



**Richard de Clare
Community Academy**

Relationships and Sex Education Policy

Reviewed:	Summer 2020
Next review date:	Summer 2023

Relationships and Sex Education Policy (from September 2020)

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 primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, 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 the requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching Relationships and Sex Education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Richard De Clare we teach Relationships and Sex Education as set out in this policy.

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 – 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 offer their views on the policy
4. Ratification – once amendments were made, the policy was shared with Trustees and ratified

Definition

Relationships and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Relationships and Sex Education involves a combination of sharing information, and exploring issues and values.

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, 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

Early Years foundation Stage

Pupils will learn;

- To respect other people's families, friends, feelings and special places;
- To talk to their special people about how they feel;
- How to find and tell a safe person if people hurt them, bully them, or if they are worried;
- How to say 'No' if people touch them and they don't like it or it worries them;
- To begin to understand the principles of staying safe online.

Key stage one

Pupils will learn;

- About making friends and sharing with their friends;
- To respect other people's things and places;
- The conventions of courtesy and manners;
- How to tell a safe person that they feel frightened or worried;
- How to say 'No' if someone hurts or frightens them;
- That other people may live lives which are different from theirs;
- That you need a man and a woman to make a baby;
- To begin to understand appropriate boundaries in friendships with peers and how to keep themselves safe
- To continue to develop the principles of staying safe online.

Key stage two

Pupils will learn (by the end of year 6)

- To manage friendships and peer influence;
- To respond to hurtful behaviour; managing confidentiality; recognising risks online;
- Recognising pressure; consent in different situations;
- To value diversity; challenge discrimination and stereotypes;
- Recognise individuality and different qualities;
- To understand human reproduction and birth; increasing independence; managing transition;

- To recognise physical and emotional changes in puberty; external genitalia and personal hygiene;
- To continue to recognise respectful behaviour; the importance of self respect; courtesy and being polite;
- To recognise privacy; staying safe; seeking permission (including online);
- To manage secrets; resisting pressure and getting help; recognising hurtful behaviour;
- That other people may live lives which are different from theirs;
- To begin to understand appropriate boundaries in friendships with peers and how to keep themselves safe (including safety online);
- To understand attraction to others; romantic relationship; civil partnership and marriage;

Delivery of Relationships and Sex Education

Relationships and Sex Education 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).

Pupils also receive stand-alone sex education sessions delivered by a trained teacher.

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
- › Puberty
- › Conception

For more information about our Relationships and Sex Education curriculum, see Appendix 1.

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).

Roles and responsibilities

The governing board

The governing board will approve the Relationships and Sex Education policy, and hold the Head of School to account for its implementation.

The Head of School

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.

Staff

At Richard De Clare, Relationships and Sex Education is delivered by class teachers. All teachers are responsible for:

- › Delivering Relationships and Sex Education in a sensitive way
- › Modelling positive attitudes to Relationships and Sex Education
- › 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 Relationships and Sex Education

Staff do not have the right to opt out of teaching Relationships and Sex Education. Staff who have concerns about teaching Relationships and Sex Education are encouraged to discuss this with the Head of School

Pupils

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

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 Relationships and Sex Education.

Requests for withdrawal should be put in writing and addressed to the Head of School.

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

Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships and Sex Education

Monitoring arrangements

The governing board will review this policy as part of the school improvement plan. The policy will be promoted and implemented throughout the school.

Date of review: Summer Term 2023

Appendix 1: 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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

