Fairways Primary School

Relationships and Sex Education Policy

Approval

This Policy is monitored by the Governing Body, and will be reviewed as determined.

Approved by Governing Body on Monday 23rd May 2023.

Signed: ………………………………………………….. (Chair of Governors)

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

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 Fairways, we teach RSE as set out in this policy.

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.

Curriculum

Our RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils.

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 and how it links to PSHE, see the Yasmine and Tom Links in the PSHE Curriculum Plan and associated documentation on the school website. Further information can be found in Appendix 1.

Delivery of RSE

At Fairways, we cover RSE through the scheme, *Growing up with Yasmine and Tom*. This was developed by the Family Planning Association.

In Key Stage 1 it will be laying the foundations of understanding about growth and respect for one another.

In Key Stage 2 it prepares learners for the changes experienced during and after puberty.

Throughout both key stages the importance of personal safety both in real life and virtual life is taught and emphasised.

The programme promotes the values of developing healthy friendships, self-esteem and confidence, respect, personal responsibility and personal safety.

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) and Computing.

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, LGBT 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.

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

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

Roles and responsibilities

The Governing Body

The Governing Body will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher (with the PSHE Lead) 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).

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. These components have been highlighted in Appendix 1.

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 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, if appropriate.

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead and SLT through:

- Pupil conferencing
- Learning Walks
- Planning Scrutiny
- Monitoring Book

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

This policy will be reviewed as determined by the Headteacher and the PSHE Lead. At every review, the policy will be approved by the Governing Body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	YASMINE AND TOM LESSONS
Year 1	Autumn 1	Module 1 Lesson 1: Introducing Yasmine and Tom
	Autumn 2	Module 1 Lesson 2: Friendships and feelings
	Summer 2	Module 1 Lesson 3: Different families
Year 2	Autumn 1	Module 1 Lesson 1: Introducing Yasmine and Tom Module 1 Lesson 4: My brilliant body
	Autumn 2	Module 1 Lesson 5: Keeping clean and taking care of myself
	Spring 2	Module 1 Lesson 6: Naming body parts
	Summer 2	Module 1 Lesson 7: Keeping safe
Year 3	Autumn 2	Module 2 Lesson 1: Introducing Yasmine and Tom Module 2 Lesson 4: What makes a good friend?
	Spring 1	Module 2 Lesson 5: Families and getting on with our families
	Summer 2	Module 2 Lesson 2: Gender stereotypes and aspirations
Year 4	Autumn 1	Module 2 Lesson 1: Introducing Yasmine and Tom Module 2 Lesson 3: Me, myself and I.
	Spring 1	Module 2 Lesson 7: Body care

YEAR GROUP	TERM	YASMINE AND TOM LESSONS
	Summer 1	Module 2 Lesson 6: My personal and private body parts and keeping safe Module 2 Lesson 7: Is it risky? Module 2 Lesson 8: People who can help us on and offline
Year 5	Spring	Module 3 Lesson 1: Introducing Yasmine and Tom Module 3 Lesson 2: Online and offline friendships Module 3 Lesson 3: Friendships and secrets Module 3 Lesson 4: Friendships and pressure Module 3 Lesson 5: Keeping safe. Safe and unsafe touch Module 3 Lesson 6: Keeping safe. Online images.
	Summer 2	Module 3 Lesson 7: Changes at puberty Module 3 Lesson 8: Periods (menstruation) – This module may also be introduced in Year 4 <mark>Module 3 Lesson 9: Wet dreams</mark>
Year 6	Autumn	Module 3 Lesson 1: Introducing Yasmine and Tom Module 3 Lesson 14: Equality and the Law Module 3 Lesson 15: Getting help
	Summer	<mark>Module 3 Lesson 10: Making babies – sexual intercourse</mark> <mark>Module 3 Lesson 11: Making babies – assisted fertility and multiple births</mark> <mark>Module 3 Lesson 12: Making babies – pregnancy and birth</mark> Module 3 Lesson 13: – Identify prejudice.

Parents have the right to withdraw their children from the <mark>yellow highlighted</mark> [non-statutory/non-science] components of sex education within RSE.

If these Modules are to be taught, parents will be informed and provided with an opportunity to view materials so that they can make an informed decision.

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	