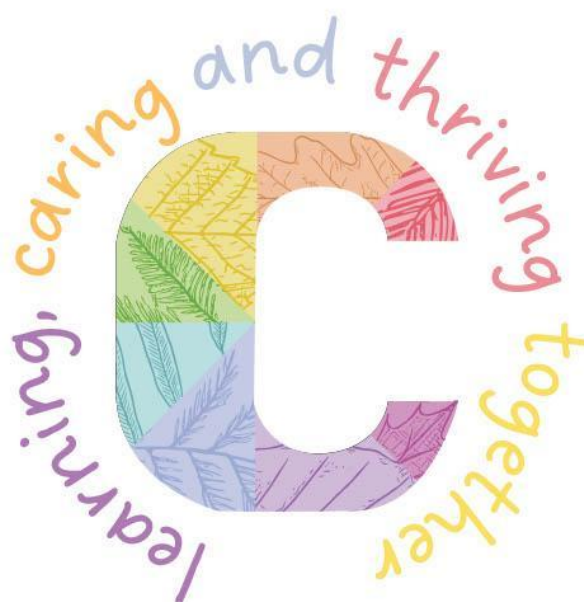


# Relationships and sex education policy

Chestnuts Primary School



Approved by:

[Name]

Date: [Date]

Last reviewed on:

[Date]

Next review due by:

[Date]

## Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Curriculum	3
6. Delivery of RSE	3
7. Use of external organisations and materials	5
8. Roles and responsibilities	6
9. Parents' right to withdraw	6
10. Training	7
11. Monitoring arrangements	7
Appendix 1: Curriculum map	8
Appendix 2: By the end of primary school pupils should know	11
Appendix 3: Parent form: withdrawal from sex education within RSE	14

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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
- Help pupils develop the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and become informed, active, responsible citizens

### 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 Chestnuts, 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 member of staff or working group 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/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
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.

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.

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. 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.

## 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).

The school's RSE programme isn't delivered in isolation, but will be firmly embedded in relevant curriculum areas and supported by assemblies.

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, 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.

RSE is normally delivered by class teachers in mixed sex groups, other than when it is deemed more appropriate for topics to be covered in single-sex groups. Occasionally, appropriate and suitably experienced visitors from outside school may be invited to contribute to the delivery of RSE. See section 7 for more detail about how we use these visitors appropriately.

### 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:
  - Safe and supported
  - Able to engage with the key messages

The Equality Act 2010 covers the way the curriculum is delivered, and we have a duty under this act to ensure that our teaching is accessible to all children and young people. This includes those who are lesbian, gay, bisexual and transgender (LGBT) or who come from families that include LGBT people.

Inclusive RSE also fosters good relations between pupils and helps to tackle types of prejudice, such as homophobia or transphobia.

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
- Use correct terms for body parts and functions. Sex-related slang words will be clarified in a factual way and it will be made clear to pupils which words are potentially offensive, and what words they should use instead
- Take all reasonable practical steps to present sensitive or controversial issues (e.g., those that have political, social or personal impacts, or deal with values and beliefs) are presented in a balanced way
- Support teachers to avoid bias in their teaching, and help pupils to recognize their own bias and evaluate evidence

## 6.2 Use of resources

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

- 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

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. 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
  - o 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

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 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 components of RSE (see section 9).

This includes ensuring that staff have access to the CPD they need to deliver the curriculum effectively.

### 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 components of RSE
- Responding appropriately to information raised with them in confidence in the context of RSE, and following appropriate child protection procedures where a child is at risk of harm

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 from EYFS to Year 6 are responsible for teaching RSE.

### 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 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 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 headteacher through:

- Lesson observations
- Learning walks
- Planning scrutinies
- Work scrutinies
- Pupil voice/feedback

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

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



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

The school uses the Jigsaw curriculum to deliver RSE. This grid shows the specific RSE learning intentions for each year group in the 'Changing Me' resource pack. We teach this curriculum in the summer term

YEAR GROUP	TOPIC	DETAILS
FS1/2	Growing up	<ul style="list-style-type: none"> <li>• Seeking out others to share experiences</li> <li>• Showing affection and concern for people who are special to them</li> <li>• Explaining their own knowledge and understanding, and asking appropriate questions of others</li> </ul>
1	Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• Identifying parts of the body that make boys different to girls</li> <li>• Using the correct names for these body parts (e.g., penis, testicles, vagina)</li> </ul>
2	Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• Recognise the physical differences between boys and girls</li> <li>• Use the correct names for parts of the body</li> <li>• Appreciate that some parts of the body are private</li> </ul>
3	How babies grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow

YEAR GROUP	TOPIC	DETAILS
	Outside body changes	<ul style="list-style-type: none"> <li>• Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>• Identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>• Recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	Inside body changes	<ul style="list-style-type: none"> <li>• Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>• Recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>
4	Having a baby	<ul style="list-style-type: none"> <li>• Correctly label the internal and external parts of male and female bodies that are necessary for making a baby</li> <li>• Understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>
	Girls and puberty	<ul style="list-style-type: none"> <li>• Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>• Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>
5	Girls and puberty	<ul style="list-style-type: none"> <li>• Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• Understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>

YEAR GROUP	TOPIC	DETAILS
	Puberty for boys and girls	<ul style="list-style-type: none"> <li>• Describe how boys' and girls' bodies change during puberty</li> <li>• Express how I feel about the changes that will happen to me during puberty</li> </ul>
	Conception	<ul style="list-style-type: none"> <li>• Understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• Understand that sometimes people need IVF to help them have a baby</li> <li>• Appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
6	Puberty	<ul style="list-style-type: none"> <li>• Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</li> <li>• Express how I feel about the changes that will happen to me during puberty</li> </ul>
	Girl talk/boy talk	<ul style="list-style-type: none"> <li>• Ask the questions I need answered about changes during puberty</li> <li>• Reflect on how I feel about asking the questions and about the answers I receive</li> </ul>
	Babies – conception to birth	<ul style="list-style-type: none"> <li>• Describe how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>• Recognise how I feel when I reflect on the development and birth of a baby</li> </ul>
	Attraction	<ul style="list-style-type: none"> <li>• Understand how being physically attracted to someone changes the nature of the relationship</li> <li>• Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li> </ul>

## Appendix 2: 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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

TOPIC	PUPILS SHOULD KNOW
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>

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> <li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>