



Relationships and Sex Education Policy

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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 teaching of Relationships and Sex Education at Walnut Tree Walk Primary is an important aspect of pupils' education and is concerned with informing children honestly and appropriately so that they make safe choices later in life. RSE includes planned opportunities to support the development of their self-confidence and relationships, enabling pupils to participate happily in the wider community. It promotes an understanding of the range of family groups and other people who contribute to providing children with the care, love and support they need to grow.

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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the 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 Walnut Tree Walk 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. Governors look at and approve draft before going to consultation stage.
3. Pupil consultation – we investigated what exactly pupils want from their RSE
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
5. Parent/stakeholder consultation – parents and any interested parties were invited to feedback views on the draft policy.
6. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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 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
- How a baby is conceived and born

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 or teacher.

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

Children are taught Relationships Education by their own class teachers, school support staff, or by invited external agencies. All staff are committed to delivering the programme. As with all purposeful teaching, a balanced range of methods is employed, but with the emphasis on active learning methods which involve the children's full participation. Approaches will vary with the materials to be used and the objectives of the lessons but will generally be pupil centered, interactive and involve discussion and group work.

Teaching is normally in mixed gender classes as it is helpful for boys and girls to discuss feelings about growing up and developing an awareness of the development of both sexes, whilst

promoting a positive attitude to equal opportunities, anti-sexism and gender issues, but provision is made available for single sex groups as appropriate, relevant or requested. There will be sensitivity to individual's special needs, ensuring that resources used will enable equal access to all.

Some elements of RSE are taught as part of the statutory National Curriculum for Science as outlined below:

Pupils should be taught to:

Key Stage 1

- learn names of main body parts and senses
 - notice that animals, including humans, have offspring which grow into adults
 - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- Key Stage 2
- describe the changes as humans develop to old age
 - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Key Stage 2

- describe the changes as humans develop to old age
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Children are also taught through explicit RSE lessons and assemblies that cover the key areas of the curriculum. 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). We aim to ensure that our reading books in the classrooms across the school reflect the different and diverse family types.

7. Roles and responsibilities

7.1 The governing board

The governing board has delegated the approval of this policy to the Curriculum, Standards and Inclusion Committee and Andrew Chaplin.

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 class teachers are responsible for teaching RSE in lessons with the assistance of their teaching staff, where applicable and after being briefed by the class teacher. The PSHE Lead for the school, Roisin Anderson, is responsible for ensuring that the curriculum resources are up to date with legislation and that staff know where to access approved resources for teaching.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained and supported on the delivery of RSE and it is included in our continuing professional development.

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 headteacher Andrew Chaplin and the PSHE subject leader Peter Baldwin through:


- Discussions with class teachers
- Learning walks
- Staff meetings and training days
- Pupil Focus Groups

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

This policy will be reviewed by Peter Baldwin and Andrew Chaplin every two years. At every review, the policy will be approved by the governor Curriculum, Standards and Inclusion committee.

Appendix 1: Curriculum map



PSHE curriculum map, including Relationships and Sex Education

		EYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1				Staying safe around medicines	Why are vaccinations important?		Risks and effects of alcohol	What are drugs and how harmful are they?
				Everything you need to know about medicines	Drug & Alcohol Education Session 1 - Safety Rules and Risks: Medicines and Household Products		Drug & Alcohol Education Session 1 - Managing Risk: Medicines	Drug & Alcohol Education Session 1 - What are drugs and how harmful are they?
			Drug & Alcohol Education Session 1 - Keeping Safe: Things that go Into and Onto Bodies		Drug & Alcohol Education Session 2 - Safety Rules and Risks: Alcohol and Smoking		Drug & Alcohol Education Session 2 - Managing Risk: Legal and Illegal Drugs	Drug & Alcohol Education Session 2 - Drug risk ladder and quiz
			Drug & Alcohol Education Session 2 - Keeping Healthy: Medicines				Drug & Alcohol Education Session 3 - Managing Risk: Influences and Pressure	Drug & Alcohol Education Session 3 - Drugs and the law
			Drug & Alcohol Education Session 3 - Keeping Safe: Medicines and Household Products				Drug & Alcohol Education Session 4 - Managing Risk: Drugs and Alcohol in the Media	

Autumn 2		<p>PANTS rule</p> <p>Know that we have private parts of the body, their names and where they are.</p> <p>What is personal space?</p> <p>Who are trusted adults?</p>	<p>PANTS rule</p> <p>Know that we have private parts of the body, their names and where they are</p> <p>What is personal space?</p> <p>Who are trusted adults?</p>	<p>PANTS rule</p> <p>Know that we have private parts of the body , their names and where they are</p> <p>What is personal space?</p> <p>Who are trusted adults?</p>	<p>PANTS rule</p> <p>Know that we have private parts of the body, their names and where they are</p> <p>What is personal space?</p> <p>Who are trusted adults?</p>	<p>Recap male and female body parts.</p> <p>What is Puberty?</p>	<p>Recap male and female body parts.</p> <p>How your body changes through puberty</p>	<p>Recap male and female body parts.</p> <p>Puberty, Relationships and Contraception</p>
		<p>How are girls' and boys' different?</p>	<p>What do we call the different parts of girls' and boys' bodies/</p> <p>Understanding that growing and changing is natural and happens to everybody at different rates</p>	<p>Where do babies come from?</p> <p>Usborne book</p> <p>And where am I on the journey from young to old?</p>	<p>How much have I changed since I was a baby?</p>	<p>Periods and how to manage them</p>	<p>Growing and changing – facts about puberty</p>	<p>Reproduction and pregnancy</p>
			<p>What is consent?</p> <p>Asking for permission</p>	<p>What is consent?</p> <p>Asking for permission</p>	<p>What is consent?</p> <p>Permission, boundaries and inappropriate + appropriate touching</p>	<p>What is consent?</p> <p>Permission, boundaries and inappropriate + appropriate touching</p>	<p>What is consent?</p> <p>Permission, boundaries and inappropriate + appropriate touching</p>	<p>What is consent?</p> <p>Permission, boundaries and inappropriate + appropriate touching</p>

			Keeping safe at home	Keeping safe at home	Risks, hazards and how to stay safe	Helping to save lives with 999 and hazards and safety risks	How to remember safety procedures	Practising emergency calls
			When do you use 999?	When do you use 999?	Reducing risks when helping others			What is an emergency? – Should I call 999?
			Values, Money and Me	Values, Money and Me	Values, Money and Me	Values, Money and Me	Values, Money and Me	Values, Money and Me
			Do the right thing	Finders keepers	I want It	Costing the earth	Do you need it?	Paying for Pride Place – Payslip work
			What is the value?	You decide	Exploring needs/wants	I pledge	The cost of having fun	Paying together
			Things that money can't buy	Pensions – shopping challenge			How can I help?	
Spring 1			Rude, Mean, Bullying	Rude, Mean, Bullying	Rude, Mean, Bullying	Rude, Mean, Bullying	Rude, Mean, Bullying	Rude, Mean, Bullying
			Different types of relationships and behaviours in a healthy relationship	Understanding similarities and differences in people	Essentials of a healthy family	Importance of clear communication and managing conflict	Expectations and pressures in children and what makes a good friend	Courtesy and manners
			Who can I turn to and where can I go for help?					Differences in people
								Prejudice and stereotypes
		Racial stereotypes and racism						

Spring 2			What is a family?	Feeling safe and unsafe in families and Who we can turn to	Healthy and unhealthy friendships	Understanding differences in families	What marriage is and other long term commitments	Good and bad peer influence/pressure			
			Recognising how we know how we and others are feeling					Dealing with conflict			
			Empathy, and Being and good friend and asking for help					Positive relationships			
								Meeting new people			
								Keeping yourself safe – peer pressure			
	MIND+BODY Health & Well-being		What is physical and emotional health?	Benefits of exercise on physical and emotional health	Staying safe in the sun	Eating healthy and keeping your teeth clean	How being healthy affects your physical and emotional health	Helpful and unhelpful worries			
			Eating healthy and Keeping your teeth clean	Where emotions are felt and the importance of talking about your emotions							
			How our bodies react to emotions	Different emotions and dealing with negative emotions					The Food Wheel – How good and bad food affects our emotional health	Stress – dealing with emotions and changes	
				The importance of sleep and making sure you get enough				What is illness and what are the symptoms	What is an active lifestyle and how to prevent related illnesses	What prejudices about physical and mental health are bad	Worries and stresses
											Taking care of your mental health
		Bereavement									

Summer 1			What is the internet?	Risks online and how to avoid them	Age restrictions in the world, online and why we need them	Being polite online and how the internet works	Understanding what not to share online	Staying safe online
			How to stay safe online	What not to share online and why	How to behave sensibly online	What is cyberbullying?	Understanding unrealistic expectations online	What people can we trust online?
					Why spending too much time online is bad	All about bullying and cyberbullying	What content can we trust online?	
Summer 2			Help and advice Reporting abuse	Help and advice Reporting abuse	Help and advice Reporting abuse	Help and advice Reporting abuse	Help and advice Reporting abuse	Help and advise Reporting abuse
							Assessing risks and managing safety	TFL visit for travel safety

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 • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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	