

# Askwith Primary School

## Relationships 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

### 2. Statutory requirements

At Askwith Primary School we teach RSE as set out in this policy.

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](#).

### 3. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review of 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 Zoom meeting about the policy
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 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 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.

### 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.

Pupils also receive stand-alone sex education sessions delivered by a trained members of staff.

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 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 local governing body 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

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.

RSE will be taught by teachers across all year groups as part of the planned PSHE curriculum. Sex education will be taught by Lisa Longford.

## 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/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 work will be given to pupils who are withdrawn from sex education.

## 9. 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, to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by SLT through:

- book scrutiny
- drop-ins
- pupil discussions
- lesson observations.

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

This policy will be reviewed by SLT annually. At every review, the policy will be approved by local governing body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2	Autumn (year A)	<p><b>Relationships:</b></p> <p><b>Families and Friendship</b></p> <ul style="list-style-type: none"> <li>• Different people in their lives have different roles</li> <li>• Their feelings are cared for in different ways</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>• Recognising privacy - staying safe and seeking permission</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>• Our behaviour affects others</li> <li>• Being polite and respectful is important</li> </ul>	NSPCC – The underwear rule resources (PANTS)
Year 1 and 2	Autumn (year B)  Summer (year B)	<p><b>Relationships</b></p> <p><b>Families and Friendship</b></p> <ul style="list-style-type: none"> <li>• Making friends - feeling lonely and getting help</li> <li>• Families are different</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>• Managing secrets -resisting pressure and getting help</li> <li>• Recognising hurtful behavior</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>• We are the same and different</li> <li>• Playing /working cooperatively</li> <li>• Sharing opinions</li> </ul> <p><b>Health and Wellbeing:</b></p> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• People grow old</li> <li>• People change as they grow older</li> </ul>	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3 and 4	Autumn (year A)	<p><b>Relationships:</b></p> <p><b>Families and Friendship</b></p> <ul style="list-style-type: none"> <li>• Positive friendships (including online)</li> <li>• Conflict resolution - Different ways to respond to hurtful behaviour</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>• Managing confidentiality</li> <li>• Recognising risks online</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>• Differences and similarities should be respected and discussed sensitively</li> <li>• Stereotypes should be challenged</li> </ul>	<p>NSPCC Share Aware</p> <p>Purple Mash E -Safety</p>
Year 3 and 4	Autumn (year B)	<p><b>Relationships:</b></p> <p><b>Families and Friendship</b></p> <ul style="list-style-type: none"> <li>• Families are different</li> <li>• Different features of family life</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>• Personal boundaries - responding safely to others</li> <li>• Behaviour can be hurtful</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>• Identifying feelings</li> <li>• Respectful behaviour</li> <li>• Self-respect is important</li> <li>• Manners are important</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5 and 6	Autumn (year A)	<p><b>Relationships:</b></p> <p><b>Families and Friendship</b></p> <ul style="list-style-type: none"> <li>• Attraction to others</li> <li>• Romantic relationships, civil partnership and marriage</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>• Recognising and managing pressure</li> <li>• Consequences of actions</li> <li>• Dares and challenges</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>• Recognise/respond to the feelings of others</li> <li>• Your opinions are important</li> <li>• Other people's opinions should be respected (topical issues)</li> </ul>	<p>NSPCC Share Aware</p> <p>Betty</p> <p>North Yorkshire Education Services training materials – Clare Barrowman</p> <p><a href="http://www.rshp.scot">www.rshp.scot</a></p> <p><a href="https://bettyeducation.com/">https://bettyeducation.com/</a></p>
	Summer (year A)	<p><b>Health and Wellbeing:</b></p> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Physical and emotional changes in puberty</li> <li>• Human reproduction – sex education <b>(Y6 only)</b></li> </ul>	<p>healthyschoolsnorthyorks.org/pshe-resources</p>



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5 and 6	Autumn (year B)	<p><b>Relationships</b></p> <p><b>Families and Friendship</b></p> <ul style="list-style-type: none"> <li>• Friendships and peer influence needs to be managed</li> </ul> <p><b>Safe Relationships</b></p> <ul style="list-style-type: none"> <li>• Physical contact and feeling safe</li> <li>• Managing confidentiality</li> </ul> <p><b>Respecting Ourselves and Others</b></p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Prejudice and discrimination are wrong</li> </ul>	NSPCC Share Aware
	Summer (year B)	<p><b>Health and Wellbeing:</b></p> <p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Physical and emotional changes in puberty</li> <li>• Human reproduction – sex education (<b>Y6 only</b>)</li> </ul>	Betty  North Yorkshire Education Services training materials – Clare Barrowman  <a href="http://www.rshp.scot">www.rshp.scot</a>  <a href="https://bettyeducation.com/">https://bettyeducation.com/</a>

## 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>
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	