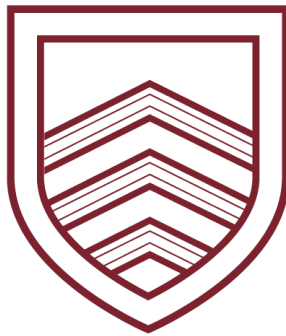


Relationships and Sex Education Policy



CLARE COMMUNITY
— PRIMARY SCHOOL —

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.

At Clare Community Primary School we strive to:

- 1 Provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood.
- 2 Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage.
- 3 Foster self-awareness and self-esteem.
- 4 Develop a sense of responsibility and respect for themselves and others.

2. Statutory requirements

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

3. Policy development

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

1. Review – a 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 give feedback on the draft policy;
4. 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. This is in addition to what is covered in our Science curriculum.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

As children start to go through puberty, it is important that they understand how their bodies are changing and why they may be acting or feeling differently. We aim to enable them to understand these processes within the context of loving and safe relationships. Nowadays there is a vast amount of, sometimes confusing, information about relationships and sex on the internet, on TV, in magazines, etc to which young people may have access, and this can sometimes make an already confusing time seem even more complicated!

The purpose of Relationship and Sex Education is to provide knowledge and understanding of how the human body changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices. This can start with learning the basics about growing up and the sessions in school should reinforce what parents are already doing at home.

5. Curriculum

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Date approved: ----- **June 2021**

Next review date: ----- **June 2022**

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, involving parents, if necessary.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

As part of our PSHE curriculum, we provide Sex and Relationships lessons for classes from Year 1 through to Year 6 in a carefully structured series of activities reflecting the children's growing maturity and awareness as they move throughout primary school. These are usually scheduled to take place during the first half of the spring term within our PSHE topic and school value of Respecting Ourselves and Others,

We use a series of Channel 4 programmes entitled `Living and Growing` which presents the material within a recognisable and familiar context, focusing on changes occurring at an individual pace and within the context of stable and loving relationships, family life and respect for others.

Classes will have up to six timetabled lessons, each lasting from 30-45 minutes and focusing on a slightly different topic, with lots of reinforcement and opportunities for questions and discussion. We inform parents of when we are holding these lessons, so that they can be prepared for any questions their children might have at home following these sessions.

All teaching materials are appropriate to the age and emotional maturity of the pupils concerned and the teachers will aim to present the programme in an objective, balanced and sensitive manner.

The programme will cover:

- 1 Love, Marriage and Relationships
- 2 Puberty
- 3 Menstruation
- 4 Personal Hygiene
- 5 Reproduction

From the outset, correct terms are used for genitalia and other changes that occur in puberty.

The Year 6 programmes also include a simple animation explaining how babies are made.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

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Next review date: ----- **June 2022**

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 in Years 4-6. In Years 5 and 6, the children will initially be taught in single sex groups although exactly the same content will be covered, recognising that children can find the presence of the opposite sex a barrier to discussing frankly issues such as menstruation and physical development.

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).

External agencies such as the NSPCC will be used to underline messages around `being safe` and the complications of online relationships.

SEND children should be treated with sensitivity and the teaching content should be delivered in a way that alleviates anxieties, in smaller groupings where necessary with familiar adults.

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. All staff from Years 1-6 will teach some aspect of this curriculum.

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 through monitoring arrangements, such as planning scrutinies, learning walks, etc.

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

This policy will be reviewed by the Senior Leadership Team on an annual basis. At every review, the policy will be approved by [the governing board].

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	THEME DETAILS	RESOURCES (TOPIC/PROGRAMME)
1	Spring 1	`Living Things`: the difference between male and female, feelings and life cycles	Differences
2		`Growing`: looks at growth and change from the point of view of the child, considering themselves as babies and thinking about their future as adults. It also covers the growth of the foetus during pregnancy. Correct scientific names for different parts of the body including genitalia	How did we get here?
3		Revisits this learning	How did we get here?
4		This programme explores the physical and emotional changes that take place at the onset of puberty, and how we feel about ourselves. It considers some of the changes that are outside our control, and the choices we face in others over which we can have increasing control as we grow up. It reaffirms that puberty is a normal and natural process.	Changes
5/6		This reviews the physical and emotional changes that take place for girls at the onset of puberty. It deals with the information not only from the point of view of girls but also in terms of what boys need to know. Menstruation is discussed and common problems faced by girls are given consideration.	Girl Talk

YEAR GROUP	TERM	THEME DETAILS	RESOURCES (TOPIC/PROGRAMME)
5/6		Boy Talk reviews the physical and emotional changes that take place for boys at the onset of puberty. It deals with the information not only from the point of view of boys but also in terms of what boys need to know. Sexual intercourse is alluded to and problems commonly faced by boys are given consideration.	Boy Talk
6		This programme examines the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasizes the importance of loving, caring relationships between couples and the value of the family and relationships within it.	How babies are made
6		This reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby and the mother before birth, and the inheritance of physical characteristics.	How babies are born

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

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

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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	