



# **Relationships and Sex Education Policy**

## **Weyford Nursery and Primary School**

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### 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### 2. Statutory requirements

As a 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 SRE, 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 Weyford Primary 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 school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments 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 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.

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).

Pupils also receive stand-alone sex education sessions.

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 The governing board

The governing board will approve the SRE policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 8).

### 7.3 Staff

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

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

Alternative 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the teacher responsible for leading PSHE through:

- reviewing planning and resources
- learning walks
- teacher discussions
- pupil conferencing

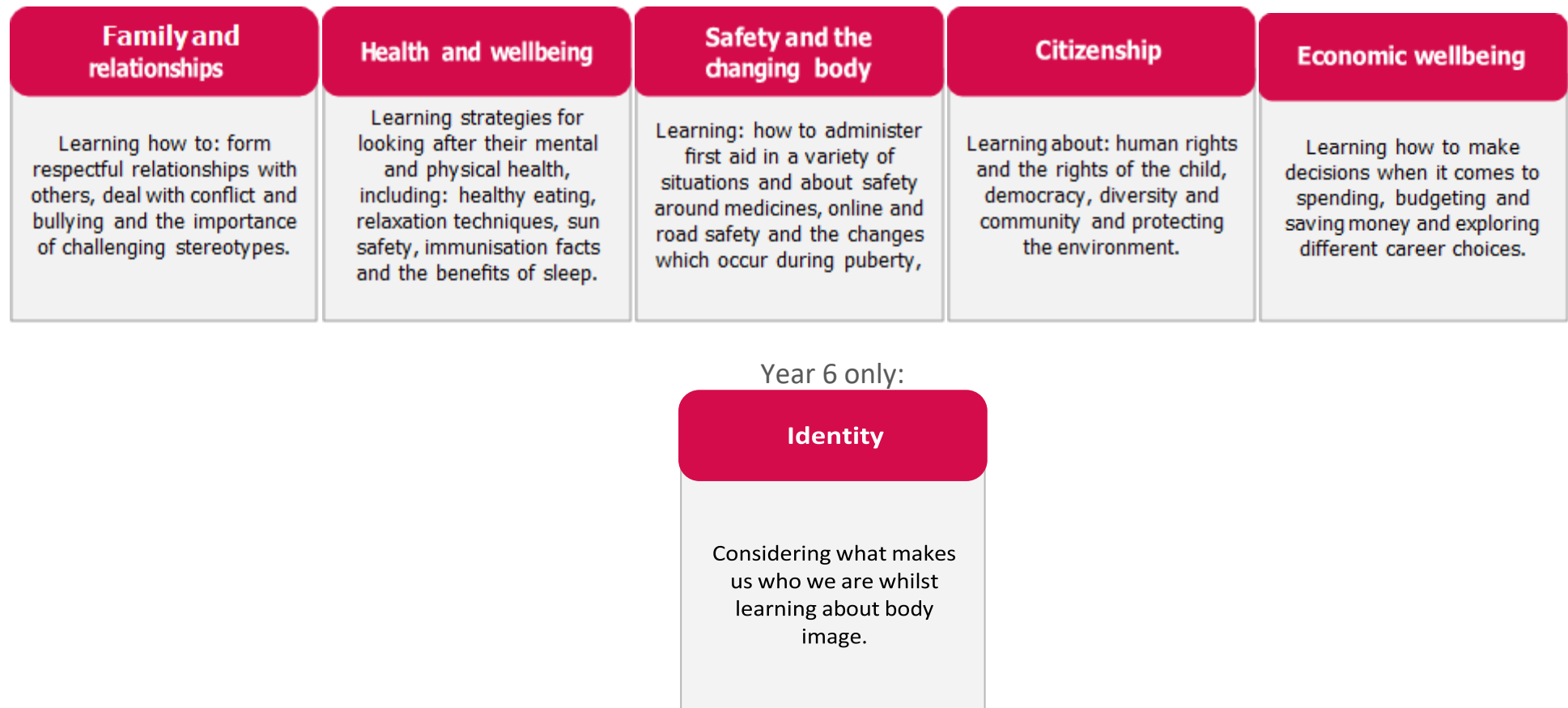
Pupils' development in SRE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At every review, the policy will be approved by the local governing board.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

Weyford Primary Academy has six key areas as a part of its PSHE/RSE curriculum which are; Family & Relationships, Health and well-being, Safety & the changing body, Citizenship, Economic wellbeing, Identity (Year 6 only). Our [Kapow Primary 2022](#) © scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education) and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.)



## EYFS

Self-regulation – My feelings	Building relationships: special relationships	Managing self: Taking on Challenges	Self-regulation: listening and following instructions	Building relationships: Special relationships	Managing self:
Learning to explore and understands their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.	Considering wht we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing “grounding” coping strategies.	Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.	Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-plat, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.	Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise of the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS:	<a href="#">Self regulation: My feelings</a>	<a href="#">Building relationships: Special relationships</a>	<a href="#">Managing self: Taking on challenges</a>	<a href="#">Self-regulation: Listening and following instructions</a>	<a href="#">Building relationships: My family and friends</a>	<a href="#">Managing self: My wellbeing</a>

## Year 1

Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<a href="#">Year 1</a>	<a href="#">Introduction lesson</a> <a href="#">Family and relationships</a>	<a href="#">Family and relationships</a> <a href="#">Health and wellbeing</a>	<a href="#">Health and wellbeing</a> <a href="#">Safety and the changing body</a>	<a href="#">Safety and the changing body</a> <a href="#">Citizenship</a>	<a href="#">Citizenship</a> <a href="#">Economic wellbeing</a>	<a href="#">Economic wellbeing</a> <a href="#">Transition lesson</a>

## Year 2

Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
<p>Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond.</p> <p>Looking at conventions of manners and developing an understanding of self-respect.</p>	<p>Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.</p>	<p>Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.</p>	<p>Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.</p>	<p>Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<a href="#">Year 2</a>	<a href="#">Introductory lesson</a> <a href="#">Family and relationships</a>	<a href="#">Family and relationships</a> <a href="#">Health and wellbeing</a>	<a href="#">Health and wellbeing</a> <a href="#">Safety and the changing body</a>	<a href="#">Safety and the changing body</a> <a href="#">Citizenship</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a> <a href="#">Transition lesson</a>

### Year 3

Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
<p>Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication.</p> <p>Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.</p>	<p>Understand that a healthy lifestyle includes physical activity. A balanced diet, rest and relaxation; exploring identify through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.</p>	<p>Learn how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.</p>	<p>Learning about children's rights; exploring why we have rules and roles of local community groups, charities and recycling and introduction to local democracy.</p>	<p>Introduction to creating a budget and learning about the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and stereotypes.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<a href="#">Year 3</a>	<a href="#">Introductory lesson</a> <a href="#">Family and relationships</a>	<a href="#">Family and relationships</a> <a href="#">Health and wellbeing</a>	<a href="#">Health and wellbeing</a> <a href="#">Safety and the changing body</a>	<a href="#">Safety and the changing body</a> <a href="#">Citizenship</a>	<a href="#">Citizenship</a>	<a href="#">Economic wellbeing</a> <a href="#">Transition lesson</a>

## Year 4

Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning that families are varied, and differences must be respected; understanding physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciate the emotions of others; developing growth minds set; identifying calming activities and developing independence in dental hygiene.	Building awareness of online safety and benefits and risks of sharing information online: the difference between public and private; age restrictions; the physical and emotional changes in puberty; the risk associated with tobacco and how to help someone with asthma.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community diversity; looking at the role of local government.	Exploring: choices associated with spending, what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<a href="#">Year 4</a>	<a href="#">Introductory lesson</a> <a href="#">Family and relationships</a>	<a href="#">Family and relationships</a> <a href="#">Health and wellbeing</a>	<a href="#">Health and wellbeing</a> <a href="#">Safety and the changing body</a>	<a href="#">Safety and the changing body</a>	<a href="#">Citizenship</a>	<a href="#">Citizenship</a> <a href="#">Economic wellbeing</a> <a href="#">Transition lesson</a>

## Year 5

Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing understanding of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	Learning to take greater responsibility for sleep, sun safety, health eating an managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	An introduction to the justice system; how parliament works; learning about the rights and responsibilities, the impact of energy on the planet and contributing to the community.	Developing understanding about income and expenditure, borrowing, risks with money, career choices, finance and feeling, stereotypes in the workplace.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<a href="#">Year 5</a>	<a href="#">Introductory lesson Family and relationships</a>	<a href="#">Family and relationships Health and wellbeing</a>	<a href="#">Health and wellbeing Safety and the changing body</a>	<a href="#">Safety and the changing body Citizenship</a>	<a href="#">Citizenship Economic wellbeing</a>	<a href="#">Economic wellbeing Transition lesson: Roles and responsibilities</a>

## Year 6

Families and relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long term.	Learning about the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risk associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Learning about; human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available.	Two lessons on the theme of personal identify and body image.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<a href="#">Year 6</a>	<a href="#">Introductory lesson</a> <a href="#">Family and relationships</a>	<a href="#">Health and wellbeing</a>	<a href="#">Health and wellbeing</a> <a href="#">Safety and the changing body</a>	<a href="#">Safety and the changing body</a> <a href="#">Citizenship</a>	<a href="#">Citizenship</a> <a href="#">Economic wellbeing</a>	<a href="#">Economic wellbeing</a> <a href="#">Identity</a> <a href="#">Transition lesson: Dealing with change</a>

## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

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: Parent form: withdrawal from sex education within SRE**

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	