of work. 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

For more information about our RSE curriculum, see the school website and appendix 1.

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, LGBTQ+ 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 non-statutory components of RSE (see section 8 and appendix 2).

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

Teaching 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.

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.

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 receive up to date guidance and training on the delivery of RSE. This training may be delivered by a member of staff or 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 Senior Leadership Team, following our whole school monitoring cycle.

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

This policy will be reviewed by the head teacher. At every review, the policy will be approved by the full governing board

Appendix 1: 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
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

TOPIC	PUPILS SHOULD KNOW
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

How this progresses as the children move through the school:

Sex education in the Jigsaw PSHE scheme

FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)

Sex Education in the Jigsaw PSHE scheme

Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

Elm Park Progression – RSE learning focus is the Summer Term. This shows the outcomes of children’s learning at each year group.

Year Group	Autumn 1 Being Me In My World	Autumn 2 Celebrating Differences	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
Reception	<p>Help others feel welcome</p> <p>Try to make our school community a better place</p> <p>Think about everybody's right to learn</p> <p>Care about other people's feelings</p> <p>Work well with others</p> <p>Choose to follow the learning charter</p>	<p>Accept that everyone is different</p> <p>Include others when working and playing</p> <p>Know how to help if someone is being bullied</p> <p>Try to solve problems</p> <p>Try to use kind words</p>	<p>Stay motivated when doing something challenging</p> <p>Keep trying even when it is difficult</p> <p>Work well with a partner or in a group</p> <p>Have a positive attitude</p> <p>Help others to achieve their goals</p> <p>Are working hard to achieve their own dreams and goals</p>	<p>Have made a healthy choice</p> <p>Have eaten a healthy balanced diet</p> <p>Have been physically active</p> <p>Have tried to keep themselves and others safe</p> <p>Know how to be a good friend and enjoy healthy relationships</p>	<p>Know how to make friends</p> <p>Try to solve friendship problems when they occur</p> <p>Help others to feel part of a group</p> <p>Show respect in how they treat others</p> <p>Know how to help themselves and others when they feel hurt and upset</p> <p>Know and show what makes a good relationship.</p>	<p>Understand that everyone is unique and special</p> <p>Can express how they feel when change happens</p> <p>Understand and respect the changes that they see in themselves and other people</p> <p>Know who to ask for help if they are worried about change</p> <p>Are looking forward to change</p>
Year 1	<p>I understand the rights and responsibilities of being a member in my class</p> <p>I know how to make my class a safe place for everybody to learn</p>	<p>I can tell you ways that I am different from my friends.</p> <p>I understand these differences make us all special and unique.</p>	<p>I can tell you how I felt when I succeeded in a new challenge and celebrated it.</p> <p>I know how to store the feelings of success in my internal treasure chest.</p>	<p>I can tell you why I think my body is amazing and can identify to some ways to keep it healthy and safe.</p> <p>I can recognise how being healthy helps me to feel happy.</p>	<p>I can tell you why I appreciate someone who is special to me.</p> <p>I can express how I feel about them.</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these.</p> <p>I respect my body and understand which parts are private.</p>
Year 2	<p>I understand the rights and responsibilities of being a member in my class and school</p> <p>I can help to make my class a safe and fair space to learn</p>	<p>I can identify some ways in which my friend is different from me.</p> <p>I can tell you why I value this difference about him/her.</p>	<p>I can explain some of the ways I work cooperatively in my group to create the end product.</p> <p>I can express how it felt to be working as part of this group.</p>	<p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p>	<p>I can identify some of the things that cause me conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for the parts of the body and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p>
Year 3	<p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I value myself and know how to make someone else feel valued and welcome</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can express how being anxious or scared feels.</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can show an awareness of how this could affect my choices.</p>	<p>I can identify boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>
Year 4	<p>I understand how democracy and having a voice benefits the school community</p> <p>I can take on a role in a group and contribute to the overall outcome</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can explain different points of view on animal rights issues.</p> <p>I can express my own opinion and feelings on this.</p>	<p>I can identify what I am looking forward to when I am in Year 5.</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p>
Year 5	<p>I understand my rights and responsibilities as a</p>	<p>I can explain the differences between direct and indirect types of bullying.</p>	<p>I can describe the dreams and goals of a young person in a</p>	<p>I can describe the different roles food can play in people's lives and can explain</p>	<p>I can explain how to stay safe when using technology to</p>	<p>I can describe how boys' and girls' bodies change during puberty.</p>

	British citizen and a member of my school I can empathise with people in this country whose lives are different to my own	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.	culture different from mine. I can reflect on how these relate to my own.	how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body.	communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.	I can express how I feel about the changes that will happen to me during puberty.
Year 6	I know that there are universal rights for all children but for many children these rights are not met I understand my own wants and needs and can compare these with children in different communities	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in either situation.	I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.	I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this.	I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.	I can describe how a baby develops from conception through the 9 months of pregnancy and how it is born. I recognise how I feel when I reflect on the development and birth of a baby.

Appendix 2: 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	