Buckstones Community Primary School

Relationships and sex education policy

Written and agreed by staff: 17.1.20

Adopted by Governors: 28.1.20

Signed by Chair:

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

Our RSE teaching and learning is delivered within the aims of our vision statement and our equal opportunities policies. Therefore, RSE will be delivered within an ethos of honesty, trust, respect and care. We aim to equip pupils with the skills necessary to consider other people's values. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances. Teachers will be sensitive to these issues and to different types of families, promoting inclusion and reducing discrimination. Teaching about different families is part of RSE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued.

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

3. Policy development

This policy has been developed in consultation with staff, parents and Governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff and collaboration across schools 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. 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, similarities and differences between ourselves and other people's families, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and allowing discussion.

5. Curriculum

Our curriculum is set out as per Appendix 1 and includes our PSHE (Personal, Social, Health and Economic) curriculum as well as RSE (Relationships and Sex Education). However, this may need to be adapted. We have developed the curriculum in consultation with parents, staff and Governors. 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.

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 in Year 5 and 6 also receive stand-alone puberty sessions delivered by a trained health professional, parents are notified of these talks in advance. These sessions are taught in single sex groupings.

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 e.g., single parent families, two 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 hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Curriculum Sub Committee.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

The school does not teach anything outside what is a statutory requirement in the Physical Health and Mental Wellbeing guidance.

Therefore managing requests to withdraw pupils is not applicable.

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 science/RSE e.g., puberty.

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 Teaching and Teaching Assistants at this school are responsible for teaching or supporting the teaching of RSE.

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 and is part of our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Miss Sarah Healey. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every three years. At every review, the policy will be approved by the Curriculum Sub Committee.

Appendix 1: Curriculum map

P.S.H.E. Long term plan including RSE and Health Education and the Wider World

Core themes:

1. **Health and Wellbeing**
2. **Relationships**
3. **Wider World Includes:**
   - **British Values**
   - **Global Citizenship**
   - **Economic Awareness**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Getting to know each other/School Values	Bonfire night safety Preparing for Christmas/Eid and other celebrations. Selecting and initiating activities independently. Conflict resolution	Looking after nature	Looking after animals Thinking of others (mothers) and different types of families.	Team Work – sharing ideas. Organising group activities.	Exploring feelings and working as a class as we prepare to move up to year 1.
	Rule Of Law: *Following Rules and routines* **Tolerance of Different Faiths and beliefs:** *Look at the features of the Hindu festival of Diwali* **Mutual respect:** *Sharing and turn taking*		**Tolerance of Different Faiths and beliefs:** *Chinese New Year* **Individual Liberty:** *Develop self-confidence and self-esteem in their own ability through taking risks on an obstacle course, mixing colours and discuss why different people have different opinions.*		**Democracy:** *Vote for a person who has been the most helpful/supportive during sports day etc.* *Pupil survey-understanding their voice and opinion counts.*	
Year 1	**Getting on with each other** *Kind/Unkind and that our behaviour can affect others* *Courtesy and manners* *Respecting each other even when they are different e.g. physically, character, personality, background*		**Relationships** *Respecting similarities and differences between ourselves and other people's families* *Special people in our lives i.e. families and friends and how we should care for one another*		**Healthy Lifestyle** *Diet / exercise /healthy lifestyle/ dental health / sun safe* *Self-care*	

		Feelings/Mental Well-Being *Managing feelings, communicating feelings, hurt feelings*	*The importance of spending time together and commitment to each other*	
		Rule Of Law: *Following Rules Fair/Unfair, Right/Wrong* **Tolerance of Different Faiths and beliefs:** Introduction to Islam **Democracy:** *Agree class rules and School Council elections*	**Mutual Respect:** *Respecting similarities and differences between ourselves and other people's families. Respecting each other even when they are different e.g. physically, character, personality and background.* **Tolerance of Different Faiths and beliefs:** *Christian festival of Easter*	**Individual Liberty:** *Making healthy choices* **Tolerance of Different Faiths and beliefs:** *How Christian people worship – churches.*
			Money Matters - Save or Spend (Twinkl)	
Year 2		**Respecting One Another** *Co-operation / Treat each other with respect, including those in authority no matter what their faith or belief or background is Negotiation with our friends* **Bullying/mental Well-Being** *Different types of teasing / bullying, strategies to resist, where/how to get help worried or unhappy and how you would make yourself heard*	**Staying Safe** *Responsible ICT use / online safety, including online relationships Rationing time spent online and the risks of excessive time spent on electronic devices and how it affects our mental health and well-being Road/cycle safety Environmental / rail / water and fire safety First Aid*	**Our Healthy Bodies** *Names of the main parts of the body Similarities/differences between boys and girls Harmful household products Privacy – rights/ responsibilities and respecting others' privacy Secrets / Surprises*
		Democracy: *Election of School Council* **Tolerance of Different Beliefs and Faiths:** *What it means to belong to the Christian religion.* **Rule of Law:** *Bullying is wrong*	**Individual Liberty:** *Making the correct while online and how to stay safe.* **Tolerance of Different Beliefs and Faiths:** *Religious celebrations.* **Mutual Respect:** *Co-operation / Treat each other with respect, including those in authority*	**Mutual respect:** *Respect other people's privacy* **Tolerance of Different Faiths and beliefs:** *Where do people of other faiths worship – visiting a mosque?*
				One World – Families, the Environment and Caring for our Planet

Year 3	Healthy Body/Healthy Mind	Staying Safe	Friendships/Relationships
	Physical, mental and emotional health are all part normal daily life *Choices and consequences* *Balanced lifestyle including diet, safe sun, dental health*	*Online benefits* *Physical, mental and emotional health are all part normal daily life* *Choices and consequences of online actions* *Reporting concerns* *Balanced lifestyle including time spent online*	*Acceptable / unacceptable physical contact* *Personal boundaries* *Secrets / When it is right to break a confidence and seeking permission* *Recognise peoples' feelings and realising that most friendships have ups and downs* *Show, respect, constructively challenge different points of view*
	Rule of Law: *How/why rules and laws are made and enforced, including school rules?* **Democracy:** *Election of School Council* **Individual Liberty**: *Making the correct, healthy choices* **Tolerance of Different Faiths and beliefs**: *Different religious signs and symbols.* *How do Hindus celebrate Diwali?*	**Tolerance of Different Faiths and beliefs:** *Creation stories*	**Mutual Respect:** *Recognise peoples' feelings and realising that most friendships have ups and downs R2.4* *Show, respect, constructively challenge different points of view R3.5* *Personal boundaries R5.3* **Tolerance of Different Faiths and beliefs**: *Christian faith – Bible.*
		Money Matters – **Where does money come from?** **Borrowing and Lending.** **Budgeting.**	
Year 4	**Respecting One Another/Bullying and Stereotypes** *Discrimination, teasing, bullying and aggressive behaviours (inc. cyber-bullying, prejudice-based language and 'trolling')* *Stereotypes* *How to recognise bullying/abuse* *Consequences of bullying and harmful behaviours including discrimination* *Strategies for getting support*	**Staying safe Health and Safety / E-Safety** *School health and safety rules* *Basic emergency aid* *Road / Cycle Safety (Bikeability) and safety in the environment (inc. rail, water and fire safety)* *Online safety, including how to keep personal information safe and how to report concerns*	**Keepingentally Healthy** *Personal feelings* *Conflicting emotions* *Strategies to resolve disputes / differences within friendships*

	Democracy: *Election of School Council* **Mutual Respect**: *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* **Tolerance of Different Faiths and beliefs**: *Hinduism*	**Rule of Law:** *How/why rules and laws are made and enforced, including health and Safety rules*	**Individual Liberty**: *Debates on topical issues which allow children to reflect upon their differences and understand everyone is free to have different opinions.*
		One World – **Climate change** **Urban and Rural Inequality** **Organisations**	
Year 5	Relationships *Different types of stable caring relationships* *Civil Partnerships / Marriage* *Forced marriage* *Cultural practices that are against British law and universal human rights* *Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability)*	Assessing Risk / Staying Safe *Difference between a risk, danger and hazard* *How to manage risks / dares* *Independence – Responsibility* *Safe mobile phone use and internet use to have strategies for keeping themselves safe e.g. not sharing images, passwords, personal information* *Effect of actions on others including online*	Healthy Body/Healthy Mind *How bodies change during puberty including personal hygiene* *Human reproduction*
	Democracy: *Election of School Council* **Mutual Respect** *Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability)*	**Individual Liberty**: *choices we make to stay safe and taking risks when at Robinwood* **Rule of Law**: *link to Anglo Saxon topic*	**Tolerance of Different Faiths and beliefs**: *Why is Muhammed (pbuh) important to Muslims?* *How do Muslims express their beliefs through their practices?*
	Money Matters – **Borrowing and Saving** **Value for Money** **Money in the Wider World/Profit and Loss**		
Year 6	Mental Well-Being/Pressure of Media *Media images – effect on young people* *Sources of peer pressure*	Physical Wellbeing *How to achieve a healthy lifestyle and who to speak to if they need support H8.3 H8.4*	Healthy Relationships *Taking care of our bodies* *Recognise unhealthy relationships, including*

	Resisting pressure / asking for help and having the vocab. to do so *Research/discuss/debate topical issues, problems and events* *How the media presents information* *Social Media and false information online and why age restrictions are applied and why* *Where to find help if experiencing mental health issues* *Managing requests for images of ourselves/others*	*How to spot early signs of physical illness and know the facts relating to allergies, immunisation and vaccination* *Effect of drugs, alcohol, tobacco and 'energy drinks' on our health* *Legal / illegal drugs* *Where to find help if experiencing mental health issues*	*within a family and a friendship and online, which makes us feel unhappy or unsafe and where to seek help*
	Democracy: *Election of School Council and House captains* **Individual Liberty**: *Resisting pressure / asking for help and having the vocab. to do so* **Mutual Respect** *Media images – effect on young people R4 Respecting ourselves and each other and our uniqueness* *Viewpoints - debate topical issues, problems and events* **Tolerance of Different Faiths and beliefs**: *How do different religions worship?*	**Mutual Respect**: *for self and keeping a healthy lifestyle* **Individual Liberty**: *choices we make to stay safe when taking part in orienteering at Castleshaw and Dovestones.* **Tolerance of Different Faiths and beliefs**: *The Qur'an* **Rule of Law:** *Age limits and restrictions.*	**Tolerance of Different Faiths and beliefs**: *Islam*
			Our World- **Global warming** **Use of water and energy** **Biodiversity**

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 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	• 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	• 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	• 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	• 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