

<b>THE PRIORY PRIMARY ACADEMY TRUST</b>	<b>DATE AGREED</b>	<b>February 2021</b>
<b>POLICY AND PROCEDURE STATEMENT</b>	<b>REVISION DATE</b>	<b>February 2022</b>
 <b>The Priory Primary School</b>		
<b>Relationships and sex education policy (RSE)</b>		
<b>HEAD TEACHER</b>	<b>MIKE STEWART</b>	
<b>CHAIR OF GOVERNORS</b>	<b>JONATHAN PENDER</b>	

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## 1. Aims

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

- Provide a whole school framework in which sensitive discussions can take place
- Prepare all pupils (Year 1 – 6) 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 all pupils the correct vocabulary to describe themselves and their bodies in an age appropriate and developmental way

We aim to ensure that our RSE curriculum encapsulates the school's core values of Respect, Honesty, Unity, Perseverance and Positivity. It is our goal that these values underpin the formation of all of the relationships that we and our children make, both in their time at the school and beyond in the wider community.

## 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, PSHE and RSE 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 The Priory Primary School we teach RSE as set out in this policy. We will follow the guidance as set out in the Relationships and Sex Education (RSE) and Health Education guidance 2020

## 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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties were invited to review and provide family feedback about the policy
3. Via family consultation and feedback pupils were able to discuss and comment on the proposed RSE curriculum
4. 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 whole school curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Parents do not have the right to withdraw their children from relationships education, however, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. (More information below in Section 8 of this policy)

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

For more information about our curriculum, see our curriculum map in Appendix 1. Our curriculum is based on the planning and resources developed by Coram Life Education and is in full compliance with the 2020 expectations laid out in RSE and Health 2020. (

<https://www.coramlifeeducation.org.uk/> )

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Teachers access and use the lesson resources from the Coram Life Education curriculum for PSHE. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

### 6.1 Relationships Education (compulsory part of the curriculum for all year groups)

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

### 6.2 Sex Education and Puberty Changes

We teach SRE through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some SRE through other subject areas (for example Science and PE) where we feel it contributes to a child's knowledge and understanding of his or her body, and how it is changing and developing. All schools must teach the following as part of the National Curriculum for Science. [Non-statutory guidance shown in brackets.]

#### Key Stage 1 National Curriculum Science:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- 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.
- They should also be introduced to the process of reproduction and growth in animals.
- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

#### Key Stage 2 National Curriculum Science:

- Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

- Pupils should find out about the different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Our SRE curriculum is clearly mapped out using the CORAM life Education Curriculum, which is endorsed by the PSHE association, to ensure that sensitive topics are taught in an age appropriate way with clear progression. This content has been agreed in consultation with governors, parents, children and staff.

Upper Key Stage 2 pupils may also receive stand-alone sex education sessions delivered by a trained health professional/Coram Life Educator. These are also provided by Coram life Education as part of their educator-led workshops for years 5 and 6. Content can vary from year to year but generally the workshops include:

RSE workshop – Year 5 (some prior knowledge of puberty required and this will be covered in lower Key Stage 2 at an age appropriate level and content)

- Introducing the theme of human reproduction
- Understand and empathise with how some children may struggle with puberty and body changes
- Know the correct terminology for reproductive organs and external sexual body parts
- Know and understand the meaning of consent in relation to their body

RSE workshop – Year 6 (some prior knowledge of puberty required and this will be covered in lower Key Stage 2 at an age appropriate level and content)

- Introducing the theme of human reproduction
- Know correct terminology for reproductive organs
- How sexual reproduction occurs between humans
- Know when to share information and when to keep it private
- Reflect on and reinforce key learning around privacy (in relation to their body)

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 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 governing board

The governing board 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/non-science 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/non-science components of RSE
- › Using a consistent language and vocabulary when teaching RSE or answering pupil related questions and discussions

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 head teacher.

All current teaching staff will teach the relevant parts of the curriculum for their year group. As detailed above external educators may be booked to deliver specific sessions and areas.

### 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 the statutory parts of Relationships Education.

Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSE.

Whilst the school encourages the participation of all students in the SRE programme, it recognises and supports the rights of parents to withdraw their children from all or part of the provision, except those parts defined as statutory in the National Curriculum for Science. Parents or Guardians should discuss their concerns with the PSHE leader, Deputy Headteacher or Headteacher and use the form below (Appendix 3) to inform the school that they are requesting that their child be withdrawn from sex education lessons. The school will provide alternative arrangements for any student withdrawn in such a case and offer later opportunities to be re-integrated into the programme should parents/ guardians wish it at a later stage. Those parents/carers wishing to

exercise this right are invited in to see the Headteacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

## 9. Training

Staff are trained on the delivery of RSE through access to Educators at Coram Life and their online support and training resources 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.

## 10. Monitoring arrangements

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

Built in assessment tasks with pupils - Progression of knowledge and skills is evidenced through the learning outcomes and key outcomes can be assessed using the SCARF Summative Assessment strand of our assessment tools.

- Information about [SCARF assessment can be found, here.](#)
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems using the Coram Life Assessment tools and Target tracker.
- Learning Walks
- Book looks – Pupils have a 'My (SCARF) Journey' book that demonstrates their learning and development through the curriculum
- Pupil and Staff Surveys

This policy will be reviewed annually by Mike Stewart (Head teacher)

At every review, the policy will be approved by the governing board.

## Appendix 1: Curriculum Progression Map

### Relationships and sex education curriculum progression map

A complete guide to the SCARF medium term planning - with DfE statutory RSHE mapping and progression evidence can be found using the links below. This contains the documents for planning that the teachers will be using to cover the RSE curriculum from Coram Life Education.

These documents set out the SCARF lesson plans and related Learning Outcomes.

For KS1 and 2 planning and progression, [click here](#)

For Reception planning and progression, [click here](#)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful)	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe	Skills we need to develop as we grow up Helping and being helped Looking after the environment	Keeping myself healthy and well Celebrating and developing	Relationships Changing bodies and puberty Keeping safe Safe and unsafe

	relationships) Coping with loss		online	Managing money	my skills Developing empathy	secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference)  Understanding and challenging stereotypes	Managing risk  Understanding the norms of drug use (cigarette and alcohol use)  Influences  Online safety	Making a difference (different ways of helping others or the environment)  Media influence  Decisions about spending money	Having choices and making decisions about my health  Taking care of my environment  My skills and interests	Body changes during puberty  Managing difficult feelings  Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills  Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural  Influence and pressure of social media	Managing risk, including online safety  Norms around use of legal drugs (tobacco, alcohol)  Decision-making skills	Rights and responsibilities  Rights and responsibilities relating to my health  Making a difference  Decisions about lending, borrowing and spending	Growing independence and taking responsibility  Keeping myself healthy  Media awareness and safety  My community	Managing difficult feelings  Managing change  How my feelings help keeping safe  Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches  Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying  Understanding Bystander behaviour  Gender stereotyping	Understanding emotional needs  Staying safe online  Drugs: norms and risks (including the law)	Understanding media bias, including social media  Caring: communities and the environment  Earning and saving money  Understanding democracy	Aspirations and goal setting  Managing risk  Looking after my mental health	Coping with changes  Keeping safe Body Image Sex education Self-esteem

## Appendix 2: By the end of primary school pupils should know: Relationships and Health Education

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	