

# Caroline Haslett Primary School & Faraday Club



## RELATIONSHIP AND SEX EDUCATION POLICY

**Date of Issue:**            **October 2024**

**Date of next review:**    **October 2025 (or earlier in the event of legislation changes)**

**Approved by the Headteacher on:** \_\_\_\_\_

*Signed:* \_\_\_\_\_            *(Headteacher)*    *Date:* \_\_\_\_\_

**Approved by the Governing Board on:** \_\_\_\_\_

*Signed:* \_\_\_\_\_            *(Chair of Governors)*    *Date:* \_\_\_\_\_

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## Introduction

This policy set out Caroline Haslett School's approach to statutory Relationships Education and non-statutory Sex education.

### 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

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 Caroline Haslett Primary School, we teach RSE as set out in this policy.

### 3. Policy development

This draft policy is currently being developed in consultation with governors, staff, pupils and parents. The consultation and policy development process involves 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 are made, the policy will be shared with governors and ratified

## 4. Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

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

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

Relationship Education and Sex Education is not about the promotion of sexual activity.

Sex Education (SE) is defined as teaching children how human reproduction occurs, including how a baby is conceived. This is in addition to and draws on knowledge of the human life cycle set out in the national curriculum for science.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We are developing 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.

We will share all curriculum materials with parents and carers upon request.

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 (NC), and other aspects are included in religious education (RE).

Pupils will receive stand-alone sex education sessions delivered by a trained class 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

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.

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEND or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

## 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, and 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

We give careful consideration to the level of differentiation needed

## 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
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that any 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 are age-appropriate, in line with pupils' developmental stage, and 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
- Be clear on:
  - what they're 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
- 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
- Share all external materials with parents and carers

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, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

### 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/carers 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.

Class teachers will teach RSE supported by teaching assistants.

### 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/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child 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 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE coordinator through planning/book scrutinies, learning walks and pupil voice.

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

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

## Appendix 1: Curriculum map

### Relationships and sex education (RSE) curriculum map

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Year group	Term	Topic/theme details	Resources
EYFS	Summer 2	<b>Family and Friendship</b>  <u>Caring Friendships</u> Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome  <u>Being Kind</u> Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right  <u>Families</u> Identify different members of the family Understand how members of a family can help each other	Elephant glove puppet or toy  Pictures of children at school  Picture of a crown and art materials to make crowns, i.e. paper or play-doh  The Family Book, Todd Parr Families pictures  Paper and drawing materials

Year 1	Spring 1	<p><b>Growing and Caring for Ourselves</b></p> <p><u>Different friends</u> Know that we can be friends with people who are different to us</p> <p><u>Growing and Changing</u> Understand that babies need care and support Know that older children can do more by themselves</p> <p><u>Families and Care</u> Know there are different types of families Know which people we can ask for help</p>	<p>Talking object</p> <p>Story bag containing an elephant puppet (or the elephant picture) and a school jumper</p> <p>Pictures of newborn babies Lifecycle picture cards</p> <p>Lifecycle word cards</p> <p>Lifecycle whiteboard summary</p> <p>Story bag containing a ball and a school jumper</p> <p>Families pictures</p> <p>The Family Book, Todd Parr</p>
Year 2	Summer 2	<p><b>Differences</b></p> <p><u>Differences</u> Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p> <p><u>Male and Female Animals</u> Describe some differences between male and female animals Understand that making a new life needs a male and a female</p> <p><u>Naming Body Parts</u> Describe the physical differences between males and females Name the different body parts</p>	<p>2 large PE hoops</p> <p>Boy/Girl/Everyone labels</p> <p>Bag of objects and clothing to explore male and female stereotypes or Pictures of objects and clothing</p> <p>Clothed Babies picture cards</p> <p>Clothed Babies whiteboard summary</p> <p>Pictures of newborn babies</p> <p>Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals</p> <p>Hoop labels</p> <p>Body Parts picture cards Female x-ray picture</p> <p>Body Parts worksheet</p>

Year 3	Spring 1	<p><b>Valuing Difference and Keeping Safe</b></p> <p><u>Body Differences</u></p> <p>Know and respect the body differences between ourselves and others</p> <p>Name male and female body parts using agreed words</p> <p><u>Personal Space</u></p> <p>Understand that each person's body belongs to them</p> <p>Understand personal space and unwanted touch</p> <p><u>Help and support</u></p> <p>Understand that all families are different and have different family members</p> <p>Identify who to go to for help and support</p>	<p>Pictures of male and female bodies Body Difference matching cards</p> <p>It's OK to be different, Todd Parr</p> <p>PANTS cards</p> <p>Unwanted Touch scenarios</p> <p>Families pictures</p> <p>Who can I talk to? worksheet The Family Book, Todd Parr</p>
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Year 4	Summer 2	<p><b>Growing Up</b></p> <p><u>Changes</u></p> <p>Understand that puberty is an important stage in the human lifecycle</p> <p>Know some changes that happen during puberty</p> <p><u>What is Puberty</u></p> <p>Know about the physical and emotional changes that happen in puberty</p> <p>Understand that children change into adults to be able to reproduce if they choose to</p> <p><u>Healthy Relationships</u></p> <p>Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.</p>	<p>Lifecycle whiteboard summary Body Parts Bingo cards</p> <p>Bingo Flash cards</p> <p>Body Changes pictures Lifecycle Quiz slides</p> <p>Lifecycle Quiz answers</p> <p>Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart</p> <p>Puberty Card Sort</p> <p>Puberty Card Sort whiteboard summary</p> <p>Body Changes worksheet Puberty Changes Teacher Guide</p> <p>Healthy Friendships cards</p> <p>Relationship pictures</p> <p>Online Respect and Self-Respect video  <a href="https://www.youtube.com/watch?v=mZtXwLzllpk">https://www.youtube.com/watch?v=mZtXwLzllpk</a></p>
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Year 5	Spring 1	<p><b>Puberty</b></p> <p><u>Talking about Puberty</u></p> <p>Explain the main physical and emotional changes that happen during puberty</p> <p>Ask questions about puberty with confidence</p> <p><u>The Reproductive System</u></p> <p>Understand how puberty affects the reproductive organs</p> <p>Describe what happens during menstruation and sperm production</p> <p><u>Help and Support</u></p> <p>Explain how to keep clean during puberty</p> <p>Explain how emotions/relationships change during puberty</p> <p>Know how to get help and support during puberty</p>	<p>Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides</p> <p>Pupil Questions template</p> <p>Reproductive System slides</p> <p>Puberty Changes Teacher Guide</p> <p>Menstrual cycle animation</p> <p>Male Changes Powerpoint</p> <p>Puberty Card Game</p> <p>Puberty Card Game answer sheet</p> <p>Puberty Card Game whiteboard summary</p> <p>Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs)</p> <p>Selection of menstrual product (tampons, pads, liners, re-usables)</p> <p>Pupil questions from Lesson 1</p> <p>Kim's Game items and a cloth to cover them (see lesson plan)</p> <p>Kim's Game Teacher Guide</p> <p>Year 5 Puberty Problem Page</p> <p>Year 5 Puberty Problem Page cut-outs Year 5 Problem Page Teacher Guide</p> <p>Pupil questions from Lesson 1</p>
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Year 6	Summer 2	<p><b>Puberty, Relationships and Reproduction</b></p> <p><u>Puberty and Reproduction</u></p> <p>Describe how and why the body changes during puberty in preparation for reproduction</p> <p>Talk about puberty and reproduction with confidence</p> <p><u>Communication in Relationships</u></p> <p>Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important</p> <p><u>Families, conception and pregnancy</u></p> <p>Describe the decisions that have to be made before having children</p> <p>Know some basic facts about conception and pregnancy</p> <p><u>Online relationships</u></p> <p>To have considered when it is appropriate to share personal/private information in a relationship</p> <p>To know how and where to get support if an online relationship goes wrong</p>	<p>Puberty Body Part cards</p> <p>Reproduction questions sheet</p> <p>Reproduction answer cards</p> <p>Reproduction whiteboard summary</p> <p>Communication and Touch cards Pupil Questions template</p> <p>Couple pictures</p> <p>How does a baby start? cards (one set per group)</p> <p>How does a baby start? whiteboard summary</p> <p>Pupil Questions from previous lesson - typed</p> <p>Relationship Question cards</p> <p>Communication Scenario cards</p> <p>Communication Scenarios answers Communication Scenarios whiteboard summary</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	<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>

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: Right to be excused 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	