

Relationships and sex education policy

New Town Primary School



September 2021

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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

The school values of Tolerance and inclusivity; Love and kindness; Honesty and trust; Determination and resilience will be at the heart of all that is taught. Respect is embedded into the school culture.

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 New Town 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. Local Academy Board consultation- governors were invited to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to respond with comments about the policy
5. Ratification – once amendments were made, the policy was shared with Local Academy Board 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.

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

RSE is not about the promotion of sexual activity.

In addition to the content of the science curriculum New Town Primary School will also cover the more practical aspects of puberty and menstruation for girls.

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:

- The practical aspects of puberty including menstruation
- Changes in mood associated with puberty

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

6. Delivery of RSE

RSE is taught within the Life Skills section of the curriculum. Biological aspects of RSE are taught within the science curriculum, and some aspects are included in religious education (RE).

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

***In addition the school offers lessons which cover certain aspects of sexual development and behaviour including:**

- **The practical aspects of puberty including menstruation**
- **Changes in mood associated with puberty**

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).

For information regarding peer-on-peer abuse, please refer to our Child Protection and Safeguarding policy.

7. Roles and responsibilities

7.1 The Local Academy Board

The Local Academy 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 teaching staff will be expected to teach RSE at an appropriate level as set out in the **Progression of Life Skills** document

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. **(See section 6*)**

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 Polly Cornish- Headteacher through:

Planning scrutinies, learning walks and pupil voice

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

This policy will be reviewed annually. At every review, the policy will be approved by the Local Academy Board

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
1/2	1 Thinking of Others	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Friendships- communication and inclusivity • Families- different kinds and marriage • People who look after us • Acts of kindness including how charities work • Diversity- valuing the differences and similarities between themselves and others 	<p>Giraffes Can't Dance by Giles Andrea</p> <p>The Koala who Could by Rachel Bright And Jim Field</p> <p>The Family Book by Todd Parr</p> <p>The Smartest Giant in Town by Julia Donaldson</p> <p>Mommy, Mama and Me by Leslea Newmann and Carol Thompson</p> <p>My Grandpa is Amazing by Nick Butterworth</p>
1/2	2 Keeping Fit, Safe and Healthy	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • The importance of eating well • How to know who helps them make good choices about eating • The importance of rest and sleep • About basic healthy routines to care for their bodies • How good routines help to protect them from disease • About medical professionals who will help them stay healthy • How to identify people who will help to keep them safe outside the home and who to ask for help if needed 	<p>Max the Champion by Sean Stockdale, Alexandra Strick and Ros Asquith</p>
1/2	3 Respect and Tolerance	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • What makes each individual special and how they are different to other people; they will learn how to value this • How it is important to take responsibility for actions and why it is important to take responsibility both at home and in school • How it is important to cooperate when working or playing in a group and how to challenge uncooperative behaviour without being confrontational 	<p>Elmer by David McKee</p> <p>Ten Little Pirates by Mike Brownlow and Simon Rickerty</p> <p>The First Slodge by Jeanne Willis</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
1/2	4 Morals Choices Rights and Democracy	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • What is meant by community • About rules and responsibilities • How laws are made and why it is important to follow them • That laws are made to keep all communities safe 	<p>There is a Tribe of kids by Lane Smith</p> <p>No! by David McPhail</p>
1/2	5 Living and Growing	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Reproduction and the biological differences between male and female and that both a male and a female are needed for reproduction • That all living things including humans start life as babies • That everyone needs to be cared for and that people of different ages have different needs • How our body changes over time and what we need to do to keep healthy • How the body changes with exercise 	
1/2	6 Moving On	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Changes and challenges in a new class or phase • New and higher expectations • How we can make new friends • Where to ask for help 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
3/4	1 Thinking of Others	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Belonging to a group and its responsibilities • Making school and class a safe place • Cultural Diversity- recognising different cultures, respecting their differences but knowing that they can be friends • Tolerance of different views and opinions • How change can make people feel; their emotions and possible behaviour • Recognise that everyone will experience change as part of their lives and that may have a positive or negative impact • To recognise that some relationships may be unhealthy, negative and lead to unhappiness. They will learn how to identify and break from these relationships and how to seek advice • The needs of others especially those who are vulnerable and to recognise when someone is in need of help • How to appreciate when others are trying to help them 	<p>Blown Away by Rob Biddulph My World, Your World by Melanie Walsh Oliver by Brigitta Sif The Snow Queen by Hans Christian Anderson</p>
3/4	2 Keeping Fit, Safe and Healthy	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Healthy choices about food and drink • Keeping active and the choices they can make • Keeping safe on-line - how to identify danger and what to do about it. • Why and how something they see on the internet may not be trustworthy 	<p>https://www.youtube.com/watch?v=-nMUbHuffO8 CEOP</p>
3/4	3 Respect and Tolerance	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Acts of kindness; how to appreciate acts of kindness and recognise when there is a need to show kindness to others • Self-esteem and confidence and how this may rise and fall depending on circumstances • Religious diversity- about different faiths and how we need to be tolerant of different views and opinions • How to minimise distractions- that being distracted can seem like a lack of respect 	<p>Just Because by Rebecca Elliot The Koala who Could By Rachel Bright and Jim Field The Great Big Book of Families by Mary Hoffman and Rose Asquith Two Monsters by David McKee</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
3/4	4 Morals Choices Rights and Democracy	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • How and why rules and laws are made • Why some rules may differ depending upon the circumstances • That we all have different kinds of responsibilities to ourselves, our friends, our families, the school, our community and the environment • Local democracy- in school and local councils • The voting process 	<p>Michael Recycle by Ellie Patterson</p> <p>How to Heal a Broken Wing by Bob Graham</p> <p>If the world were a village by David J Smith</p>
3/4	5 Living and Growing	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Different types of family and how their home life is special • About the biological differences between male and female animals including humans and their role in the life cycle • How female mammals give birth and suckle their young • How the creation of life requires both a male and a female • Sexual differences and relationships • About different family types including LGBT, foster families and adoptive families. Understand how families care for and support each other • How we grow differently and that our bodies will change as we grow up but that different people change at different times 	<p>The Great Big Book of Families by Mary Hoffman</p> <p>King and King by Linda de Hann and Stern Nijland</p> <p>Tadpole's Promise by Jeanne Willis and Tony Ross</p>
3/4	6 Moving On	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • How to identify their own strengths and weaknesses • Think about what clubs they would like to join • Setting personal goals and how to achieve them • The world of work and different types of work • The skills needed to pursue a particular career path • What having a job means and the importance of employment 	<p>Dogs Don't Do Ballet by Anna Kemp</p> <p>The Darkest dark by Chris Hadfield</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
5/6	1 Thinking of Others	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • The feelings associated with loss and bereavement and how people may react to loss in different ways • Mental health- what this means and how it is about emotions, moods and feelings. • Understanding that when people are experiencing poor mental health that they may display certain behaviours but that these may change or stop • How to find help if they or others are experiencing difficulties • Homelessness and how to empathise with others • People with different needs including those with disabilities; those who live in different areas of the world and those who are vulnerable 	<p>The Boy in the Tower by Polly Ho Yen</p> <p>The Sad Book by Michael Rosen</p> <p>Waterbugs and Dragonflies by Doris Stickney</p> <p>Trash (literacy shed)</p> <p>The Journey by Francesca Sanna</p>
5/6	2 Keeping Fit, Safe and Healthy	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Physical and emotional wellbeing and that healthy eating, physical activity and oral health are all vital to a positive lifestyle • Keeping physically and emotionally safe including road and environmental safety • E- safety focussing on dangers, trust and how to report something that they feel is not right. • The importance of keeping personal information safe on-line • The responsible use of mobile phones • How to manage requests for information 	<p>https://www.youtube.com/watch?v=o8auwnJtqE</p> <p>CEOP</p>
5/6	3 Respect and Tolerance	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Stereotyping including gender stereotyping; what it means • Prejudice and discrimination and how this can make people feel • How to identify discriminatory language • The true meaning of race, religion, sex, transgender, lesbian, gay, bisexual, and the group LGBT • How to deal with discrimination at school • How discriminatory language can make people feel • The importance of equality and how this affects their lives 	<p>My Princess Boy by Cheryl Kilodavis and Suzanne De Simone</p> <p>Prince Cinders by Babetta Cole</p> <p>The Whisperer by Nick Butterworth</p> <p>The Island by Armin Greder</p> <p>Mr Big by Ed Vere</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
5/6	4 Morals Choices Rights and Democracy	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Government and parliament • Elections and how they work- democracy • The role of parliament • The role of government • Police and the justice system • The role of the courts and judges • Moral dilemmas • About being part of a community- about community facilities and about the different institutions that support a community 	<p>The Election by Eleanor Levenson</p> <p>Malala's Magic pencil by Malala Yousafzai</p> <p>Don't let the pigeon drive the bus by Mo Willems</p>
5/6	5 Living and Growing	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • Puberty and how it affects their emotions and behaviour as well as the changes in their bodies • Menstruation and the practical issues around it • Feelings in the context of relationships and how to manage these feelings positively • To identify different relationships and what is appropriate and safe • To recognise where physical contact feels uncomfortable or unsafe and what to do about it • The human life cycle (as in KS2 science curriculum) 	<p>Love you Forever by Robert Munsch</p> <p>Usborne- What's happening to me- boys</p> <p>Usborne What's happening to me -girls</p>
5/6	6 Moving On	<p>Pupils will be taught about:</p> <ul style="list-style-type: none"> • The world of work- different jobs and their importance in society • The skills and qualifications needed to pursue a particular career • The benefits of having a job • What they need to do to fulfil their dreams and aspirations • How to be ready for the next phase of their life 	<p>Dreams of Freedom by Amnesty International</p>

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
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

TOPIC	PUPILS SHOULD KNOW
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
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

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			

TO BE COMPLETED BY PARENTS

Any other information you would like the school to consider

Parent signature