Relationship and sex education policy

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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

> Teach in an open and honest way

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Arnett Hills, we teach RSE as set out in this policy.

3. 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 RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils 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.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

6. Delivery of RSE

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 make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and 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 also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

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:
   o Safe and supported
   o 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:
   o A whole-class setting
   o Small groups or targeted sessions
   o 1-to-1 discussions
   o Digital formats

> Give careful consideration to the level of differentiation needed

6.2 Use of resources

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

   o Are aligned with the teaching requirements set out in the statutory RSE guidance
   o Would support pupils in applying their knowledge in different contexts and settings
   o Are age-appropriate, given the age, developmental stage and background of our pupils

- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

The school usually delivers RSE education. In certain circumstances an outside speaker may be asked to deliver some aspects of this.

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils by adults. 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:

- o Are age-appropriate
- o Are in line with pupils' developmental stage
- o 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:

- o What they're going to say

> Ask to see in advance any materials that the agency may use

> 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

8. Roles and responsibilities

8.1 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 Committee.

8.2 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 9).

8.3 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.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. 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.

Alternative school work will be given to pupils who are withdrawn from the non-statutory/non-science sex education.

10. 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the SLT through:

monitoring arrangements, such as planning reviews, learning walks, etc.

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

This policy will be reviewed by the SLT annually. At every review, the policy will be approved by Curriculum Committee.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Science links　**PSHE links**　**Computing links**

YEAR GROUP	TOPIC/THEME DETAILS
Reception	Knowledge and Understanding of the World Life Cycles – minibeasts, ducklings. Birth / growth / death All about me – families, Making relationships – understanding that bullying is unacceptable People who help us – stereotyping e.g. Firefighters Being me in my world – Being responsible and learning to look after our stuff and each other Celebrating difference – Understanding difference and problem solving Changing me – Healthy and unhealthy foods, parts of the body and transition to Y1 Healthy me – Healthy and unhealthy foods, importance of sleep and washing, stranger danger Dreams and Goals – What do I want to be when I am older and not giving up Relationship – learning to be a good friend and solving problems with friends **Computing link – developing self-confidence and self-awareness; making relationships, managing feelings and behaviours**
Year 1	Animals including Humans – identify, names, draw and label the basic parts of the human body inc. facial features and say which part of the body is associated with each sense Plants – germination – life cycles of a plant Being Me in My World – belonging and feeling safe and special Dreams and Goals – Challenge and success Healthy Me – focusing on importance of diet, sleep and exercise Celebrating Difference – similarities and differences in ourselves Relationships – families, friends and keeping safe Changing me – life cycles in humans and animals, changes since I was a baby, girls and boys bodies, changing through learning new things **eSafety – use of filters for safety, telling a teacher, keeping information private, safe search settings, keeping data safe and not sharing information unless it is safe to do so**

YEAR GROUP	TOPIC/THEME DETAILS
Year 2	Animals including humans – notice that animals, including humans, have offspring which grow into adults; describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene eggs, reproduction and growth in animals Being Me in My World – Rights and responsibilities Dreams and Goals – setting goals and persevering and working with others Healthy Me – Healthy lifestyle choices Relationships – Trust / secrets, friends and conflicts, families, keeping safe Changing me – Changes from a baby to an adult, the changing me, assertiveness Celebrating Difference – Stereotypes and it's okay to be different **eSafety – click and tell, what happens when pictures are posted online, what is an acceptable / unacceptable photograph, Internet filters / safe searches**
Year 3	Plants – explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and dispersal Being Me in My World – Rewards and consequences Dreams and Goals – Challenges and ambitions Healthy Me – Keeping my body healthy and knowing what to do in an emergency Celebrating Difference – Kindness and conflict Relationships – Friendships, online safety and global citizenship Changing me – how babies grow, how bodies change over time – both externally and internally, family stereotypes **eSafety – Safe search habits, what to do if I encounter an inappropriate image, permissions for filming, what is appropriate to share online**

YEAR GROUP	TOPIC/THEME DETAILS
Year 4	Being Me in My World – School citizenship Dreams and Goals – Hopes and overcoming disappointments Healthy Me – Friendships and peer group pressure Celebrating Difference – Appreciating myself and others Relationships – Bereavement and coping with changes in friendships, getting on and falling out, boyfriends and girlfriends Changing me – Emotions relating to changes in me, puberty, having a baby, accepting change **eSafety - the importance of using a safe search habit, being aware and observing relevant licences for software, the need to let adults know if they see inappropriate content, developing an understanding of what is appropriate information to post on a Blog, not using personal information or sharing online, building an awareness of consent for videoing and sharing materials and any restrictions that need to be in place**
Year 5	Animals inc humans – puberty, body changes from conception to death, scientific names for body parts, different types of reproduction in plants and animals (sexual & asexual) Life cycles of mammals, insects, amphibians, birds Being Me in My World – Rights and responsibilities as a citizen Dreams and Goals – Understanding dreams and goals for children in other cultures Healthy Me – Healthy body image Celebrating Difference – Understanding that cultural differences can cause conflict and how to overcome these Relationships – Understanding the online world and my rights and responsibilities in it Changing me – Self-image, self-esteem and peer pressure and looking ahead (eSafety), puberty, conception **eSafety – the importance of passwords for security, how networks work including the Internet, privacy issues in the real world – switching off location settings, QR codes, personal details such as house numbers, car registration plates**

YEAR GROUP	TOPIC/THEME DETAILS
Year 6	Evolution and Inheritance - Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.
	Animals including humans - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
	Being Me in My World – Understanding how my actions can impact on other people
	Dreams and Goals – Understanding global problems and knowing how to make a difference
	Healthy Me – Keeping my body and mind safe
	Celebrating Difference – Bullying, difference and discrimination, protected characteristics as defined in the Equality Act 2010
	Relationships – Understanding mental wellbeing and how keeping myself safe, love and loss, power and control, real or fake?
	Changing me – Self-image, self-esteem, changes in themselves (puberty)and transition, boyfriends and girlfriends
	eSafety – the importance of using a safe search habit, being aware and observing relevant licences for software, gaining an awareness of the need to get permission to publish photographs, not using personal information or sharing online, awareness of online bullying, building an awareness of consent for videoing and sharing materials and any restrictions that need to be in place

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

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	