

Falconhurst School

Relationships and sex education policy



This policy was approved by the Governing Board on 8th July 2021 for a period of two years.

Approved by: Falconhurst Governing Board **Date:** July 2021

Next review due by: July 2023

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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
- › Integrate children's learning within the wider PSHE and Science curriculum

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 Falconhurst 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 written stakeholder consultation with the opportunity to raise and discuss questions and ratification of the adopted policy at a governing board level.

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
- › Protective behaviours and respect for self and others

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 qualified class teacher

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- › Being Me in My World
- › Celebrating Difference
- › Dreams and Goals
- › Healthy Me
- › Relationships

Sex education, in addition to aspects covered within our Science curriculum, is delivered through a Changing Me unit in our Jigsaw resource. Building blocks for learning include:

- › Life Cycles and How Babies Grow
- › Self and Body Image
- › Changes and Bodies
- › Assertiveness

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/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 teachers are responsible for the teaching of RSE at Falconhurst under the guidance and direction of the RSE Leader.

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. A record that parents have withdrawn their consent will be kept on the school's secure management information system

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff will be supported through further professional development opportunities where requested or required.

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 RSE Leader, Assistant Head (Curriculum) and Head Teacher through:

- › Pupil interviews
- › Lesson Study
- › Book Looks
- › Learning Walks

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

This policy will be reviewed by the Head Teacher annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Jigsaw Unit of Study	Relationships based (and MUST be taught)	Links to Year group Science curriculum (MAY be taught)	Sex element and MIGHT be taught unless parents have opted out.
NURSERY	1. My Body			
	2. Respecting my Body			
	3. Growing Up			
	4. Growth and Change			
	5. Fun and Fears			
	6. Celebration			
RECEPTION	1. My Body			
	2. Respecting my Body			
	3. Growing Up			
	4. Fun and Fears part 1			
	5. Fun and Fears part 2			
	6. Celebration			

YEAR ONE	1. Life Cycles			
	2. Changing Me			
	3. My Changing Body			
	4. Boys' and Girls' Bodies			
	5. Learning and Growing			
	6. Coping with Changes			
YEAR TWO	1. Life Cycles in Nature			
	2. Growing from Young to Old			
	3. The Changing Me			
	4. Boys' and Girls' Bodies			
	5. Assertiveness			
	6. Looking Ahead			

YEAR THREE	1. How Babies Grow			
	2. Babies			
	3. Outside Body Changes			
	4. Inside Body Changes			
	5. Family Stereotypes			

	6. Looking Ahead			
YEAR FOUR	1. Unique Me			
	2. Having a Baby			
	3. Girls and Puberty			
	4. Circles of Change			
	5. Accepting Change			
	6. Looking Ahead			

	Jigsaw Unit of Study	Relationships based (and MUST be taught)	Links to Year group Science curriculum (MAY be taught)	Sex element and MIGHT be taught unless parents have opted out.
YEAR FIVE	1. Self and Body Image			
	2. Puberty for Girls			
	3. Puberty for Boys			
	4. Conception			
	5. Looking Ahead 1			
	6. Looking Ahead 2			
YEAR SIX	1. My Self Image			
	2. Puberty			
	3. Babies: Conception to Birth			
	4. Boyfriends and Girlfriends			
	5. Real self and ideal self			
	6. The Year Ahead			

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

TOPIC	PUPILS SHOULD KNOW
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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
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

TOPIC	PUPILS SHOULD KNOW
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

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			