**Relationships and sex education policy (from 2020)**

Baguley Hall Primary School



| **Approved by:** | [Name] | **Date:** [Date] |
| --- | --- | --- |
| **Last reviewed on:** | [Date] | |
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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

# **2. Statutory requirements**

We must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

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](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

At Baguley Hall 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 – The PSHE Lead 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, 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, 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.

# **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 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.

RSE is taught by the class teachers supported by the school nurse where relevant.

**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 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.

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# **10. Monitoring arrangements**

The delivery of RSE is monitored by Mrs Williamson (PSHE and RSE Coordinator) through:

Lessons with be monitored through learning walks and feedback given to each member of staff. Training will be included as appropriated delivered by Manchester Healthy Schools. Book scrutinies will take place as well as pupil voice surveys following the unit.

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

This policy will be reviewed by Mrs V Williamson annually]. At every review, the policy will be approved by the governing board and the headteacher.

### **Appendix 1: Curriculum map**

**Relationships and sex education curriculum map**



| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
| --- | --- | --- |
| 1 | Summer 1  (Su2 in 2021 to facilitate training) | 1. Who are the special people in my life? (family) 2. What are the differences and similarities between people? 3. What are the similarities between girls and boys? (body parts) |
| 2 | Summer 1  (Su2 in 2021 to facilitate training) | 1. What is private? (body parts) 2. What happens when the body grows young to old? 3. What is fair, unfair, kind and unkind? (friendship) |
| 3 | Summer 1  (Su2 in 2021 to facilitate training) | 1. What is personal space? (unwanted touch) 2. What does a healthy relationship look like? (friendship) 3. Why is being equal important in relationships? (trust) |
| 4 | Summer 1  (Su2 in 2021 to facilitate training) | 1. What is diversity? (inc. LGBT+) 2. Do boys and girls have different roles? (sport/jobs/toys) 3. What changes happen to my body? (menstruation) |
| 5 | Summer 1  (Su2 in 2021 to facilitate training) | 1. What are the different relationships in my life? 2. What is unwanted touch? Understanding FGM 3. What is puberty? |
| 6 | Summer 1  (Su2 in 2021 to facilitate training) | 1. What changes happen in my life? 2. What happens in a loving relationship (incl. marriage) and what is forced marriage? 3. How is a baby made? |
|  |

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

| TOPIC | PUPILS SHOULD KNOW |
| --- | --- |
| Families and people who care about me | * 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 | * 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 | * 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 | * 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 | * 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 |  |
|  |  |