

Rochford Primary and Nursery School (Academy)



Relationships and Sex Education Policy



Vision Statement:

“Inspiring lifelong learning”

We are committed to providing:

- inspirational teaching;
- a stimulating environment;
- a challenging and interesting curriculum, so that children learn a variety of skills and are inspired to develop a love of learning; and
- a happy, safe and caring school where:
 - every child can reach their full potential
 - staff are valued
 - visitors feel welcome.

We are committed to developing an inclusive school at the heart of the Rochford Community where:

- every child’s happiness and needs are of great importance;
- where there are high expectations of good behaviour; and
- where all members of the school community value good manners and co-operation.

We are committed to:

- communicating and working effectively with parents so that there is a genuine partnership supporting children’s learning.

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
- › Teach pupils to respect each other and value differences.

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 Rochford Primary and Nursery 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 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 discuss their views about the policy

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

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, 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). Some elements are taught through our computing and Science curriculum.

Pupils also receive stand-alone sessions to prepare them for adolescence.

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 Years 5 & 6 pupils are taught about body changes and what to expect as they grow into adults.

Children with SEN are taught life skills to equip them in their lives as adults.

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 governing body

The governing body will approve the RSE policy and will hold the headteacher to account for the implementation of this policy.

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 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 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 teachers are responsible for delivering RSE within lessons.

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.

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 PSHE Lead through:

Planning looks, learning walks, and work looks.

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

This policy will be reviewed by the PSHE lead and Headteacher annually. At every review, the policy will be approved by the governing body.

Reviewed during	Autumn 2020
Approved by Governing Body	
Next review	Autumn 2021

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 2	<p>Changing and Growing</p> <ul style="list-style-type: none">• Identify the similarities and differences between boys and girls• Recognise and respect similarities and differences between people. <p>6-week e-safety unit taught in Computing lessons. Hectors world – using computers safely</p>	
	Spring 2	<p>Communication</p> <ul style="list-style-type: none">• Recognise and communicate feelings to others.• Deal with feelings in positive ways• Learn to take part in discussions	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Autumn 2	6-week e-safety unit taught in Computing lessons. Jessie and friends – watching videos, sharing pictures, chatting online, personal information, gaming.	
	Spring 1	<p>Family and Friends</p> <ul style="list-style-type: none"> • How to develop positive relationships with their peers. • Recognise that family and friends should care for themselves and each other • Learn the similarities and difference between people of different countries and the importance of cross-cultural friendships. • Learn the importance of friendship and kindness. 	
	Spring 2	<p>Bullying</p> <ul style="list-style-type: none"> • What is bullying? • Understanding that bullying is wrong • Understand how their behaviour affects other people • Understanding how to get help 	
	Summer 1	<p>Emotions</p> <ul style="list-style-type: none"> • Learning how positive choices and how they can lead to happiness • How to manage and express feelings in a positive way • Learn about the importance of love • Coping with change and loss • Understanding that all actions have consequences • To take responsibility for our actions 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn 2	<p>Emotions</p> <ul style="list-style-type: none"> • Recognise how their behaviour and that of others may influence people both positively and negatively • Listen to and show consideration for other people's views • Empathise with another viewpoint • How to control strong emotions • Know how to keep safe and where to get help <p>6-week e-safety unit taught in Computing lessons. The smart crew – safe online decisions</p>	
	Summer 1	<p>Growing and changing</p> <ul style="list-style-type: none"> • Understand the rate at which we grow differs from person to person 	
	Summer 2	<p>First aid</p> <ul style="list-style-type: none"> • Know when and how to make an emergency call 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn 1	<p>Communication</p> <ul style="list-style-type: none"> • Recognise there are many ways to communicate • Understand the need to communicate clearly • Understand why it is important to listen to others • Know how to communicate their opinions 	
	Autumn 2	<p>Collaboration and Bullying</p> <ul style="list-style-type: none"> • Understand why it is important to work collaboratively • How to spot problems and how to deal with them • Know how to recognise the difference between isolated hostile incidents and bullying • Understand what self esteem is and why it is important <p>6-week e-safety unit taught in Computing lessons. Think you know play, like share - how to stay safe from sexual abuse, exploitation and other risks they might encounter online.</p>	
	Spring 1	<p>Similarities and Differences</p> <ul style="list-style-type: none"> • Understand how we are all connected by our similarities • Know and understand how the makeup of family units can differ 	
	Spring 2	<p>Healthy Relationships</p> <ul style="list-style-type: none"> • Understand the features of a good friend • Understand why it is important to be positive in relationships with others 	
	Summer 1	<p>Diversity and discrimination</p> <ul style="list-style-type: none"> • Understand why it is important to be a part of a community • Know and understand the terms discrimination and stereotype • Challenge stereotypes relating to gender and work 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 2	<p>Communication</p> <p>6-week e-safety unit taught in Computing lessons. Think you know play, like share - how to stay safe from sexual abuse, exploitation and other risks they might encounter online.</p>	
	Spring 2	<p>Emotions</p> <ul style="list-style-type: none"> • Know about and understand the cyclic nature of life and how death is an inevitable part of this cycle • Understand the need for empathy when peers are experiencing conflict at home 	
	Summer 1	<p>SRE for girls – body changes</p> <ul style="list-style-type: none"> • Puberty – What it is. • What are the signs? • Body changes. • Periods and hygiene. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn 1	Similarities and differences	
	Autumn 2	<ul style="list-style-type: none"> • Race and ethnicity – recognising stereotyping and discrimination • Respect for one another 	
		<p>6-week e-safety unit taught in Computing lessons. Childnet - Trust Me - a resource which would start the conversations around extremism and extreme online content. The main aim of this resource is to educate young people around inaccurate and pervasive information that they might come across online.</p>	
	Spring 1	Healthy Relationships	
Summer 1	<ul style="list-style-type: none"> • Understand the importance of touch • Know the difference between appropriate and inappropriate touch. • Developing positive relationships. <p>Diversity</p> <ul style="list-style-type: none"> • Understand the benefits of living in a diverse community. <p>SRE</p> <ul style="list-style-type: none"> • Body changes – what to expect. • Girls watch the girls’ changes video and the boy changes video. • Boys watch the boy changes video and the girl changes video. 		

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

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
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

