



Relationship and Sex Education Policy

1. Aims and Objectives

The aims of relationships and sex education (RSE) within our schools 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 as per section 34 of the [Children and Social work act 2017](#).

However, 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 the MK Sapphire Federation 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:

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

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE 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.

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, 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, same-sex 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.

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

- 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

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. Roles and responsibilities

7.1 The governing board

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

7.2 The Executive Headteacher

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the Federation, for sharing resources and materials with parents and carers when requested, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Teaching Staff

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Teaching 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 Executive Headteacher.

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/carers have the right to request that their child be withdrawn from the non-statutory/non-science components of sex education within RSE. However, our school only teaches sex education as it appears in the National Curriculum science curriculum such as lessons on puberty and human reproduction. These elements are compulsory, and parents do not have the right to withdraw their child from them

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Executive Headteacher.

Parents are asked to provide alternative work for their child if they are withdrawn from sex education.

The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

9. Training

Teaching staff are trained on the delivery of RSE as part of continuing professional development.

Visitors from outside the school, such as school nurses or sexual health professionals, may provide support and training to staff teaching RSE.

Appendix 1: Curriculum Map

PSHE CURRICULUM FRAMEWORK – WHOLE SCHOOL OVERVIEW

APPENDIX 1

Term	Autumn			Spring			Autumn		
	Core Theme	Key Question	Topics	Core Theme	Key Question	Topics	Core Theme	Key Question	Topics
KS1 - Cycle A	Relationships	What is the same and different about us?	Ourselves and others; similarities and differences; individuality; our bodies	Health and Wellbeing	What helps us stay healthy?	Being healthy; hygiene; medicines; people who help us with health	Health and Wellbeing	Who helps to keep us safe?	Keeping safe; people who help us
	Relationships	Who is special to us?	Ourselves and others; people who care for us; groups we belong to; families	Living in the Wider World	What can we do with money?	Money; making choices; needs and wants	Living in a Wider World	How can we look after each other and the world?	Ourselves and others; the world around us; caring for others; growing and changing
KS1 - Cycle A	Relationships	What makes a good friend?	Friendship; feeling lonely; managing arguments	Living in the Wider World	What jobs do people do?	People and jobs; money; role of the internet	Health and Wellbeing	What can help us grow and stay healthy?	Being healthy: eating, drinking, playing and sleeping
	Relationships	What is bullying?	Behaviour; bullying; words and actions; respect for others	Health and Wellbeing	What helps us stay safe?	Keeping safe; recognising risk; rules	Health and Wellbeing	How do we recognise our feelings?	Feelings; mood; times of change; loss and bereavement; growing up
Year 3	Relationships	<i>How can we be a good friend?</i>	Friendship; making positive friendships, managing loneliness, dealing with arguments	Relationships	What are families like?	Families; family life; caring for each other	Health and Wellbeing	Who keeps us safe?	Being healthy: eating well, dental care
	Health and Wellbeing	<i>What keeps us safe?</i>	Keeping safe at home and school; our bodies; hygiene; medicines and household products	Living in the Wider World	What makes a community?	Community; belonging to groups; similarities and differences; respect for others		Why should we keep active and sleep well?	Being healthy: keeping active, taking rest
Year 4	Health and Wellbeing	<i>What strengths, skills and interests do we have?</i>	Self-esteem: self-worth; personal qualities; goal setting; managing setbacks	Health and Wellbeing	How can we manage our feelings?	Feelings and emotions; expression of feelings; behavior	Living in the Wider World	How can our choices make a difference to others and the environment?	Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions
	Relationships	<i>How do we treat each other with respect?</i>	Respect for self and others; courteous behavior; safety; human rights		How can I help in an emergency?	Basic first aid, accidents, dealing with emergencies	Health and Wellbeing	How can we manage risk in different places?	Keeping safe; out and about; recognising and managing risk

Year 5	Health and Wellbeing	<i>What makes up our identity?</i>	identity; personal attributes and qualities; similarities and differences; individuality; stereotypes	Health and Wellbeing	How can we help in an accident or emergency?	Basic first aid; accidents; dealing with emergencies	Relationships	How can friends Communicate safely?	Friendships; relationships; becoming independent; online safety
	Living in the Wider World	<i>What decisions can people make with money?</i>	Money; making decisions; spending and saving	Relationships	How will we grow and change?	Growing and changing; puberty			
Year 6	Health and Wellbeing	<i>How can we keep healthy as we grow?</i>	Looking after ourselves; growing up; becoming independent; taking more responsibility	Living in the Wider World	How can the media influence people?	Media literacy and digital resilience; influences and decision-making; online safety	Relationships	How do friendships change as we grow?	Different relationships, changing and growing, adulthood, independence, moving to secondary school

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"> • 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
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

TOPIC	PUPILS SHOULD KNOW
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

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

