

**Atwood Primary Academy**

# **Relationships and Sex Education (RSE) Policy**



**Date: January 2021**

**Review Date: January 2022**

**(or to meet new legislation and practices)**

Signed By: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships and sexuality
- 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
- Teach pupils the correct vocabulary to describe themselves and their bodies

Two key principles, that of ensuring safety and well-being for all of our pupils and 'children first, pupils second', shape the way relationships and sex education is delivered.

## 2. 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.

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

## 3. Policy Development

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

1. Review – the RSE lead teacher collated all relevant information including national and local guidance. This included working with a LA led local schools working party for the development of an RSE scheme of work.
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the curriculum and review the policy
3. Staff consultation – all school staff were given the opportunity to review the proposed curriculum and drafts of the policy and make recommendations.
4. Stakeholders involved in the policy development consultation process were informed as to the conclusion of that process.
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

## 4. What is relationship and sex education?

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of relationships for family life that are stable and loving, with respect and care. It is also about the teaching of sex, sexuality, and sexual health.

## 5. Curriculum

Our curriculum as set out in the separate curriculum document can be found on the school website and Staffshare. It will be regularly reviewed and updated in response to children's developmental needs and changes in legislation.

We have developed the curriculum in consultation with parents, pupils, staff and governors, 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.

The Croydon scheme of work is the broad basis for activities that we follow to teach RSE. This is a scheme which reflects local needs and is used in many schools throughout the borough to teach RSE effectively. Prior to the updated RSE policy, our school has followed the Croydon scheme of work for several years.

Additional information or lessons will sometimes be appropriate on a case-by-case basis. Each classroom will have a question/ worry box which all children can use to anonymously ask questions or share worries if specific issues or questions arise relating to RSE lessons.

## **RSE and Science Curriculum**

RSE will be taught alongside the current Science curriculum. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. As this subject is statutory, parents do not have the right to withdraw their child/children from these lessons.

## **National Curriculum Science Programme of Study:**

### **Key Stage 1:**

Animals, including humans

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **Key Stage 2:**

Living things and their habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Animals, including humans

- describe the changes as humans develop to old age

Evolution and inheritance

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **6. Teaching of RSE**

Pupils need to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose of preventing and removing prejudice. A planned, progressive programme of RSE gradually and appropriately begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

Atwood follows Croydon Council's Scheme of Work for RSE which is led by the class teachers through discussions. RSE is taught to each year group, starting in Reception.

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

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).

RSE lessons will be delivered using the resources included in the curriculum which are available on the school's website. These resources include books, texts and pictures. Where teachers feel videos would support the teaching of RSE topics effectively, appropriate videos may be used to teach RSE. Where used, these will be available to view at any time prior to the teaching of the lesson.

Relationship and sex education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

We value the relationship between the school and the parents and carers of pupils. In implementing the RSE curriculum, we seek to be transparent about what is being taught and the way in which it is

delivered. Prior to the teaching of a unit, correspondence with parents and carers will outline the content of up-coming lessons as well as the year group's curriculum, and it will be possible to contact staff prior to teaching to discuss the curriculum if this is needed. Additionally, the curriculum and year group outlines of these will be available on the school website. By doing this, the school seeks to be clear about what RSE entails, put parents and carers at ease with regards to what their children are learning, as well as support those who wish to discuss these topics at home with their children before or in tandem with what is being taught at school.

The curriculum is taught with an aim to educate, not promote a particular viewpoint above another. Teachers will establish a class code of conduct to ensure children have a safe environment in which to discuss different opinions while upholding the school's shared values of diversity and respect. Time for sharing ideas and reflecting on what has been taught will be included in lessons when and where relevant.

For year 5 and 6 pupils, relevant topics including drugs, gangs and crime will be covered by trained professionals as much as this is possible.

It is important that relationships and sex education is available to all learners, including more vulnerable children and those with special educational needs. Lessons will be planned and delivered with an approach of inclusivity that gives all learners a voice, allowing access and participation for all.

For more information about the outline of our RSE curriculum, see Appendices 1, 2 and 3.

## **Confidentiality and Child Protection**

RSE will take place in a secure and supportive environment; however, the children will be made aware that teachers cannot offer unconditional confidentiality. All staff involved in teaching and supporting RSE will be alert to the signs of abuse, neglect and exploitation. The school has a separate Child Protection Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

## **Equal Opportunities**

The school is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

## **7. Roles and Responsibilities**

### **7.1 The governing board**

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

### **7.2 The head teacher**

The head teacher is responsible for ensuring that RSE is taught consistently across the school with support from the RSE subject leader.

### **7.3 Staff**

Staff are responsible for:

- Teaching RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

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 head teacher.

### **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. They do have a right to withdraw a child from Sex Education which falls out of the statutory science curriculum, but the Primary Science curriculum is compulsory and parents cannot withdraw them from this. The "Sex Education" aspects of the RSE curriculum at Atwood do not fall outside the Primary Science curriculum. In our experience, once parents talk through their concerns with us, they are reassured. If parents have any concerns, they should contact the class teacher in the first instance to discuss these.

## **9. Training**

Staff are trained to teach RSE and it is included in our continuing professional development calendar.

The head teacher 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 RSE lead through planning scrutinies, learning walks and pupil conferencing.

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

This policy will be reviewed by the RSE Lead annually and staff where significant changes are made or needed. At every review, the policy will be approved by the governing body.

## Appendix I: Curriculum map

### Relationships and Sex Education Curriculum Map

YEAR GROUP	TOPIC/THEME DETAILS
Year 1	<p><b>Who I am and what I feel</b></p> <p>Understanding Emotions:</p> <ul style="list-style-type: none"><li>• Identifying emotions and how they are expressed</li><li>• How feelings affect friendships</li><li>• How our behaviour affects other people</li></ul> <p>Understanding Differences:</p> <ul style="list-style-type: none"><li>• Valuing individuality</li><li>• Understanding the groups to which I belong</li><li>• Recognising differences and similarities between myself and my friends, including ways in which our families can be different</li><li>• Showing respect to people who are different to me</li></ul> <p>Friendships:</p> <ul style="list-style-type: none"><li>• What friendship is and how to be a good friend, including when online</li></ul> <p><b>Looking after my body</b></p> <p>Body Awareness:</p> <ul style="list-style-type: none"><li>• That humans have babies which grow into adults</li><li>• Parts of the external body and their functions</li><li>• Body parts (including genitalia)</li><li>• How am different (inheritance of traits from family)</li></ul> <p>Hygiene:</p> <ul style="list-style-type: none"><li>• How to keep clean and why it matters</li></ul> <p><b>Staying Safe</b></p> <p>Trust and Help:</p> <ul style="list-style-type: none"><li>• Identify family members and the roles they play in looking after me</li><li>• Knowing who I can talk to if I need help</li></ul> <p>Making Choices:</p> <ul style="list-style-type: none"><li>• Understanding choice and things that can affect our decisions</li></ul> <p>Staying Safe Online:</p> <ul style="list-style-type: none"><li>• Social media age restrictions</li></ul>



YEAR GROUP	TOPIC/THEME DETAILS
Year 2	<p><b>Who I am and what I feel</b></p> <p>Body development:</p> <ul style="list-style-type: none"> <li>• Humans produce babies which grow into adults</li> <li>• How children grow and change since they were babies</li> </ul> <p>Looking after the body:</p> <ul style="list-style-type: none"> <li>• The importance of hygiene</li> <li>• Basic hygiene routines</li> </ul> <p><b>Staying Safe</b></p> <p>Personal space:</p> <ul style="list-style-type: none"> <li>• Safe touch, private parts of the body</li> <li>• Sharing images online</li> <li>• Who to talk to if I am worried</li> </ul> <p>Secrets:</p> <ul style="list-style-type: none"> <li>• What are good and bad secrets</li> <li>• Strategies for asking for help</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 3	<p><b>Who I am and what I feel</b></p> <p>Self-esteem:</p> <ul style="list-style-type: none"> <li>• Understanding myself as an individual</li> <li>• My strengths and things I want to change/improve</li> </ul> <p>Differences and similarities:</p> <ul style="list-style-type: none"> <li>• Things that contribute to my identity</li> <li>• Things affecting people's actions and reactions</li> <li>• Recognising and challenging stereotypes</li> </ul> <p><b>Staying Safe</b></p> <p>Decision making:</p> <ul style="list-style-type: none"> <li>• Understanding that choices need decisions</li> <li>• Considering different possibilities</li> <li>• Decision-making skills</li> </ul> <p>Resisting pressure:</p> <ul style="list-style-type: none"> <li>• Identifying pressure and its sources</li> <li>• Recognising coercive pressure</li> <li>• Techniques to resist pressure</li> </ul>
Year 4	<p><b>Who I am and what I feel</b></p> <p>Emotions:</p> <ul style="list-style-type: none"> <li>• Recognising emotions</li> <li>• How our bodies and feelings are linked</li> <li>• How our emotions affect our interactions with others</li> <li>• Understanding how emotions can make us take risks</li> </ul> <p>Change:</p> <ul style="list-style-type: none"> <li>• Understanding the changes that can happen in our lives</li> <li>• How we can do more things and take on more responsibilities as we grow up</li> </ul> <p>Assertiveness:</p> <ul style="list-style-type: none"> <li>• Understanding assertiveness</li> <li>• Ways to respond assertively</li> <li>• Practising assertiveness skills</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 5	<p><b>Who I am and what I feel</b></p> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Differences in relationships between friends and family</li> <li>• Different types of family</li> <li>• What 'love' means</li> <li>• How other people feel in some situations and how this can affect friendships</li> <li>• What makes good advice</li> <li>• Skills needed to maintain friendships, including consent and negotiation</li> </ul> <p>Support networks:</p> <ul style="list-style-type: none"> <li>• Who is in my support group</li> <li>• How to ask for help</li> <li>• Identifying other sources of help</li> <li>• Calling the emergency services</li> <li>• Risks associated with seeking help</li> </ul> <p><b>Looking after my body</b></p> <p>Puberty:</p> <ul style="list-style-type: none"> <li>• The main male and female reproductive parts</li> <li>• Correct scientific names for body parts</li> <li>• The changes boys and girls go through at puberty</li> <li>• Understanding how hygiene needs change at puberty</li> <li>• Understanding the links between puberty, sexual intercourse and how babies are formed</li> <li>• Helping boys and girls to explore perceptions of each other</li> </ul> <p>Reproduction and pregnancy:</p> <ul style="list-style-type: none"> <li>• How conception takes place</li> <li>• How some people use contraception to control when they have children</li> <li>• Understanding how a baby develops in the uterus</li> <li>• Understanding the responsibilities of parenthood</li> </ul> <p><b>Staying Safe:</b></p> <p>Online relationships:</p> <ul style="list-style-type: none"> <li>• Are online relationships real friendships?</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 6	<p><b>Who I am and how I feel</b></p> <p>Resolving conflict in relationships:</p> <ul style="list-style-type: none"> <li>• Recognising different types of conflict</li> <li>• Explaining how actions can help or hinder conflict</li> <li>• Understanding how to respond to conflict</li> </ul> <p>Stereotypes:</p> <ul style="list-style-type: none"> <li>• Being able to define stereotypes and recognise them when they occur</li> <li>• Exploring the media for examples of stereotyping</li> <li>• Challenging stereotypes in a safe way</li> </ul> <p>Prejudice, discrimination and consent: (in consultation Dec 2020)</p> <ul style="list-style-type: none"> <li>• Understanding that we all have a personal identity</li> <li>• Understanding the ways in which people can identify themselves</li> </ul> <p><b>Staying Safe</b></p> <p>Taking risks:</p> <ul style="list-style-type: none"> <li>• Identifying risks, including in my online life</li> <li>• What influences my decisions</li> <li>• How self-confidence, communication skills and assertiveness can help to keep me safe</li> <li>• Practice voicing their concerns and exercising choice in the face of pressure, including online</li> </ul> <p>Prejudice, discrimination and consent:</p> <ul style="list-style-type: none"> <li>• Understanding that some parts of our lives should be private, especially online</li> <li>• Understanding consent and how we may give or withhold it</li> <li>• Skills for asking for and giving/refusing consent</li> <li>• Where to go for help if our identity or refused consent are not respected</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
EYFS	<p>Emotional Literacy</p> <ul style="list-style-type: none"> <li>· To begin to have identified some of their feelings and recognise some of the ways they express them.</li> <li>· To recognise how our feelings can influence our friendship.</li> <li>· To realise that their behaviour (words and actions) can affect other people.</li> </ul> <p>Trust and Help</p> <ul style="list-style-type: none"> <li>· To have identified family members and friends and the roles that they play.</li> <li>· To know who they can talk to at home and in school.</li> </ul> <p>Body Awareness</p> <ul style="list-style-type: none"> <li>· To know that humans produce babies that grow into children and then into adults.</li> <li>· To consider the ways they have changed physically since they were born.</li> <li>· To begin to recognise the proper names for the external parts of the body.</li> <li>· To be able to describe some of the functions of some of some of the parts of the body.</li> </ul> <p>Hygiene</p> <ul style="list-style-type: none"> <li>· To explain why it is important to keep clean.</li> <li>· To understand some basic hygiene routines.</li> <li>· To understand some areas in which they can look after themselves e.g. dressing and undressing.</li> <li>· To know that our parents/carers help us to keep clean but that as we grow we learn to do a lot ourselves to keep clean.</li> </ul>

## Appendix 2: By the End of Primary School Pupils Should Know

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<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>
<p>Caring friendships</p>	<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 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>

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, school and/or other sources</li> </ul>



### Appendix 3: Books and Stories

The following list contains books and stories which teachers may use as resources to support the teaching of topics in RSE.

#### EYFS

“The Smelly Book” by Babette Cole, or similar such as “Dirty Bertie” by David Roberts

“Is it Time?” by Marilyn Janovitz

“I Feel Angry” by Brian Moses and Mike Gordon.

“Grace and Family” by Mary Hoffman and Caroline Binch

#### Year 1

“Giraffes Can’t Dance” by Giles Andreae

“Wheels” by Shirley Hughes

“The Rainbow Fish” by Marcus Pfister

#### Year 2

“Mummy Laid an Egg” by Babette Cole

“Let’s Talk about Where Babies Come From” by Robbie Harris and Michael Emberley

“The Smelly Book” by Babette Cole

“Dirty Bertie” and “Pooh! Is that you, Bertie?” by David Roberts

#### Year 3

“But Martin!” by June Counsel

#### Year 4

“Have You Filled a Bucket Today?” by Carol McCloud

#### Year 5

“Hair in Funny Places” by Babette Cole

“Mummy Laid an Egg” by Babette Cole