

# Relationships (and Sex) Education Policy & Guidelines

Claybrooke Primary School



*Together We Flourish*

**Approved by:** Hugo Venter, CoG **Date:** November 2024

**Signed:** *Hugo Venter*

**Last reviewed on:** November 2024

**Next review due by:** November 2027

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## 1. Introduction and Aims

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community. Our school is committed to serving its community and surrounding areas.

We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

At our school we embrace the British Values of: democracy, the rule of law, individual liberty, mutual respect and Tolerance of those of different faiths and beliefs. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **The aims of relationships and sex education (RSE) at our school are to:**

Provide a framework in which sensitive discussions can take place.

Enable pupils to cherish themselves and others as unique and wonderfully made.

Help pupils develop feelings of self-respect, confidence and empathy.

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of healthy relationships, health and hygiene.

Create a positive culture around issues of sexuality and relationships.

Teach pupils the correct vocabulary to describe themselves and their bodies.

## 2. How this policy was developed

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

1. Review – a working group of staff, governors
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/ governor consultation – parents and any interested parties were invited to attend a meeting about the policy. Draft policies and resources were shared with parents before their completion.
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.

## 3. Requirements on schools in law

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](#).

*From 2020: it will be statutory for schools to deliver Relationships Education in primary schools, and are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body.*

At Claybrooke Primary School and Dunton Bassett Primary School we teach RSE as set out in this policy.

## 4. What is Relationships (and Sex) Education? How and what will be taught?

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). Primary sex education is **not compulsory** in primary schools and as such, we have made the decision to **only teach the elements of sex education which are set out in the Primary Science National Curriculum**. These focus on exercise, food and nutrition, drugs, hygiene, life cycles, evolution and inheritance, how a baby is conceived and changes during puberty.

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

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, puberty and the changes in the adolescent body, 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.

The RSE curriculum will clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values.

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.

#### **Resources:**

A number of resources were considered to ensure that they were age appropriate and appropriate to our school context. It was concluded that the SCARF scheme of work would be used to resource our PSHE and Relationships Education.

SCARF stands for Safety, Caring, Achievement, Resilience, Friendship. It has been developed by teachers and centred on a values-based and 'Growth Mindset' approach. The scheme promotes positive behaviour, mental health, wellbeing, resilience and achievement and is online meaning it always has the most up to date information.

SCARF lessons will be taught from Reception to year 6 as we will be using this scheme for our PSHE work as well as our Relationship Education. There are also a number of links to science, P.E., RE, English as a Spoken Language and even Computing and Maths.

PSHE/RSE lessons will take place weekly in school and be led by the class teacher. Some topics, such as learning about periods and puberty will be taught as a whole class, however there will also be time for single sex groupings to ask questions. We are keen to make relationships education part and parcel of our everyday teaching so that we avoid the anticipation and subsequent hype which sometimes surrounds these areas of the curriculum.

Please see Appendix 1 for our Curriculum overview for PSHE/RSE.

## **5. How Relationships (and Sex) Education is monitored and evaluated**

The delivery of PSHE/RSE is monitored by the Head of School, foundation governors and PSHE/RSE lead through:

- Learning walks
- Pupil interviews
- Staff feedback
- Regular reviewing of resources
- Pupil assessment and feedback during and after each unit of work

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

This policy will be reviewed every three years. At every review, the policy will be approved by the governing board and changes will be through consultation with parents/carers.

(Initially we will review this policy and resources much more frequently at staff meetings and through learning walks.)

## **6. How the delivery of the content will be made accessible to all pupils**

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 (lesbian, gay, bisexual, transgender) 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).

As a school we will look to acknowledge different ethnic, religious and cultural attitudes to relationships education. We have consulted with parents in creating this policy and choosing our scheme of work and we will continue to review this with the support of our parents, pupils, staff, stakeholders which include the church and our governing body

Children will be taught at a pace which they are emotionally able to cope with. We have spent a great deal of time choosing our resources and ensuring that they are age appropriate. If a child had a learning, emotional or behavioural difficulty, or a physical disability which may affect them accessing the content of a session, then we would adjust our teaching where necessary in consultation with parents/carers. We would always ensure that pupils were able to access at least the basic content from the programme such as self-awareness, privacy and healthy friendships.

## **7. Parental concerns and withdrawal of students**

At Claybrooke Primary School we want to create an active partnership with parents/carers. We have sought their views prior to choosing and creating our PSHE/RSE policy and scheme of work.

Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to these topics, treat others with respect and sensitivity. Parents do not have the right to withdraw their children from relationships education. This is because we have chosen not to teach any "Sex Education" that is not part of the compulsory science curriculum.

We would always welcome parents/carers who have concerns, to discuss them openly with us, so that we can work together to ensure pupils receive the teaching they need.

## 8. Sources of Further Information

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019)

**This policy should be read in conjunction with the following policies:**

- Safeguarding (inc. responding to disclosures)
- Anti-bullying
- Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2020)

## Appendix A: Curriculum Mapping

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others  Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation  Self-regulation	Growth Mindset  Looking after my body	Life cycles  Dealing with loss  Being supportive
Y3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

## Appendix B: 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>

<p>Respectful relationships</p>	<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>
<p>Online relationships</p>	<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>
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