

Conatus Federation

Relationships and Sex Education Policy

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.

As maintained primary schools we provide relationships education to all pupils as per Section 34 of the Children and Social Work Act 2017. 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 have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

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

- To help and support children and young people in their physical, emotional, social, intellectual and moral development
- To support safeguarding of pupils by equipping them with facts
- 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, recognizing elements of relationships that may and may not be healthy
- Teach pupils the correct vocabulary to describe themselves and their bodies.

This policy has been developed in consultation with staff, pupils and parents.

Our curriculum is set out on the school website, with detail on what is taught in which term for all year groups, but we may need to adapt it as and when necessary.

Below is the overview:

Year 1

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That people sometimes behave differently online, including by pretending to be someone they are not.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

Year 2

- 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 healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.
- 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.
- 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.

Year 3

- About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.
- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (English units link).
- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
- That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.
- To recognise and respond appropriately to a wider range of feelings in others.
- That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.
- 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 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.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Year 4

- 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.
- 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.
- 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.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

Year 5

Science

- Describe the stages as humans develop to old age.
 - Pupils should draw a timeline to indicate stages in the growth and development of humans.
 - They should learn about the changes experienced in puberty.
 - Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
 - Children could create a detailed timeline of a known/ unknown adult in their life describing changes in their growth and development.
- Learn about the fertilisation in animals and how an embryo grows.
- Create a table with 2 columns 'Mammal' and 'Gestation period (days)' and fill in to show how long it takes a mammal embryo to grow. This could be put into a graph. They could then analyse the data shown.
- Learn about how the growth of a child and baby is measured by measuring its weight and height. Present children with a table which details the weight and height of a baby at each month since birth. Children could use this to create 2 line graphs and analyse.

PSHE/SMSC/RSE

- PSHE - Safety in my community
 - To consider the lives of people living in other places, and people with different values and customs
- PSHCE – Looking after myself
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- SRE
 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
 - What a stereotype is, and how stereotypes can be unfair, negative or destructive.
 - How information and data is shared and used online.
 - How to recognise and report feelings of being unsafe or feeling bad about any adult.
- Physical and Mental Wellbeing
 - 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. (FGM, self-image, body-image).

Year 6

- That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.
- That forcing anyone to marry is a crime.

- That support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others Values.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- 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.
- 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.
- Keeping our bodies safe (FMG).
- Creation of life.

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 (in upper key stage 2):

- 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 on the school website.

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 in UKS2 delivered alongside a trained health professional. A meeting is held before these sessions to ensure parents can be clear on the timing of sessions and the content in order to best support their child at home.

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).

Teaching takes place in a variety of ways but always aims to ensure that learning happens in a fun and engaging way. Classroom activities will depend on the topic but will include: individual work; group work; discussions; research; writing; drawing; use of IT and media. Teachers make use of an 'Ask It Basket', to assess pupils' learning and to gather pupils' questions. Pupils' questions are then collated and incorporated into future learning. This enables the teacher to plan learning in an age-appropriate way. Home learning is also expected, as a key way to develop a pupil's learning, and so parental partnership in RSE is important.

All pupils, including those with SEND, have a right to effective RSE. Different pupils' needs are taken into account when teaching RSE. This may require adjustments to the curriculum or how it is accessed for some pupils e.g. use of specific IT equipment, small group work, TA support or differentiated activities.

We ensure pupils of all faiths and those of no faith are treated equally and respectfully. In line with the DfE statutory guidance, RSE is taught in a way that respects all views and which takes the backgrounds of the pupils into account. Primarily, RSE is a subject dedicated to building pupil's empathy, self-worth, respect and values. Faith perspectives are included in the teaching and learning, where appropriate (e.g. when discussing marriage or contraception). However, RSE is always taught within the context of the Equality Act 2010 and the school places RSE at the forefront of its Public Sector Equality Duty to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it

The Governing Board

The Governing Board has delegated the approval of this policy to the Educational Improvement Committee who will hold the Head of School to account for its implementation.

The Head of School

The HOS is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see below).

Staff

All 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 HOS. The RSE curriculum is delivered by usual class teachers along with the School Nursing Service.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education. This is to ensure that all children and young people learn about safe and healthy relationships, including online safety. This is seen as vitally important to any young person's development.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head of School. If a parent/carer requests to withdraw their child from Sex Education, the school will talk their request through with them. Any parent/carer wishing to use the right to withdraw should always be directed to meet with the headteacher and RSE lead in school. It is important that this happens so that parents/carers are able to understand:

- What their child would be learning and why.
- What aspects they can and cannot be withdrawn from.
- What the risks are to the child of withdrawing them from the lessons (loss of learning, personal and social development, risk to safeguarding).

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

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 headteacher 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.

The delivery of RSE is monitored by the Leader of PSHCE through:

- Lesson observations
- Planning scrutiny
- Learning walks
- Pupil voice
- Staff feedback
- Parent feedback

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

Signed by:

Chair of Governors: Date:
(Conatus Federation)

Executive Headteacher: Date:

Agreed September 2022 - To be reviewed annually – Autumn 2023

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<ul style="list-style-type: none"> • That families are important for children growing up because they can give appropriate 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, developing trust, 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
<p>Caring friendships</p>	<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, including dressing to support privacy. • Understanding that refusing consent in situations is a right all humans have. • 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 in the importance of protecting their physical and mental wellbeing • 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
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 2: 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 school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

