Relationships and Sex Education Policy

The Meadows
Primary School

Approved by:	The Academy Council	**Date:** October 2019
Last reviewed on:	October 2019	
Next review due by:	October 2021	

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 The Meadows, our planned curriculum programme of learning opportunities and experiences, specifically promotes children's personal, social and health development and helps them to grow as individuals and as members of families and communities. PSHE equips children and young people with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives, both now and in the future. Through the explicit teaching of mental and emotional health, we promote pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing pupils with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges.

PSHE also enables them to reflect on and clarify both their own and British values and attitudes and explore the complex and sometimes conflicting range of attitudes and values they encounter now and in the future.

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 The Meadows 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 attend a meeting about the policy

4. Academy Council consultation – all school staff were given the opportunity to look at the policy and make recommendations

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, physical changes during puberty, healthy lifestyles, diversity and personal identity.

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

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

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).

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).

7. Roles and responsibilities

7.1 The Academy Council

The Academy Council 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 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 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.

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-science components of sex education within RSE. At The Meadows this is restricted to teaching pupils how to manage menstruation hygienically using sanitary products.

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 the headteacher and the Senior Leadership Team through:

planning scrutinies, learning walks, work sampling 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 annually. At every review, the policy will be approved by the Academy Council.

PSHE (including Relationships and Sex education) curriculum map

Key Concept Learning Hook	Milestone 1 Years 1/2	Milestone 2 Y3/4	Milestone 3 Y5/6
Caring friendships **Families and people who care for me** **Respectful relationships**	**VIPs** This unit explores the Very Important Persons (VIPs) in the children's lives and the ways in which they can develop positive relationships with them. It enables them to identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches the children the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this.	**VIPs** This unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these.	**VIPs** This unit entitled VIPs (Very Important Persons) will focus on relationships. Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.
Being Safe	**Safety First** In this unit of work, children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the Internet and how to stay safe online. They will be taught about the	**Safety First** In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn	**Safety First** In this unit of work, children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations.

	Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety.	about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road safety and dangerous substances; drugs (including medicines), cigarettes and alcohol. Children will look at e-Safety, considering what should never be shared and how to report any concerns about online incidents.	They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at e-Safety in detail, including social media, considering what should never be shared and how to report any concerns with incidents online.
Mental wellbeing	**Think Positive** This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support them in thinking positively and calmly, making good decisions and developing resilience. **Be Yourself** This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.	**Think Positive** This unit is designed to build on what the children have already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental health. The lessons centre on themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mindset approach to learning. **Be Yourself** This unit is inspired by the idea that it is important to have confidence to be yourself. It aims to enable children to identify their strengths and achievements as well as help them to recognise different emotions they experience. In this unit, children will also explore how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have an opportunity to explore the influence of the media in how we view ourselves and analyse the	**Think Positive** This unit is designed to help children further develop their understanding about thoughts and emotions, both positive and negative. The lessons centre around themes such as: the links between our thoughts, feelings and emotions; making good choices; mindfulness and applying a growth mindset approach to life. **Be Yourself** This unit is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. It will also look at how to be confident and how to manage

		reality of these messages. The unit ends with the children exploring how to make things right when we make mistakes and the importance of learning from these.	uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.
			Moving to High School Pupils will learn about the feelings and common anxieties pupils face when starting key stage 3/moving to secondary school. They will also explore ways of managing these feelings.
Internet safety and harms **Online relationships**	**Online Safety 1** In this unit, children learn about the potential dangers in the online world and what basic steps we all need to take in order to have positive digital experiences. Children learn the SMART rules and look at what information should be kept safe when using the Internet. The lessons then explore the positives and potential negatives of online communication, such as email, and children will develop the skills to recognise potential dangers and act accordingly to keep themselves and others safe. **Online Safety 2** In this unit, children learn about how what they do online leaves a trail called a digital footprint. They will look at how to improve the efficiency of their online searches, the types of websites that are	**Safety First** **Online Safety 1** In this unit, children are introduced to email and other forms of online communication. They will look at how to write and send emails, as well as how to decide if an email is safe to open. They will build on their existing knowledge of cyber bullying and how to deal with unkind behaviour online. The use and importance of privacy settings is introduced, and children will discuss the types of information we should not share online. They will build on the idea of a digital footprint by thinking about how the adverts they see online are targeted at them. Children will finish the unit by using the knowledge they have gained to plan a party using online communication methods. **Online Safety 2**	**Safety First** **Online Safety 1** In this unit, children will learn about email safety with a focus on preventing and dealing with spam. They will consider the importance of strong passwords and learn how to create them. Children will build on their knowledge of plagiarism and fair use of people's work by learning how to write citations and references for websites they may use. They will scrutinise photographs that they see online and learn how easy it is to manipulate pictures and present them as reality. **Online Safety 2** In this unit about online safety, children will be taking a more in depth look at a variety of online safety issues, most of

	best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term 'cyber bullying' and look at how they should communicate online and deal with instances of people being unkind via digital means.	In this unit, children learn about preventing and dealing with cyber bullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety. **Internet Legends**	which they will have been familiarized with in previous years. They will be introduced to the idea of the internet, as a type of media, and how it can shape our ideas about boys and girls through stereotypes. Children will be given ways to deal with online content that they find worrying or even believe to be dangerous. **Internet Legends**
Physical health and fitness	**It's My Body** This unit explores choices that children can make looking after their bodies. The lessons look at key areas where they can make safer choices: their bodies, sleep and exercise, diet, cleanliness and substances.	**It's My Body** This unit explores choices that children can make looking after their bodies. The lessons look at key areas where they can make safer choices: their bodies, sleep and exercise, diet, cleanliness and substances.	**It's My Body** In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances, which are harmful to our bodies. Children will also learn about the importance of sleep and keeping clean, especially as their bodies change during puberty. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have and learn about the support that is available to them
Healthy eating	**It's My Body**	**It's My Body**	**It's My Body**
Drugs, alcohol and tobacco	**It's My Body**	**It's My Body** **Safety First**	**It's My Body**

Health and prevention	**It's My Body** **Safety First**	**It's My Body**	**It's My Body**
Basic first aid	**Safety First**	**Safety First**	**Safety First** **First Aid Workshop**
Changing bodies	**Growing Up** This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.	**Growing Up** This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies are different. They will also learn about different relationships and family structures.	**Growing Up** This unit builds upon children's knowledge of how we grow and change, both physically and emotionally and the types of relationships people have. They also learn about positive body images and stereotypes.
Being a good citizen	**Britain** This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will	**Britain** This unit is inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. In this unit, children learn about British people, rules, the law, liberty and what living in a democracy means. They also learn about the	**Britain** This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national

also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.

One World

This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.

Respecting Rights

This unit is based on the concept that we should all be rights respecting citizens in our communities. It is inspired by the fact that all people have rights that are shared and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will also

importance of being tolerant of differences within their society.

One World

This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations, which help people like Chiwa. They will also learn about how to be a good global citizen

Respecting Rights

government and the role of charities and voluntary groups in British society.

One World

This unit is based upon the concept that we all have a responsibility to live as global citizens. It is inspired by the idea that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. It aims to enable children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming. Children also learn about the steps they can take to reduce the harmful effects. They will also learn about the importance of biodiversity and its importance and explore what they would do to make the world a better place.

Respecting Rights

This unit is based on the concept that we can all make choices to live as rights-respecting citizens. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe and healthy lives. This unit helps children to understand that no one can take away their rights. It also aims to help the children to explore the ideas of equality and discrimination and the consequences of both. In this unit,

	reflect on how they can take part in the school community and why it is good to do what we can to make a positive difference.		children learn about how they can make choices and take actions, which respect the rights of others. They will also learn about human rights activists and how they work to make the world a better place.

RSE expectations: primary

Here's what pupils should know by the end of primary school

Taken from the DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019

Families and people who care for me

➢ 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 to their family, but that they should respect those differences and know that other children's families are also characterized 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 recognized 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

➢ 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, honesty, trustworthiness, loyalty, kindness, generosity, 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 managing these situations and how to seek help or advice from others if needed.

Respectful relationships

- The importance of respecting others, even when they're 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 the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.
- About different types of bullying (including cyber bullying), 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

- That people sometimes behave differently online, including by pretending to be someone they're not.
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're 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've never met.
- How information and data is shared and used online.

Being safe

➢ 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 its 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/unsafe physical and other contact.

➢ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't 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're heard.

➢ How to report concerns or abuse, and the vocabulary and confidence needed to do so.

➢ Where to get advice (e.g. family, school, other sources).

Mental wellbeing

➢ That mental wellbeing is a normal part of daily life, in the same way as physical health.

➢ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

➢ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

➢ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

➢ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

➢ Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

➢ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

➢ That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing.

➢ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental

➢ wellbeing or ability to control their emotions (including issues arising online).

- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.

➤ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

➤ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

➤ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

➤ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

➤ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

➤ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

➤ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.

➤ The facts and science relating to allergies, immunisation and vaccination.

Basic first-aid

➤ How to make a clear and efficient call to emergency services if necessary.

➤ Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

➤ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

➤ About menstrual wellbeing including the key facts about the menstrual cycle.

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	