



Relationships and sex education policy (from 2022)

For consultation

Approved by:	[Name]	Date:	[Date]
Last reviewed on:	[Date]		
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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

RSE relates strongly to our mission statement:

Byfield is a friendly school where everybody is caring and welcoming. We provide children with inspiring learning opportunities and ensure children are encouraged, supported and challenged so they develop a love of learning. **At Byfield we believe that every child is entitled to become a confident, independent, well-**

rounded individual who is equipped with all the skills to lead a successful and rewarding life. Children at Byfield are confident to face challenges, believe in themselves and are proud of their achievements.

It also links with 4 of 6 key values: Determined, Fair, Responsible, Respectful, Caring and Courageous.

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 Byfield Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors, 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. 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, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is about equipping children with confidence and knowledge to make informed choices, and help them to feel confident to make choices.

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
- 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:

KS1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

KS2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- learn about the changes experienced in puberty

Other aspects are included in religious education (RE).

Pupils in UKS2 also receive stand-alone sex education sessions delivered by a trained health professional.

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

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-science or 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-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.

RSE is led, under the umbrella of PSHE, by the PSHE subject lead (Alison Turner) who supports class teachers to deliver this curriculum.

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 subject lead through:

Learning walks, book looks, planning scrutinies, professional dialogue with staff, pupil voice and communication with parents.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. It is not formally assessed.

This policy will be reviewed by Alison Turner, PSHE Lead, annually. At every review, the policy will be approved by the governing board and headteacher.

School PSHE/RSE Curriculum Map

We are currently using Twinkl Life as a scheme of work. We have shaped the planning into a 2 year programme and linked it with our **School Values** and Human Values (also referred to as British Values) and also our own **Well-being programme**. We first designed the idea of a well-being programme during Lockdown and it is something we are continuing with so that our children have a good understanding of self reflection, self-regulation (through Zones of Regulation) and understand how to take care of themselves mentally, physically and emotionally.

The title **KS1 or KS2** shows which unit of work from Twinkl the teacher will use. Some evidence of this may be found in books or floorbooks, however some lessons might be carried out through drama or discussions. Although Twinkl Life is the scheme of work, we are not limited to using only these resources and will find links to current affairs and issues the children are interested in where possible, as well as other teaching resources.

The heading in brackets **(Relationships)**, **(Living in the Wider World)** and **(Health and Well-being)** are the 3 strands that form the PSHE curriculum, taken from the PSHE Association. This means our whole curriculum for PSHE and RSE links together under one curriculum. While teaching that unit of learning, we will be covering the objectives within the PSHE/RSE curriculum.

This 2 year programme has been put together to allow classes to be covering similar topics at the same time. This helps discussions at home and between pupils as well as give the school opportunities for whole school events, visitors and assemblies.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Curriculum Strand	(Relationships)	(Health and Well-being)	(Living in the wider world)	(Relationships)	(Health and Well-being)	(Living in the wider world)
School value	Determined	Fair	Respectful	Responsible	Caring	Courage
Human Values	Democracy Rule of Law	Democracy Rule of Law	Mutual Respect	Individual Liberty	Acceptance	Looking forward / Changes
Well-being priorities	Emotional Well-being Growth Mindset	Mental Well-being	Physical Well-being	Mental Well-being	Physical Well-being	Emotional Well-being and Growth Mindset
Year 1 / 2 A	KS1 VIPs	KS1 Safety First	KS1 One World	KS1 Digital Well-being	KS1 Growing Up	KS1 Money Matters
Year 1 / 2 B	KS1 Team	KS1 Think Positive	KS1 Diverse Britain	KS1 Be Yourself	KS1 It's My Body	KS1 Aiming High
Year 3 / 4 A	LKS2 VIPs	LKS2 Safety First	LKS2 One World	LKS2 Digital Well-being	LKS2 Growing Up	LKS2 Money Matters
Year 3 / 4 B	LKS2 Team	LKS2 Think Positive	LKS2 Diverse Britain	LKS2 Be Yourself	LKS2 It's My Body	LKS2 Aiming High
Year 5 / 6 A	UKS2 VIPs	UKS2 Safety First	UKS2 One World	UKS2 Digital Well-being	UKS2 Growing Up	UKS2 Money Matters
Year 5 / 6 B	UKS2 Team	UKS2 Think Positive	UKS2 Diverse Britain	UKS2 Be Yourself	UKS2 It's My Body	UKS2 Aiming High

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

Remove if you're a primary school and only teach relationships education (i.e. you don't teach any non-statutory elements of sex education)

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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>