



Weston Village Primary School

## Relationships and Sex Education Policy

Version 1.0

<b>Staff/ Committee involved in development:</b>	Thomas Cutts, Maria McKenzie
<b>For use by:</b>	All KS1 and KS2 teachers
<b>Policy relates to statutory guidance:</b>	Children and Social work act 2017, Education Act 1996
<b>Key related policies:</b>	Curriculum; Safeguarding and Child Protection
<b>To be reviewed in the light of operating experience and/or changes in legislation</b>	

## 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 Weston, we are committed to promoting a safe and healthy lifestyle. RSE is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship education. Effective Relationships and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.

We provide PSHE and Citizenship education through a spiral programme from Year 1 to Year 6, which builds on the learning and experiences that children have in Reception through the Personal, Social and Emotional strand of the Early Years Curriculum. It gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. Please see Appendix 1 for the PSHE, RSE and Citizenship curriculum map.

## 2. Statutory requirements

As a primary academy 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 Weston Village 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 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 respond to the policy
4. 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.

## 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
- 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).

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

The PSHE, RSE and Citizenship curriculum is sub-divided into three broad strands: Relationships, Living in the Wider World, Health and Wellbeing. Aspects that specifically relate to RSE are predominantly covered under the Relationships strands but are interwoven across 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).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing 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 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 Weston this is specifically some elements of the Year 6 Relationships – Growing Up unit.

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 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 RSE leader 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 annually. At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum map



# Weston Village Primary School

## PSHE, RSE and Citizenship Curriculum Map

	Relationships	Relationships	Living in the Wider World	Living in the Wider World	Health and Wellbeing	Health and Wellbeing
Year 1 and 2 (cycle A)	<b>TEAM</b> - Children learn about the importance of being kind to others, the effects of bullying and teasing and what to do about it if they see it happening, or it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.	<b>Be Yourself</b> - 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.	<b>Money Matters</b> - Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between what we want and what we need.	<b>Britain</b> - Children will 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.	<b>It's My Body</b> - Children can make safer choices: their body, sleep and exercise, diet and cleanliness. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.	<b>Aiming High</b> - Children will discuss positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. There will also be a focus on aspirations for the future, different jobs and roles and in doing this, some of the difficulties faced by stereotyping will be explored.
Year 1 and 2 (cycle B)	<b>Growing Up</b> - Children will learn about their own and others' bodies, looking at similarities	<b>VIPs</b> - (Very Important Persons) Children will identify what makes someone a special person in	<b>Respecting Rights</b> - Children will explore the concepts of difference and fairness and be	<b>One World</b> - Children will explore their own family life, home and school and compare these to children's	<b>Think Positive</b> - Children will recognise, talk about and accept their feelings, both positive	<b>Safety First</b> - Children will learn about everyday dangers, in the home and outside and how they can

	<p>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.</p>	<p>their life and who these are. They are also encouraged to explore why families and friendships are important and understand there are things they can do to resolve differences and build healthy and positive relationships within them. The children will also be taught the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this.</p>	<p>encouraged to reflect on how we should behave towards those who are different from us and why it is important to be fair. They will also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will also 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.</p>	<p>family life, homes and school from around the world which are different from their own. The children will also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.</p>	<p>and negative, as well as how to manage certain emotions. They will explore themes of thinking positively and calmly, making good decisions and developing resilience. They will also explore the positive feelings associated with being thankful, grateful and mindful.</p>	<p>keep themselves safe. Children will also learn about the Internet and how to stay safe online. They will be taught about the 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.</p>
Year 3	<p><b>TEAM</b> - Children will identify the impact their actions have on the team they are working in. They will learn about successful teamwork skills, being considerate of others in the team and how to positively resolve</p>	<p><b>Be Yourself</b> - Children will explore their strengths and achievements, how to express their thoughts and feelings respectfully and how to be assertive when in uncomfortable situations. The children will also have</p>	<p><b>Money Matters</b> - Children will discuss how we spend money, why people might need to borrow money and the consequences of this. Children will begin to discuss the difference between things we want, things we need</p>	<p><b>Britain</b> - Children will learn about British people, rules, the law, liberty and what living in a democracy means. They will also learn about the importance of being tolerant of differences within their society.</p>	<p><b>It's My Body</b> - Children will explore the choices they can make about looking after their bodies. They will look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children</p>	<p><b>Aiming High</b> - Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Children will share aspirations for the</p>

	any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.	an opportunity to explore the influence of the media in how we view ourselves and analyse the reality of these messages. They will also explore how to make things right when we make mistakes and the importance of learning from these mistakes.	and how to prioritise our spending. Through this unit of learning, children will also consider what influences their spending and how we can keep track of what we spend.		will learn facts about each of these areas and learn strategies on how to manage them. Children will be encouraged to get help from trusted adults when necessary.	future, with regard to employment and personal goals, and through this learning they will consider different jobs and roles. Children will also have the opportunity to think further about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.
Year 4	<b>Growing Up -</b> Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.	<b>VIPs - (Very Important Persons)</b> Children will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. They will then move on to explore disputes and bullying and will address strategies for coping with each of these.	<b>Respecting Rights -</b> Children will learn that no one should take away their rights and they will explore the ideas of equality and discrimination and the consequences of both. Children will learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. They will also learn about rules	<b>One World -</b> Children will look at a case study of a fictional girl who lives in Malawi and they will explore different aspects of her life. Children will see how 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	<b>Think Positive -</b> Children will build on what they have already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental health. They will explore themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth	<b>Safety First -</b> 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 about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn

			– why we have them and how they help us.	countries. Children will explore the concepts of inequality and stereotypes and be encouraged to reflect on what they can do to help make the world a fairer place. Children will also learn about climate change and its effects, fair trading practices and organisations which help people. They will learn about how to be a good global citizen as well.	mindset approach to learning.	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.
Year 5	<b>TEAM</b> – Children will consider the key qualities and skills needed for a team to be successful. They will explore what collaborative learning is and learn how to compromise to ensure a group task is completed successfully. They will address the importance of caring for team members and the shared	<b>Be Yourself</b> - Children will focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They will also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. Children will look at how to be confident and how to	<b>Money Matters</b> - Children will think about how money is used in the wider world. They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real	<b>Britain</b> - Children will identify how they can make a positive contribution to the community. They will learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.	<b>It's My Body</b> - 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	<b>Aiming High</b> – Children will discuss achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think



	responsibilities a team has.	manage uncomfortable feelings. Children will also investigate how to make things right when they make a mistake.	value of products by being critical consumers. Children will learn about budgeting and discuss what happens if people cannot afford what they need to buy. Children will also have the opportunity to discuss how our earning and spending can contribute to society through the payment of tax.		and keeping clean, especially as their bodies change during puberty. Children will be encouraged to consider the choices they have and learn about the support that is available to them.	about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future.
Year 6	<b>Growing Up</b> - The children will build on their knowledge of how we grow and change, both physically and emotionally and the types of relationships that people have. They will learn about sexual relationships. They will also learn about positive body images and stereotypes.	<b>VIPs</b> - (Very Important Persons) Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. Children will explore how to address conflicts and resolutions in relationships. They will also look at the secrets and dares as well as healthy and unhealthy	<b>Respecting Rights</b> – Children will learn that no one can take away their rights. They will explore the ideas of equality and discrimination and the consequences of both. Children will 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.	<b>One World</b> - Children will learn that we all have a responsibility to help the environment and all living things throughout the world through the choices we make. Children will explore the ideas of sustainability, the use of earth’s natural resources and the harmful effects of global warming. Children will learn about the steps they can take to reduce these harmful effects.	<b>Think Positive</b> – Children will be encouraged to further develop their understanding about thoughts and emotions, both positive and negative. Children will explore themes such as: the links between our thoughts, feelings and emotions; making good choices; mindfulness and applying a growth mindset approach to life.	<b>Safety First</b> - Children will consider what it means to take responsibility for their own safety. 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,

		relationships.		They will also learn about biodiversity and its importance and explore what they would like to do to make the world a better place.		including social media, considering what should never be shared and how to report any concerns with incidents online.
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## Appendix 2: By the end of primary school pupils should know

### RSE expectations: primary

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

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#### 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 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 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	