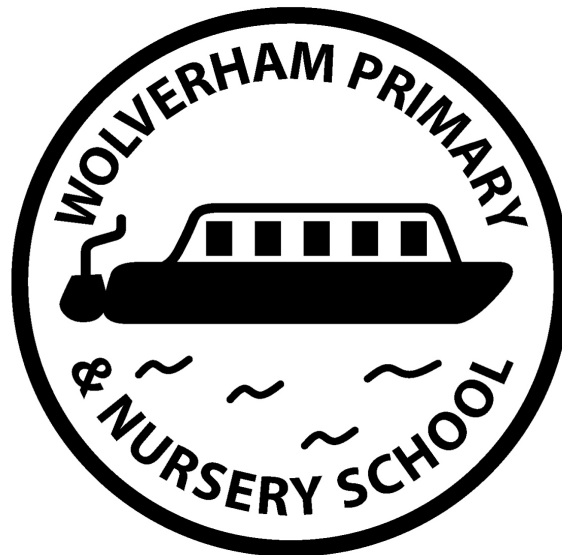


# Relationships and sex education policy

Wolverham Primary and Nursery School



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## I. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place, where pupils listen to the views of others and respond appropriately
- Foster children’s acceptance of diversity and identity, helping them to build positive relationships with other people
- 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 and have strong self-esteem
- Create a positive culture around issues of relationships and help them understand how to build positive relationships with others
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 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 Wolverham Primary and Nursery, 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 small team 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/Governor/stakeholder consultation – parents and any interested parties were invited to share their views via email (due to Covid restrictions in place at the time of writing)
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. Values that will be different for every person dependent on their personal circumstances and experiences.

RSE is not about the promotion of any 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

### 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). Children, for the last 10 years, have taken part in Christopher Winter lessons which focus on teaching children correct terminology and accurate explanations regarding puberty, adolescence and sexual reproduction.

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 local advisory body (LAB)**

The LAB 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-statutory components of sex education within RSE however children will be included in those lessons that cover the Science Key Stage 2 National Curriculum.

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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by subject leaders – Kara Clements and Jess Rowe- through regular observations, pupil conferencing and monitoring of class floor books.

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

This policy will be reviewed annually.

Written by J Ogden, K Clements and J Rowe

Reviewed July 2022

## Appendix I: RSE curriculum map



Adobe Acrobat  
Document



## Appendix I: Christopher Winter curriculum map

At Wolverham Primary and Nursery School, we use the Christopher Winter resources to teach aspects of RSE and Drugs Education (<https://cwpresources.co.uk/home>). Sex education is covered during the Autumn Term and Summer Term.

<b>Reception</b>	<p><b>FAMILY AND FRIENDSHIP</b></p> <p>Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome</p> <p>Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right</p> <p>Identify different members of the family</p> <p>Understand how members of a family can help each other</p>
<b>Year 1</b>	<p><b>GROWING AND CARING FOR OURSELVES</b></p> <p>Know that we can be friends with people who are different to us</p> <p>Understand that babies need care and support</p> <p>Know that older children can do more by themselves</p> <p>Know there are different types of families</p> <p>Know which people we can ask for help</p> <p><b>MEDICINES AND PEOPLE WHO HELP US</b></p> <p>To understand how to look after our bodies</p> <p>To know how medicines get into our bodies</p> <p>To know why people use medicines</p> <p>To understand that some people need to take medicines all the time to stay healthy</p> <p>To know when we should take medicines and who should give them to us</p> <p>To know the rules about medicines</p>
<b>Year 2</b>	<p><b>DIFFERENCES</b></p> <p>Understand that some people have fixed ideas about what boys and girls can do</p> <p>Describe the difference between male and female babies</p> <p>Describe some differences between male and female animals</p> <p>Understand that making a new life needs a male and a female</p> <p>Describe the physical differences between males and females</p> <p>Name the different body parts</p> <p><b>KEEPING SAFE</b></p> <p>To know what is safe or unsafe and when something is classed as risky</p> <p>To now that some things we put into our bodies can harm us</p> <p>To know some rules about keeping safe</p> <p>To be able to follow safety instructions and rules at home and school</p>
<b>Year 3</b>	<p><b>VALUING DIFFERENCES AND KEEPING SAFE</b></p> <p>Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p> <p>Understand that each person's body belongs to them</p> <p>Understand personal space and unwanted touch</p> <p>Understand that all families are different and have different family members Identify who to go to for help and support</p> <p><b>SMOKING</b></p> <p>To understand why people smoke</p> <p>To know how smoking affects people</p> <p>To understand what quitting smoking does to the body</p>

	<p>To know the negative effects of smoking</p> <p>To be able to make the positive choice not to smoke</p>
<b>Year 4</b>	<p><b>GROWING UP</b></p> <p>Understand that puberty is an important stage in the human lifecycle</p> <p>Know some changes that happen during puberty</p> <p>Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose</p> <p>Know that respect is important in all relationships including online</p> <p><b>ALCOHOL</b></p> <p>To know what alcohol is and how it affects the body</p> <p>To understand that everyone will be affected differently by alcohol</p> <p>To be able to make sensible choices about using alcohol</p> <p>To know some laws about drinking alcohol</p> <p>To consider ways of persuading people to drink alcohol sensibly</p>
<b>Year 5</b>	<p><b>PUBERTY</b></p> <p>Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p> <p>Understand how puberty affects the reproductive organs</p> <p>Describe what happens during menstruation and sperm production</p> <p>Explain how to keep clean during puberty</p> <p>Explain how emotions/relationships change during puberty</p> <p>Know how to get help and support during puberty</p> <p><b>LEGAL AND ILLEGAL DRUGS</b></p> <p>To know about a range of legal and illegal drugs</p> <p>To have some understanding of the side effects and risks of illegal drugs</p> <p>To explore our attitudes to drug use</p> <p>To understand that all sorts of people may misuse drugs and challenge myths about drug use</p> <p>To know a range of skills to resist peer pressure</p> <p>To have develop some assertiveness skills</p>
<b>Year 6</b>	<p><b>PUBERTY, RELATIONSHIPS AND REPRODUCTION</b></p> <p>Describe how and why the body changes during puberty in preparation for reproduction</p> <p>Talk about puberty and reproduction with confidence</p> <p>Explain differences between healthy and unhealthy relationships</p> <p>Know that communication and permission seeking are important</p> <p>Describe the decisions that have to be made before having children</p> <p>Know some basic facts about conception and pregnancy</p> <p>To have considered when it is appropriate to share personal/private information in a relationship</p> <p>To know how and where to get support if an online relationship goes wrong</p> <p><b>PREVENTING EARLY USE</b></p> <p>To know what effect cannabis can have on your health and life</p> <p>To know the legal consequences of using cannabis</p> <p>To know the effects and risks of volatile substance abuse</p> <p>To know how to get help and to give help</p> <p>To have practised communicating with adults</p> <p>To know how to access help and support</p>

## Appendix 2: Statutory guidance

### 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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### 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	          
Signed:	

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