

Relationship and Sex Education Policy

For Primary Schools

The policy will be promoted and implemented throughout the Trust.

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Revision History:

| Version | Date | Author | Summary of Changes: |
|---------|----------|--------|---|
| 3.1 | Nov 2024 | ACU | Policy reviewed and no changes made at this time. Relationships and Sex Education Guidance is expected to be revised by the DfE following a public consultation. This policy will be reviewed in line with the revised guidance when available. |
| 3.0 | Nov 2022 | ACU | Updated Appendices Inclusion of LGBT section |
| 2.0 | Jan 2020 | TMET | To update in line with revised legislation in place-Sep 2020 |
| 1.0 | Mar 2018 | TMET | New Trust Policy Template |

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Relationships and Sex Education Policy

1. Introduction

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 primary school, we must provide relationships and sex education (RSE) 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.

The Trust's funding agreements require it to have regard to RSE [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#), when teaching RSE.

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 school staff were given the opportunity to review 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 (only where this was deemed age appropriate and beneficial)
5. Ratification – once amendments were made, the policy was shared with Trustees 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 curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

The curriculum has been developed 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.

If significant or repeated issues occur within the academy or its community these will be addressed through the curriculum.

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 the Appendices.

7. Lesbian, Gay, Bisexual and Transgender (LGBT)

TMET Schools will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools will ensure that they comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching will be sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, this content will be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson.

Inclusion of Lesbian, Gay, Bisexual and Transgender within the context of family life will be carefully planned, taking care to ensure that there is no stigmatisation of children based on their home

circumstances, recognising that there is a wide variety of different family types and parenting arrangements.

8. Roles and responsibilities

8.1 The Board of Trustees

The Board will approve the RSE policy and hold the Principal to account for its implementation.

8.2 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).

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 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 Principal.

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 have the right to withdraw their children from the non-statutory components of sex education within RSE.

At North Mead, the part of RSE that parents can withdraw from can be found in Appendix 1.

Requests for withdrawal should be put in writing and addressed to the Principal, and can be submitted via email to bburpitt@north-tmet.uk

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE, and it is included in our continuing professional development calendar.

11. Monitoring arrangements

The delivery of RSE at North Mead is monitored by Mrs V Reid through rigorous monitoring of curriculum resources.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be approved by the Board of Trustees.

Appendix 1: Relationships and sex education curriculum map

Key texts and vocabulary introduced in which year groups:

| Year group | Texts/ stories used | Main words introduced |
|------------|--|--|
| 1 | It's my body – Louise Spilsbury My body, what I say goes – Jayneen Sanders | Male, female, anus, nipple, penis, testicle, vagina, vulva, private, hygiene, germs, |
| 2 | My dog, my car, my mum and me – Nigel Gray There's a house inside my mummy – Giles Andreae I want my tooth – Tony Ross Monkey puzzles – Julia Donaldson | Human lifecycle, birth, baby, children, adolescent, adult, parents, baby comes from mum, grow, changes, healthy. |
| 3 | All kinds of bodies – Emma Brownjohn Why does my body smell – Angela Royston | Penis, vagina, vulva, testicle, chest, breast, hygiene, period, nipple, scrotum, anus. |
| 4 | Drop dead – Babette Cole Piggybook – Anthony Browne My mum is fantastic – Nick Butterworth My dad is brilliant – Nick Butterworth | Human lifecycle, birth, baby, child, adolescent, adult, middle age, death, responsibility. |
| 5 | Mummy never told me – Babette Cole | Testicles, penis, vagina, breasts, scrotum, anus, pubic |

| | | |
|---|--|--|
| | <p>What did I look like when I was a baby – Jeanne Wilson</p> <p>Hair in funny places – Babette Cole</p> <p>Changes – Anthony Browne</p> | <p>hair, urethra, labia, clitoris, vulva, bladder, pubic bone, prostate gland, spine, sperm duct, fallopian tube, ovary, uterus, cervix, endometrium.</p> |
| 6 | <p>Mummy laid an egg – Babette Cole</p> <p>Where do babies come from – Robbie H Harris</p> <p>Where willy went – Nicholas Allan</p> <p>What's inside your tummy Mummy? – Abby Cocovini</p> | <p>Testicles, penis, vagina, breasts, scrotum, anus, pubic hair, urethra, labia, clitoris, vulva, bladder, pubic bone, prostate gland, spine, sperm duct, fallopian tube, ovary, uterus, cervix, endometrium, sexual intercourse, same sex partners.</p> |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|-------------|---|-----------|
| Year 6 | Spring Term | <p>What are the different way babies are conceived (sex education):</p> <ul style="list-style-type: none"> • Learning Objective 1. To know about different ways babies are conceived and born, including sexual intercourse. (Sex Education) | |

Appendix 2: Relationships Education - Knowledge that pupils should have by the end of primary school

For further details, please refer to pages 19-22 of [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK_(www.gov.uk).pdf)

| 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 |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| 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 |
| 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 |

| TOPIC | PUPILS SHOULD KNOW |
|------------|---|
| 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 |

Appendix 3: Physical Health and Mental Wellbeing - Knowledge that pupils should have by the end of primary school

Curriculum content related to RSE can be found detailed below. For further details, please refer to pages 32-35 of [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

| TOPIC | PUPILS SHOULD KNOW |
|------------------|--|
| Mental wellbeing | <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a • varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |

| | |
|-----------------------------|--|
| Internet safety and harms | <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. |
| Physical health and fitness | <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |

| | |
|--------------------------|--|
| Health and prevention | <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. |

Appendix 4: Parent form: withdrawal from sex education within RSE

Parents can request withdrawal from sex education within RSE as per section 9 of this policy.

Requests for withdrawal should be put in writing and addressed to the Principal, or submitted via email to: bburpitt@north-tmet.uk

Parents may wish to use the form below. All requests should include: the name of the child, the child's class or tutor group, the name and signature of the parent requesting withdrawal, the date that the request was submitted and the reason for withdrawal.

| 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 | |
| | |