

# Relationships and Sex Education Policy

<b>Policy title</b>	Relationships and Sex Education Policy
<b>Written by</b>	Jackie Oakman
<b>Policy owner</b>	Rob Smith (Principal)

<b>Status</b>	Approved
<b>Summary of change</b>	n/a

<b>Approval date</b>	April 2023
<b>Approval authority</b>	Churchwood Primary Academy Local Board
<b>Review date</b>	April 2025

## Contents

1. Aims.....	2
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition.....	3
5. Curriculum.....	4
6. Delivery of RSE.....	4
7. Roles and responsibilities.....	5
8. Parents’ right to withdraw.....	5
9. Training.....	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum map.....	7
Appendix 3: Parent form: withdrawal from sex education within RSE.....	19

---

### 1. Aims

The aims of relationships and sex education (RSE) at our academy 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

At Churchwood Primary Academy, our core values underpin our curriculum and teaching of SRE; they are our Superhero values of Ada Ambition, Co-co Co-operation, Eddie Empathy, Indy Independence, Ronnie Respectful and Ruby Resilience.

## 2. Statutory requirements

As a primary academy 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](#).

At Churchwood Primary Academy we teach RSE as set out in this policy.

## 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. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all academy 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 were made, the policy was shared with the Local Board and ratified

## 4. Definition

At Churchwood Primary Academy, we teach Relationships and Sex Education in line with the RSE Curriculum (DFE 2020) and therefore teach Sex Education in addition to what is in the Science curriculum.

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, 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 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 Education (PHSEe) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

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 Governance

The Local Board will receive updates from the Principal regarding the implementation of this policy.

The Board of Trustees has delegated the approval of this policy to the Principal.

### 7.2 The Principal

The Principal 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 (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 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 Principal.

The RSE curriculum will be led by Jackie Oakman and will be taught by class teachers.

### 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-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 Principal.

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 Principal 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 Jackie Oakman (SENDCo & PSHEe Subject Lead) as well as other members of the Senior Leadership Team. Monitoring will take place in the form of learning walks, planning and book scrutinies and pupil voice activities.

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

This policy will be reviewed by the Local Board. At every review, the policy will be approved by the Principal.

Appendix 1: Curriculum map

Relationships and Sex Education Curriculum Map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Term 1 & 2 <ul style="list-style-type: none"> <li>▪ Being Me in My World</li> <li>▪ Celebrating Difference</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ About the roles different people play in our lives (e.g. acquaintances, friends and relatives) play in our lives</li> <li>▪ To identify the people who love and care for them and what they do to help them feel cared for</li> <li>▪ That it is important to tell someone (such as their teacher) if something about their family makes them worried or unhappy</li> <li>▪ To recognise the ways they are the same as, and different to, other people</li> <li>▪ That bodies and feelings can be hurt by words and actions, that people can say hurtful things online</li> <li>▪ To recognise that some things are private and the importance of respecting privacy, that parts of their body covered by underwear are private</li> </ul>	Jigsaw PHSEe Programme  NPSCC Pants Rule  Anti-Bullying Alliance Resources
Year 1	Terms 5 & 6 <ul style="list-style-type: none"> <li>▪ Relationships</li> <li>▪ Changing Me</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ To recognise what makes them special</li> <li>▪ To recognise the ways in which they are all unique</li> <li>▪ To identify the members of their family and understand that there are lots of different families</li> <li>▪ Appropriate ways of physical contact to greet their friends and know which ways they prefer</li> <li>▪ To begin to understand the life cycles of animals and humans</li> <li>▪ To identify how their bodies have changed since they were a baby</li> </ul>	Jigsaw PHSEe Programme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Term 1 & 2 <ul style="list-style-type: none"> <li>▪ Being Me in My World</li> <li>▪ Celebrating Difference</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ To understand the rights and responsibilities for being a member of their class and their school</li> <li>▪ To listen to other people and contribute their own ideas about rewards and consequences</li> <li>▪ About how people make friends and what makes a good friendship</li> <li>▪ Simple strategies to resolve arguments between friends positively and know how to ask for help if a friendship is making them feel unhappy</li> <li>▪ About how people may feel if they experience hurtful behaviour or bullying and that bullying is sometimes about difference</li> <li>▪ That hurtful behaviour (offline and online) including teasing, name-calling, bullying and excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</li> </ul>	Jigsaw PHSEe Programme  NPSCC Pants Rule  Anti-Bullying Alliance Resources



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Terms 5 & 6 <ul style="list-style-type: none"> <li>▪ Relationships</li> <li>▪ Changing Me</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>▪ To understand that there are lots of different forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>▪ To recognise and appreciate people who can help in their family, their school and community</li> <li>▪ To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</li> <li>▪ About growing and changing from young to old and how people's needs change</li> <li>▪ To recognise how their body has changed since being a baby and where they are on the continuum from young to old.</li> </ul>	Jigsaw PHSEe Programme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Term 1 & 2 <ul style="list-style-type: none"> <li>▪ Being Me in My World</li> <li>▪ Celebrating Difference</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ To recognise their worth and can identify positive things about themselves and their achievements</li> <li>▪ To face new challenges positively, make responsible choices and know how to ask for help when needed</li> <li>▪ To recognise that there are different types of relationships and that everybody's family is different and important to them (including single parents, same-sex parents, step-parents, blended families, foster parents) and that all types of families can give family members love, security and stability</li> <li>▪ To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>▪ About respecting the differences and similarities between people and recognising what they have in common with others, e.g. physically, in personality or background</li> <li>▪ About the impact of bullying, including online, and the consequences of hurtful behaviour. Pupils reflect on times when their words may have affected someone's feelings and what the consequences were</li> </ul>	Jigsaw PHSEe Programme  NPSCC Pants Rule  Anti-Bullying Alliance Resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Terms 5 & 6 <ul style="list-style-type: none"> <li>▪ Relationships</li> <li>▪ Changing Me</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ To identify the roles and responsibilities of each member of their family and can reflect on the expectations for males and females</li> <li>▪ To know and use strategies for keeping themselves safe</li> <li>▪ To understand how their needs and rights are shared by children around the world and can identify how our lives may be different</li> <li>▪ That in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>▪ To identify how boys' and girls' bodies change on the outside during the growing up process.</li> <li>▪ To recognise stereotypical ideas about parenting and family roles.</li> </ul>	Jigsaw PHSEe Programme
Year 4	Term 1 & 2 <ul style="list-style-type: none"> <li>▪ Being Me in My World</li> <li>▪ Celebrating Difference</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ To understand their actions can affect themselves and others; to care about other people's feeling and try to empathise with others</li> <li>▪ That sometimes, we all make assumptions based on what people look like and how these assumptions can negatively influence behaviours and attitudes towards others</li> <li>▪ About the importance of friendships, strategies for building positive friendships; how positive friendships support wellbeing</li> <li>▪ That sometimes bullying is hard to spot and what actions they can take if they think they know what is happening but not sure.</li> <li>▪ Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> <li>▪ To recognise what it means to</li> </ul>	Jigsaw PHSEe Programme  NPSCC Pants Rule  Anti-Bullying Alliance Resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Terms 5 & 6 <ul style="list-style-type: none"> <li>▪ Relationships</li> <li>▪ Changing Me</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ To identify the web of relationships that they are a part of, starting from those closest to them and including those more distant</li> <li>▪ To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> <li>▪ How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> <li>▪ That some of their personal characteristics have come from their birth parents and this happens because they are made from the joining of their egg and sperm</li> <li>▪ To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>▪ To identify changes that may have been and may continue to be outside of their control that they have to accept.</li> </ul>	Jigsaw PHSEe Programme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Term 1 & 2 <ul style="list-style-type: none"> <li>▪ Being Me in My World</li> <li>▪ Celebrating Difference</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> <li>▪ How to stay safe when using technology to communicate with friends</li> <li>▪ To make choices about their own behaviour because they understand how rewards and consequences feel</li> <li>▪ About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>▪ About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> <li>▪ How rumour-spreading and name-calling can be bullying behaviours and can explain the difference between direct and indirect types of bullying</li> </ul>	Jigsaw PHSEe Programme  NPSCC Pants Rule  Anti-Bullying Alliance Resources
Year 5	Terms 5 & 6 <ul style="list-style-type: none"> <li>▪ Relationships</li> <li>▪ Changing Me</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ How friendships change over time, about making new friends and the benefits of having different types of friends</li> <li>▪ How it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</li> <li>▪ Recognise and describe how boys' and girls' bodies change during puberty</li> <li>▪ How hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>▪ About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> <li>▪ About where to get more information, help and advice about growing and changing, especially about puberty</li> </ul>	Jigsaw PHSEe Programme

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Term 1 & 2 <ul style="list-style-type: none"> <li>▪ Being Me in My World</li> <li>▪ Celebrating Difference</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ To make choices about their own behaviour because they understand how rewards and consequences feel and pupils understand how this relates to their rights and responsibilities</li> <li>▪ To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> <li>▪ That there are universal rights for all children but for many children these rights are not met</li> <li>▪ How democracy and having a voice benefits the school community and know how to participate in this</li> <li>▪ About seeking and giving permission (consent) in different situations</li> <li>▪ How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> </ul>	Jigsaw PHSEe Programme  NPSCC Pants Rule  Anti-Bullying Alliance Resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Terms 5 & 6 <ul style="list-style-type: none"> <li>▪ Relationships</li> <li>▪ Changing Me</li> </ul>	Pupils learn: <ul style="list-style-type: none"> <li>▪ About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>▪ What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>▪ To identify what they are looking forward to and what worried them about the transition to secondary school</li> <li>▪ How girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>▪ About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</li> <li>▪ About the new opportunities and responsibilities that increasing independence may bring</li> </ul>	Jigsaw PHSEe Programme

Appendix 2: By the end of primary phase 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 academy 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 academy 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>

TOPIC	PUPILS SHOULD KNOW
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, academy 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 academy to consider			
Parent signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents	