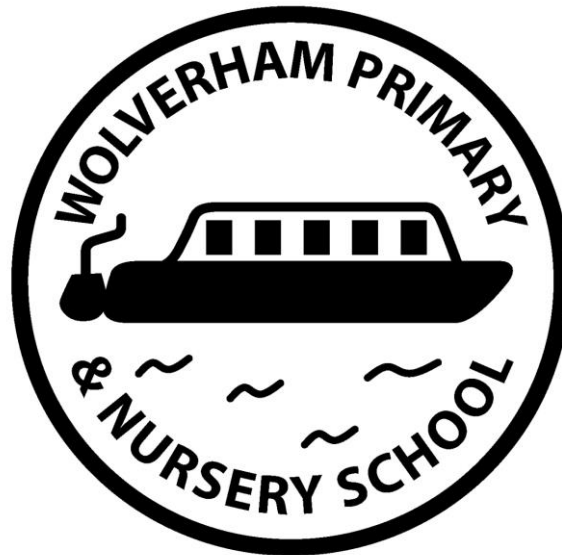


# Relationships and sex education policy

Wolverham Primary and Nursery School



# Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development .....	3
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSE .....	3
7. Roles and responsibilities .....	5
8. Parents' right to withdraw .....	5
9. Training .....	<b>Error! Bookmark not defined.</b>
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map .....	7
Appendix 2: By the end of primary school pupils should know .....	7
Appendix 3: Parent form: withdrawal from sex education within RSE.....	10

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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). In September 2023, school have started to follow the Kapow Scheme for the delivery of statutory RSE (with non-statutory parts covered in year 6).

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).

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality. We will not use any external speakers/agencies to teach pupils the non-statutory elements of the framework.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 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. These will be made clear to parents prior to the work being taught.

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 September 2023

## Appendix I: RSE curriculum map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Family and relationships</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• What is family?</li> <li>• What are friendships?</li> <li>• Family and friends help and support each other</li> <li>• Making friends</li> <li>• Friendship problems</li> <li>• Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Families offer stability and love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Unhappy friendships</li> <li>• Valuing me</li> <li>• Manners &amp; courtesy</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Healthy families</li> <li>• Friendships - conflict</li> <li>• Effective communication</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect &amp; manners</li> <li>• Healthy friendships</li> <li>• My behaviour</li> <li>• Bullying</li> <li>• Stereotypes</li> <li>• Families in the wider world</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Build a friend</li> <li>• Resolving conflict</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect</li> <li>• Developing respectful relationships</li> <li>• Stereotypes</li> <li>• Bullying</li> <li>• Being me</li> <li>• Loss and change</li> </ul>
<b>Safety and the changing body</b>	<ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Making a call to the emergency services</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets and surprises</li> <li>• Appropriate contact</li> <li>• Road safety</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>• Online restrictions</li> <li>• Share aware</li> <li>• Basic first aid</li> <li>• Privacy and secrecy</li> <li>• Consuming information online</li> <li>• The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Identifying online dangers</li> <li>• The changing adolescent body (puberty, including menstruation)</li> <li>• First aid</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs alcohol &amp; tobacco</li> <li>• First aid</li> <li>• Critical digital consumers</li> <li>• Social media</li> <li>• The changing adolescent body (puberty, conception, birth)</li> </ul>
<b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Ready for bed</li> <li>• Relaxation</li> <li>• Hand washing &amp; personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Relaxation</li> <li>• Who am I?</li> <li>• My superpowers</li> <li>• Breaking down barriers</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• Diet and dental health</li> <li>• Visualisation</li> <li>• Celebrating mistakes</li> <li>• My role</li> <li>• My happiness</li> <li>• Emotions</li> <li>• Mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Taking responsibility for my feelings</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• What can I be?</li> <li>• Mindfulness</li> <li>• Taking responsibility for my health</li> <li>• Resilience toolkit</li> <li>• Immunisation</li> <li>• Health concerns</li> <li>• Creating habits</li> <li>• The effects of technology on health</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Citizenship</b>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Caring for others: Animals</li> <li>• The needs of others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Similar, yet different</li> <li>• Belonging</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Democratic decisions</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rules beyond school</li> <li>• Our school environment</li> <li>• Our local environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Job roles in our local community</li> <li>• Similar yet different: My local community</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Giving my opinion</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rights of the child</li> <li>• Rights and responsibilities</li> <li>• Recycling</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Local community groups</li> <li>• Charity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Local democracy</li> <li>• Rules</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• What are human rights?</li> <li>• Caring for the environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Community groups</li> <li>• Contributing</li> <li>• Diverse communities</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Local councillors</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Breaking the law</li> <li>• Rights and responsibilities</li> <li>• Protecting the planet</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Contributing to the community</li> <li>• Pressure groups</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Parliament</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Food choices and the environment</li> <li>• Caring for others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination</li> <li>• Valuing diversity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• National democracy</li> </ul>
<b>Economic wellbeing</b>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Introduction to money</li> <li>• Looking after money</li> <li>• Banks and building societies</li> <li>• Saving and spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs in school</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Where money comes from</li> <li>• Needs and wants</li> <li>• Wants and needs</li> <li>• Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Ways of paying</li> <li>• Budgeting</li> <li>• How spending affects others</li> <li>• Impact of spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs and careers</li> <li>• Gender and careers</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Spending choices/ value for money</li> <li>• Keeping track of money</li> <li>• Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Influences on career choices</li> <li>• Jobs for me</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Borrowing</li> <li>• Income and expenditure</li> <li>• Risks with money</li> <li>• Prioritising spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Stereotypes in the workplace</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Attitudes to money</li> <li>• Keeping money safe</li> <li>• Gambling</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• What jobs are available</li> <li>• Career routes</li> </ul>
<b>Transition Identity</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>
						<ul style="list-style-type: none"> <li>• What is identity</li> <li>• Identity and body image</li> </ul>

## 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:	