

# Relationships and sex education policy (from 2020)

Emmaville Primary School



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| Approved by:        | Avril Armstrong | Date: October 2020 |
| Last reviewed on:   | N/A             |                    |
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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

At Emmaville, we believe that the education of our pupils is a shared partnership between governors, teachers, parents, pupils and members of the wider community. Through this shared approach we can develop a happy, trusting and informed relationship, which will enable us to provide every pupil with the most successful and rewarding educational experience.

## 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](#).

Although we are not required to provide sex education, we do need to teach the elements of sex education contained in the statutory 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 Emmaville 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 member of staff 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 consultation – parents were invited to provide feedback on our policy via questionnaires
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

At Emmaville we have chosen to teach Sexual Education as part of our statutory science curriculum. We will teach Health and Relationships Education as part of our PSHE curriculum.

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 Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents 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.

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

These areas of learning are taught within the context of family life.

At Emmaville we follow the 'Jigsaw' scheme of work for PSHE. This is a sequential scheme where children revisit topics each year and build upon their prior knowledge. All Jigsaw lessons have a clear structure, are age appropriate and include differentiation techniques to ensure all children can be included in the lesson.

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.

## **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

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 teaching staff and teaching assistants have had relevant training in the use of 'Jigsaw', this will be updated as and when necessary.

## **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 do not have the right to withdraw their children from the statutory science components of 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 Nicola Johnson, PSHE Co-ordinator through:

Planning and book scrutiny, central work for display and pupil voice.

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

This policy will be reviewed by Avril Armstrong, Head Teacher yearly. At every review, the policy will be approved by the governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

| YEAR GROUP  | TERM     | TOPIC/THEME DETAILS   |
|-------------|----------|---|
| Early Years | Spring 2 | Healthy Me: <ul style="list-style-type: none"><li>• Safety</li></ul>  |
| Early Years | Summer 1 | Relationships: <ul style="list-style-type: none"><li>• Family life</li><li>• Friendships</li><li>• Breaking friendships</li><li>• Falling out</li><li>• Dealing with bullying</li><li>• Being a good friend</li></ul> |
| Early Years | Summer 2 | Changing Me: <ul style="list-style-type: none"><li>• Bodies</li><li>• Growing Up</li><li>• Growth and Change</li><li>• Fun and Fears</li><li>• Celebrations</li></ul>   |
| Year 1      | Spring 2 | Healthy Me: <ul style="list-style-type: none"><li>• Being safe</li><li>• Medicine safety/safety with household items</li><li>• Road safety</li></ul>  |

| YEAR GROUP | TERM     | TOPIC/THEME DETAILS   |
|------------|----------|---|
| Year 1     | Summer 1 | <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Belonging to a family</li> <li>• Making friends/being a good friend</li> <li>• Physical contact preferences</li> <li>• People who help us</li> <li>• Qualities as a friend and a person</li> <li>• Self-acknowledgement</li> <li>• Being a good friend to myself</li> <li>• Celebrating special relationships</li> </ul> |
| Year 1     | Summer 2 | <p>Changing Me:</p> <ul style="list-style-type: none"> <li>• Life cycles – animal and human</li> <li>• Changes in me</li> <li>• Changes since being a baby</li> <li>• Linking growing and learning</li> <li>• Coping with change</li> <li>• Transition</li> </ul>   |
| Year 2     | Summer 1 | <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Different types of family</li> <li>• Physical contact boundaries</li> <li>• Friendship and conflict</li> <li>• Secrets</li> <li>• Trust and appreciation</li> <li>• Expressing appreciation for special relationships</li> </ul>   |

| YEAR GROUP | TERM     | TOPIC/THEME DETAILS  |
|------------|----------|--|
| Year 2     | Summer 2 | Changing Me: <ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> <li>• Increasing independence</li> <li>• Assertiveness</li> <li>• Preparing for transition</li> </ul>  |
| Year 3     | Spring 2 | Healthy Me: <ul style="list-style-type: none"> <li>• Keeping safe and why it's important online and offline</li> <li>• Healthy and safe choices</li> </ul>   |
| Year 3     | Summer 1 | Relationships: <ul style="list-style-type: none"> <li>• Family roles and responsibilities</li> <li>• Friendship and negotiation</li> <li>• Keeping safe online and who to go to for help</li> <li>• Being a global citizen</li> <li>• Being aware of how my choices affect others</li> <li>• Awareness of how other children have different lives</li> <li>• Expressing appreciation for family and friends</li> </ul> |
| Year 3     | Summer 2 | Changing Me: <ul style="list-style-type: none"> <li>• How babies grow</li> <li>• Understanding a baby's needs</li> <li>• Outside body changes</li> <li>• Inside body changes</li> <li>• Family stereotypes</li> <li>• Challenging my ideas</li> <li>• Preparing for transition</li> </ul>  |

| YEAR GROUP | TERM     | TOPIC/THEME DETAILS  |
|------------|----------|--|
| Year 4     | Spring 2 | Healthy Me: <ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Peer pressure</li> </ul>   |
| Year 4     | Summer 1 | Relationships: <ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and falling out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> </ul> |
| Year 4     | Summer 2 | Changing Me: <ul style="list-style-type: none"> <li>• Being Unique</li> <li>• Confidence in change</li> <li>• Accepting change</li> <li>• Preparing for transition</li> </ul>  |
| Year 5     | Spring 2 | Healthy Me: <ul style="list-style-type: none"> <li>• Emergency aid</li> </ul>  |



| YEAR GROUP | TERM     | TOPIC/THEME DETAILS   |
|------------|----------|---|
| Year 5     | Summer 1 | <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Building self-esteem</li> <li>• Safer online communities</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> <li>• SMARRT Internet safety rules</li> </ul> |
| Year 5     | Summer 2 | <p>Changing Me:</p> <ul style="list-style-type: none"> <li>• Self and body image</li> <li>• Influence of online and media on body image</li> <li>• Puberty for boys</li> <li>• Puberty for girls</li> <li>• Growing responsibility</li> <li>• Coping with change</li> <li>• Preparing for transition</li> </ul>   |

| YEAR GROUP | TERM     | TOPIC/THEME DETAILS   |
|------------|----------|---|
| Year 6     | Summer 1 | Relationships <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Identifying mental health worries and sources of support</li> <li>• Love and loss</li> <li>• Managing feelings</li> <li>• Power and control</li> <li>• Assertiveness</li> <li>• Technology safety</li> <li>• Take responsibility with technology use</li> </ul> |
| Year 6     | Summer 2 | Changing Me <ul style="list-style-type: none"> <li>• Self-image</li> <li>• Body image</li> <li>• Puberty and feelings</li> <li>• Reflections about change</li> <li>• Transition</li> </ul>  |

## 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>  |

| TOPIC                    | PUPILS SHOULD KNOW  |
|--------------------------|---|
| 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> |
| 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>   |

