



**Relationships and Sex Education Policy
2022 - 2023**

Approved by:

Darran Callaghan

Date: March 2022

Last reviewed on:



Holywell Primary School, Upchurch Relationships and Sex Education Policy

*Holywell School is a safe school and follows
Government PREVENT protocols to ensure it stays that way.*

INTRODUCTION

In our school we believe that Relationships and Sex Education (RSE) is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and health. It takes place in many contexts - at home, at school and in the community.

RSE is an entitlement for all young people. Difference and diversity must be taken into account when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.

RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE). RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

CONVENTION ON THE RIGHTS OF THE CHILD

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from **UNICEF's Convention on the Rights of the Child**.

In this policy, we are working towards the following articles:

- **Article 3** – We consider the best interests of the child to be our top priority.
- **Article 5** – We respect the rights of parents to provide guidance and direction to their children as they grow up, recognising the children's increasing capacity to make their own choices.
- **Article 15** - We aim for all members of the school community to treat each other with respect.

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 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.



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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](#).

We also have regard to 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 Holywell Primary School we teach RSE as set out in this policy.

Policy development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

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 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 do not seek answers online.

Primary sex education will focus on:

- Preparing children 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.



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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).

Pupils also receive stand-alone sex education sessions delivered by members of the Pastoral team within school.

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).

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:
 - Safe and supported
 - 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:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Consider the level of differentiation needed

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



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- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and will not provoke distress

Use of external organisations and materials

We will make sure 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 any speakers, tools and resources used do not 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 their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - 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:
 - What they are going to say
 - 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



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- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers 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 **will not**, 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

Roles and responsibilities

The governing board

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

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.

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

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.

Members of the Pastoral team who will teach aspects of the SRE scheme around puberty are Miss Lassman, Mrs Shellard and Mr Callaghan. They will be supported by class staff for these sessions.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, 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 components of sex education within RSE.



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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.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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.

Monitoring arrangements

The delivery of RSE is monitored by the Hearts and Minds Team through:

Learning Walks, Book Looks (including floor books) and pupil conferencing.

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

This policy will be reviewed by Mr Darran Callaghan, Headteacher on an annual basis. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum plan:

PSHSRE Curriculum map	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Personal Development links	1 - Our Relationships 2 - Equality and Diversity 3 - The Environment 4 - Our Rights 5 - Keeping Us Safe 6 - Learning from the past					
Year R	<p>New Beginnings Discuss special people. Feelings towards our special people. Taking part in discussions. Make rules for class and discuss playground rules 1 2 4 5</p>	<p>Myself and Others Building self-esteem, self-confidence and sense of community. Identify and express some feelings. Recognise feelings can affect others 1 2 3 4 5</p>	<p>Going for Goals All about me. Explore ways in which the chn see themselves. Explore the key skills of listening and concentrating. Talk about money and how to look after it 1 2 4 5</p>	<p>Family Networks Making and continuing relationships Identifying who to talk to in times of crisis. Ways to ask for help 1 2 3 4</p>	<p>Hygiene Self-care Body Awareness Importance of keeping clean. Areas to look after alone and those to ask for help 1 4 5</p>	<p>Body Awareness Health and body awareness Discuss and describe changes from baby to now. Identifying similarities and differences. Using correct body terms 2 4 5 6</p>
Year 1	<p>Our Happy School Me and my community Taking part in discussions, and talking about feelings. Make rules for class and playground. Similarities and differences within the class and school 1 2 4 5</p>	<p>Out and About Safety Safe walking outside. Listening to other people when they are talking. Keeping safe 1 3 5 6</p>	<p>My Healthy Mind and Body Healthy lifestyles Drug education Body Parts Value of exercise and healthy eating. Identifying feelings. Learning names for external parts of the body 1 2 4 5 6</p>	<p>My Family and Friends Different kinds of families Understanding friendship Why is family special? Looking at different families. What makes a good friend? 1 2 3 4</p>	<p>Looking Forward Economic Wellbeing Different kinds of jobs. Identifying strengths as a learner. Working towards a goal 1 2 4 5 6</p>	<p>Ready Steady Go Resilience, preparing for change Making responsible choices Natural changes and reasons for other changes. Overcoming obstacles. Explaining choices 1 2 4 5</p>
Year 2	<p>Our Happy School Me and my community Making the my classroom a safe and happy place. Welcoming others How behaviour can affect others 1 2 4 5</p>	<p>Out and About Outdoor Safety Body Safety Stranger danger incl. online. Dangerous situations. Understanding personal space, knowing the difference between a good touch and a bad touch. Identifying sources of help 1 3 5 6</p>	<p>Looking Forward Economic Wellbeing Saving or spending money. Budgeting 1 2 4 5 6</p>	<p>Looking After My Body Life Cycles People who care for us Stages of the life cycle. Changes from baby to now and future changes. Good personal and dental hygiene 1 4 5</p>	<p>Healthy Body, Health Mind Healthy Lifestyles Good/bad secrets Importance of a balanced diet. Relaxation, stress and anxiety. Difference between a good secret and a bad secret. Saying 'no' and asking for help 1 2 4 5 6</p>	<p>Ready Steady Go Resilience Preparing for change Coping with changes. Overcoming obstacles. Making sensible choices 1 2 4 5</p>



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Personal Development links	1 - Our Relationships 2 - Equality and Diversity 3 - The Environment 4 - Our Rights 5 - Keeping Us Safe 6 - Learning from the past					
Year 3	<p>Our Happy School Me and my self-worth My place in the school community Getting to know the class better. Working collaboratively. Rules to keep us safe. 1 2 4 5</p>	<p>Out and About Safety Resisting Pressure Taking turns when talking. Identifying dangers in the home and online. Recognising pressure comes from a variety of sources. 1 3 5 6</p>	<p>Looking Forward Economic Wellbeing Supporting charity Achieving goals and helping others. Importance of teamwork. 1 2 4 5 6</p>	<p>My Family and Friends Relationships Diversity How experiences and differences influence behaviour and choices Saying no to peer pressure. 1 2 3 4</p>	<p>Healthy Mind, Healthy Body Healthy lifestyles Drug Education Effects of sugar/salt/fat. Coping strategies. Ways to keep bodies healthy. 1 2 4 5 6</p>	<p>Decision Making Resilience Preparing for Change Decision Making Decision-making. Who to turn to for help at difficult times. Goes through changes Keeping safe including how to contact Childline. 1 2 4 5</p>
Year 4	<p>Our Happy School Me and my community Feeling unwelcome. Working together to achieve a shared goal. Developing and maintaining a positive learning environment 1 2 4 5</p>	<p>Out and About Safety Enjoy fireworks safely. Peaceful problem solving. Managing difficult feelings 1 3 5 6</p>	<p>Looking Forward Economic Wellbeing Why people spend or save. Responsibility for learning and behaviour 1 2 4 5 6</p>	<p>Change Relationships Physical and Emotional Changes Naming for male and female body parts. Taking responsibility Understanding body changes over time 1 2 3 4 5 6</p>	<p>Healthy Bodies, Healthy Minds Healthy lifestyles Drug Education Communicating Feelings Describing a range of emotions. Discussing the impact of feelings and ways to deal with them. Looking after the body. Saying no to cigarettes 1 2 4 5 6</p>	<p>Ready Steady Go Resilience Preparing for Change Assertiveness Skills Exploring assertiveness skills. Knowing the difference between passive, aggressive and assertive. Ways of dealing with uncomfortable feelings. Ways to keep safe when out with friends 1 2 4 5</p>



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Personal Development links	1 - Our Relationships 2 - Equality and Diversity 3 - The Environment 4 - Our Rights 5 - Keeping Us Safe 6 - Learning from the past					
Year 5	<p style="color: red; text-align: center;">Our Happy School</p> <p>Me and my community Staying safe</p> <p style="color: red; text-align: center;">Identify strengths and contributions to a group.</p> <p>Importance of rules. Different behaviour for different relationships. Personal safety. How stereotyping affects people</p> <p style="color: purple; text-align: center;">1 2 4 5</p>	<p style="color: red; text-align: center;">Relationships</p> <p>Different relationships and friendships Sex Education</p> <p style="color: red; text-align: center;">Relationships and the meaning of love in different contexts.</p> <p>Preventing conflict between friends.</p> <p style="color: purple; text-align: center;">1 2 3 4 5 6</p>	<p style="color: red; text-align: center;">Looking Forward</p> <p>Economic Wellbeing</p> <p style="color: red; text-align: center;">How to manage money.</p> <p style="color: red; text-align: center;">Skills and attributes of a successful learner.</p> <p>How to save up for an item and restrict spending to do so</p> <p style="color: purple; text-align: center;">1 2 4 5 6</p>	<p style="color: red; text-align: center;">Puberty and Hygiene</p> <p>Physical Changes Hygiene</p> <p style="color: red; text-align: center;">Importance of keeping clean. Naming the sexual & reproductive parts of the human body using correct terminology.</p> <p>Describe physical and emotional changes in puberty and explore a variety of period products.</p> <p style="color: purple; text-align: center;">1 2 3 4 5 6</p>	<p style="color: red; text-align: center;">Healthy Body, Healthy Mind</p> <p>Healthy Lifestyles Drug Education Mental Health Support Networks</p> <p style="color: red; text-align: center;">Identifying people in support network and beyond. Describing risks associated with seeking help.</p> <p>Knowing alcohol is a drug. Eat Well plate and a balanced diet</p> <p style="color: purple; text-align: center;">1 2 4 5 6</p>	<p style="color: red; text-align: center;">Ready Steady Go</p> <p>Resilience Social and moral dilemmas Recognise and challenge stereotypes</p> <p style="color: red; text-align: center;">Responding to difficult changes. Taking responsibility for own safety. Dealing with difficult feelings to do with loss</p> <p style="color: purple; text-align: center;">1 2 4 5</p>
Year 6	<p style="color: red; text-align: center;">Our Happy School</p> <p>Me and my community Actions that affect self and others</p> <p style="color: red; text-align: center;">How to be a positive influence in a group.</p> <p>Showing respect for other people's views</p> <p style="color: purple; text-align: center;">1 2 4 5</p>	<p style="color: red; text-align: center;">Taking Risks</p> <p>Safety Choices Peer Pressure</p> <p style="color: red; text-align: center;">Identifying risks in specific situations.</p> <p>Recognising influences on decisions. Demonstrating assertiveness skills in the face of pressure. Protection online. Problem-solving and peace-keeping. Strategies in the face of risky situations</p> <p style="color: purple; text-align: center;">1 2 3 4 5 6</p>	<p style="color: red; text-align: center;">Looking Forward</p> <p>Economic Wellbeing</p> <p style="color: red; text-align: center;">Organising an enterprise activity.</p> <p>Starting with the first step. How money affects the way we live. Economic differences around us</p> <p style="color: purple; text-align: center;">1 2 3 4 5 6</p>	<p style="color: red; text-align: center;">Reproduction and Pregnancy</p> <p>Relationships Human Life Cycle Intercourse</p> <p>Dealing with feelings of loss. How conception occurs. Main stages of development of a baby. Understanding contraception is used to prevent pregnancy and spread of disease</p> <p style="color: purple; text-align: center;">1 2 4 5 6</p>	<p style="color: red; text-align: center;">Healthy Minds and Healthy Bodies</p> <p>Healthy lifestyles Recognising and challenging stereotypes Human rights, tolerance and unity</p> <p style="color: red; text-align: center;">Recognising and challenging stereotyping and discrimination.</p> <p>Understand what stereotyping is. How the media influences people and situations. Basic institutions that support democracy locally</p> <p style="color: purple; text-align: center;">1 2 3 4 5 6</p>	<p style="color: red; text-align: center;">Ready Steady Go</p> <p>Resilience Preparing for change</p> <p style="color: red; text-align: center;">Outcomes from changes we didn't initially welcome. Look for the positives in big changes. Thinking about the positive aspects of moving to Secondary School</p> <p style="color: purple; text-align: center;">1 2 3 4 5</p>



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Appendix 2: By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>



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TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>



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TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 3 Parent form: Withdrawal from Non-Statutory components of 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	