

Relationships and Sex Education Policy

Contents

1. Aims.....	2
2. Statutory requirements	2
3. Policy development.....	2
4. Definition	3
5. Curriculum.....	3
6. Delivery of RSE	3
7. Roles and responsibilities.....	4
7.1 Governance	4
7.2 Headteacher/Principal	4
7.3 Staff	4
7.4 Pupils/Students	4
8. Parents/Carers’ rights to withdraw.....	4
9. Training	5
10. Monitoring arrangements.....	5
Appendix A – Relationships and sex education curriculum map.....	6
Appendix B – Department for Education RSE Guidance	10
By the end of primary school pupils should know	10
By the end of secondary school pupils should know	Error! Bookmark not defined.
Appendix C – Parent form: withdrawal from sex education within RSE.....	13

1. Aims

The aims of relationship and sex education (RSE) within the Futura Learning Partnership (the trust) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils/students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils/students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils/students the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Cheddar Grove Primary School

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not 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 which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are 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](#).

At Cheddar Grove Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils/students and parents/carers. The consultation and policy development process involved the following steps:

1. Futura Learning Partnership Policy – The trust Executive Leader for Safeguarding and a trust primary RSE specialist collated all relevant information including relevant national and local guidance. A template policy for all trust schools to adapt to the school context was then created.
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 give their views on the content of the policy
4. Pupil/student consultation – we investigated what exactly pupils/students want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors.

4. Definition

RSE is about the emotional, social and cultural development of pupils/students, 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 A 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 in Appendix A.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Cheddar Grove Primary School follows a scheme of work called Jigsaw which provides clear progression of knowledge from Year 1-6. Biological aspects of RSE are also 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
- Celebrating difference
- Changing me

For more information about our RSE curriculum, see Appendices A and B.

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 Governance

Approval of this policy is the responsibility of the trust Executive Leadership Team (MELT). The local governing bodies of each academy will hold the Headteacher/Principal to account for the implementation of this policy.

7.2 Headteacher/Principal

The Headteacher/Principal is responsible for ensuring that RSE is taught consistently across each academy, and for managing requests to withdraw pupils/students from non-statutory components of RSE (see section 7).

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/students
- Responding appropriately to pupil/students whose parents/carers wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher/Principal.

7.4 Pupils/Students

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

8. Parents/Carers' rights 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 ongoing professional development.

The Headteacher/Principal 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 Miss K McGaffin through learning walks, pupil voice and book looks.

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

Appendix A – Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
1	6	<p>Changing Me</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; border-right: 1px solid #ccc; padding-right: 10px;"> <p>1. Life Cycles</p> <p>I am starting to understand the life cycles of animals and humans</p> <p>I understand that changes happen as we grow and that this is OK</p> </div> <div style="width: 50%; padding-left: 10px;"> <p>4. Boys' and Girls' Bodies</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>Assessment Opportunity ★</p> <p>I respect my body and understand which parts are private</p> </div> </div> <div style="display: flex; flex-wrap: wrap; margin-top: 10px;"> <div style="width: 50%; border-right: 1px solid #ccc; padding-right: 10px;"> <p>2. Changing Me</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not</p> </div> <div style="width: 50%; padding-left: 10px;"> <p>5. Learning and Growing</p> <p>I understand that every time I learn something new I change a little bit</p> <p>I enjoy learning new things</p> </div> </div> <div style="display: flex; flex-wrap: wrap; margin-top: 10px;"> <div style="width: 50%; border-right: 1px solid #ccc; padding-right: 10px;"> <p>3. My Changing Body</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I understand that growing up is natural and that everybody grows at different rates</p> </div> <div style="width: 50%; padding-left: 10px;"> <p>6. Coping with Changes</p> <p>I can tell you about changes that have happened in my life</p> <p>I know some ways to cope with changes</p> </div> </div>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
2	6	<p style="text-align: center;">Changing Me</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>1. Life Cycles in Nature</p> <p>I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this</p> <hr/> <p>2. Growing from Young to Old</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me</p> <hr/> <p>3. The Changing Me</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent</p> </div> <div style="width: 48%;"> <p>4. Boys' and Girls' Bodies</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl</p> <hr/> <p>5. Assertiveness</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help</p> <hr/> <p>6. Looking Ahead</p> <p>I can identify what I am looking forward to when I am in Year 3 I can start to think about changes I will make when I am in Year 3 and know how to go about this</p> </div> </div>
3	6	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>1. How Babies Grow</p> <p>I 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 I can express how I feel when I see babies or baby animals</p> <hr/> <p>2. Babies</p> <p>I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family</p> <hr/> <p>3. Outside Body Changes</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I recognise how I feel about these changes happening to me and know how to cope with those feelings</p> </div> <div style="width: 48%;"> <p>4. Inside Body Changes</p> <p>I can identify how 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 I recognise how I feel about these changes happening to me and know how to cope with these feelings</p> <hr/> <p>5. Family Stereotypes</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p> <hr/> <p>6. Looking Ahead</p> <p>I can identify what I am looking forward to when I am in Year 4 I can start to think about changes I will make when I am in Year 4 and know how to go about this</p> </div> </div>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
4	6	<p>Changing Me</p> <div data-bbox="871 331 1032 352">1. Unique Me</div> <p data-bbox="1032 320 1317 421">I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being</p> <hr/> <div data-bbox="871 501 994 521">2. Having a Baby</div> <p data-bbox="1032 489 1317 587">I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <hr/> <div data-bbox="871 667 1016 687">3. Girls and Puberty</div> <p data-bbox="1032 649 1317 767">I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> <hr/> <div data-bbox="1435 325 1603 346">4. Circles of Change</div> <p data-bbox="1621 304 1951 384">I know how the circle of change works and can apply it to changes I want to make in my life I am confident enough to try to make changes when I think they will benefit me</p> <hr/> <div data-bbox="1435 512 1603 533">5. Accepting Change</div> <p data-bbox="1621 496 1951 608">I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <hr/> <div data-bbox="1435 699 1576 719">6. Looking Ahead</div> <p data-bbox="1621 683 1951 778">I can identify what I am looking forward to when I am in Year 5 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> <p data-bbox="1435 730 1547 767">Assessment Opportunity ★</p>
5	6	<p>Changing Me</p> <div data-bbox="882 890 994 927">1. Self and Body Image</div> <p data-bbox="1032 874 1317 927">I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem</p> <hr/> <div data-bbox="882 1043 1010 1064">2. Puberty for Girls</div> <p data-bbox="1032 1027 1317 1139">I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p> <hr/> <div data-bbox="882 1203 1010 1224">3. Puberty for Boys</div> <p data-bbox="1032 1187 1317 1251">I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty</p> <p data-bbox="882 1225 994 1262">Assessment Opportunity ★</p> <hr/> <div data-bbox="1424 852 1541 873">4. Conception</div> <p data-bbox="1621 836 1951 979">I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I appreciate how amazing it is that human bodies can reproduce in these ways</p> <hr/> <div data-bbox="1424 1043 1570 1064">5. Looking Ahead</div> <p data-bbox="1621 1027 1951 1139">I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the changes that growing up will bring</p> <hr/> <div data-bbox="1424 1235 1592 1272">6. Looking Ahead to Year 6</div> <p data-bbox="1621 1219 1951 1315">I can identify what I am looking forward to when I am in Year 6 I can start to think about changes I will make when I am in Year 6 and know how to go about this</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
6	6	<p style="text-align: center;">Changing Me</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>1. Self and Body Image</p> <p>I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem</p> <hr/> <p>2. Puberty</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty</p> <hr/> <p>3. Girl Talk/Boy Talk</p> <p>I can ask the questions I need answered about changes during puberty I can reflect on how I feel about asking the questions and about the answers I receive</p> </div> <div style="width: 48%;"> <p>4. Babies - Conception to Birth</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I recognise how I feel when I reflect on the development and birth of a baby</p> <hr/> <p>5. Attraction</p> <p>I understand how being physically attracted to someone changes the nature of the relationship I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p> <hr/> <p>6. Transition to Secondary School</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school I know how to prepare myself emotionally for starting secondary school</p> </div> </div>

Appendix B – Department for Education RSE Guidance

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

TOPIC	PUPILS SHOULD KNOW
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
	<ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> •

Appendix C – 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	