

# Relationships and sex education policy

Ludworth Primary School



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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
- Support an inclusive, equitable ethos within school

## 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 Ludworth 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 – 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 discuss this with school. No face to face meetings were held due to Covid restrictions.
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, 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). In Ludworth Primary, PSHE, including RSE, are taught using the Happy Centred Schools resources and approach. Statutory aspects of the RSE curriculum are covered largely in the Positive Relationships theme. All children cover this at an age appropriate level every academic year.

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

Human reproduction, as well as that of other animals and plants, is covered in our school science curriculum when children learn about life cycles.

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 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
- 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.

Class teachers are responsible for teaching RSE. They are:

Class 1: Mrs Crosby

Class 2: Mrs Robinson

Class 3: Mr McNeill

Class 4: Mrs Graham

### 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 Joanne Sones and appropriate governor through:

Scrutiny of planning, learning walks, discussions with children and staff and scrutiny of any written evidence.

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

This policy will be reviewed by Joanne Sones and appropriate governor annually. At every review, the policy will be approved by the head teacher and named RSE governor.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map (including other PSHE elements)

#### Positive Relationships Lessons 1 – 6

|        | L1   | L2  | L3  | L4  | L5   | L6   |
|--------|--|---|---|---|--|--|
| FS     | Understanding how we belong to the school family   | Knowing ways in which we can understand how others are feeling and why this is important                  | Knowing why it is important to have fun and laugh together  | Understanding why it can be good to play with people that we don't usually play with  | Understanding how others feel when we say thank you, give them a present. Also, how we feel when we do that                | Assessment: Explaining what we have done at home to have even better relationships with our family             |
| Year 1 | Reflecting on how others see us and the reasons why we think this  | Thinking of ways in which we would help someone who was upset   | Thinking about our roles in relationships and how we can resolve conflict   | Identifying conflict in a story and the thoughts and feelings that this brings about  | Understanding why it is important to recognise what others do for us   | Assessment: Identifying ways in which a friend adds to the positive relationships within the class             |
| Year 2 | Thinking about others' feelings and thoughts when they are left out and what we can do to help   | Devising a plan to welcome a new person to the class and make them feel comfortable                       | Thinking about our own and others' strengths and why these are important to help the whole class have a sense of belonging                          | Identifying potential reasons for conflict and ways in which these could be resolved  | Identifying our most positive relationships and what makes these so  | Assessment: Identifying ways in which a classmate adds to the positive relationships within the school         |
| Year 3 | Reflecting on the things that make a relationship positive – having fun, giving each other positive, supportive feedback   | Thinking about our role in creating positive relationships in school – what makes people friendly or not  | Making plans to problem solve and resolve conflict, to create more positive relationships   | Further understanding why everyone needs to have positive relationships   | Thinking about ways in which we feel we belong, in different areas of our lives  | Assessment: Identifying ways in which a member of our family adds to the positive relationships at home        |
| Year 4 | Understanding the importance of fun and laughter in positive relationships – both physically and   | Identifying different activities that require us to work as a team and attributes that help us to do      | Thinking about how we form positive relationships, when we're not sure what the other person or   | Thinking about our role in forming and maintaining positive relationships – what can we do  | Becoming better at noticing when others may need help, and paying attention to other people's needs                        | Assessment: Identifying ways in which different adults add to the positive relationships at school             |
| Year 5 | Understanding the importance of having fun and laughter with teammates – how we release chemicals, which make us feel more positive  | Considering why positive relationships are so important in the workplace                                  | Debating whether happiness and love are more or less important than material possessions  | Thinking about the role that trust and mutual respect play in positive relationships  | Assessing the attributes that we have against specific job roles to see how well we are suited to them                     | Assessment: Identifying ways in which an adult in the community adds to the positive feeling of our local area |
| Year 6 | Better understanding the importance of having fun and laughter with teammates – how we release chemicals, which make us feel more positive, boost our immune system, relax the whole body, reduce stress | Considering how we would feel if we kept helping people and being kind, but did not receive any gratitude | Thinking about a job that we would like to have when we grow up, how well suited we are to it and areas we can work on to become even better suited | Looking forward to the future and writing a job application that reflects the type of person we have become and our positive attributes | Reflecting on the positive attributes of others – what kind of a person do you need to be to make a difference in a school | Assessment: Understanding the importance of showing gratitude and ways in which we can do this                 |

Positive Relationships Lessons 7 – 12

|        | L7   | L8   | L9  | L10   | L11  | L12  |
|--------|--|--|---|---|--|--|
| FS     | Understanding what is and isn't friendly behaviour   | Thinking about how well we know different people and how we might react if we don't know people that well    | Thinking about when we win and lose games –in the playground and online                                       | Understanding what to do if we see something that doesn't look right on our electronic device                               | Understanding that all families are similar in some ways and different in others                         | Thinking about how we choose our friends and how we grow our friendship circle                       |
| Year 1 | Understanding ways in which we can ask for help and then act on the advice that we're given                | Understanding what secrets are and when it is okay to keep a secret  | Thinking about who can help us, if we see something on our electronic device that doesn't look right          | Understanding which information we should and shouldn't share online and how to spot a stranger                             | Considering what is special about each of our families   | Understanding that people might make mistakes about us, if they don't know us                        |
| Year 2 | Knowing which parts of our bodies are private – the underwear rule   | Understanding what secrets are and when it's not okay to keep them   | Understanding that not everything on the internet is true and some of the ways that we can tell               | Understanding how easy it is to spread fake news  | Researching what families around the world look like   | Understanding that we might make mistakes about other people, if we don't know them or ask questions |
| Year 3 | Understanding what privacy is for children and adults, and why it is important                             | Understanding how we can respond safely to adults that we don't know   | Identifying the risks of online activity and how we can keep ourselves safe                                   | Thinking about the information and data about us, that is online  | Understanding that every family is unique and special and that we should respect other people's families | Understanding what stereotypes are, and how we can challenge these                                   |
| Year 4 | Understanding that there are boundaries within friendships   | Understanding ways in which we can and should show respect for people online, including when we're anonymous | Thinking about ways in which people might behave differently online and what we should do if we have concerns | Thinking about ways in which families may be different – including civil partnerships, step parents, single parent families | Understanding what appropriate physical contact between people is  | Understanding how being stereotyped might make people feel   |
| Year 5 | Understanding what appropriate contact is, and what to do if we think something is inappropriate or unsafe | Recognising if a friend is unsafe and what we can do to help them  | Knowing which kinds of things are and are not appropriate to say online                                       | Better understanding how we can build positive online relationships   | Understanding ways in which we can show respect for families that are different to our own               | Understanding what unconscious bias is   |
| Year 6 | Understanding the boundaries that we can put in place ourselves, to keep us safe                           | Knowing who we can get advice from, if we feel that we/ our friends are unsafe                               | Understanding the impact that online behaviours can have on our wellbeing                                     | Understanding how information and data can be shared online, and the difference between this and sharing in person          | Understanding what language is and isn't appropriate when describing our own and other people's families | Better understanding how to be aware of our own unconscious biases and how to challenge these        |

## 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>           |
| Caring friendships                    | <ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>  |
| Respectful relationships              | <ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> |



| TOPIC                | PUPILS SHOULD KNOW  |
|----------------------|---|
| Online relationships | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>  |
| Being safe           | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul> |

### Appendix 3: Parent form: withdrawal from non-statutory sex education within RSE (if taught)

| 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 |  |
|   |  |