



EQUA
Multi Academy Trust



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Equa Multi Academy Trust understand its responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and sex education which prepares children for each stage of their lives. This policy sets out the framework for the relationships and sex curriculum, providing clarity on how it is informed, organised and delivered.

School:	Woodborough CE Primary School
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1. Aims

It is our aim that every pupil at Woodborough CE Primary School should be given the opportunity to learn about their physical, moral and emotional development in a way which is easy to understand, relevant and appropriate to the age of that child and takes into account their culture and religious background.

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 equality.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

This policy has been written in accordance with the statutory guidance document 'Relationships and Sex education (RSE) and Health Education' (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this education.

'it will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...'

'it is important that the transition stage before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human lifecycle set out in the national curriculum for science – how a baby is conceived and born.'

In teaching RSE, we are required by our funding agreements to have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Woodborough CE Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involves the following steps:

1. Review – a member of staff / working group pulled together all relevant information, including 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 are invited to give feedback about the policy.
4. Ratification – once amendments have been made, the policy will be shared with governors and ratified.

4. Definition

Within this policy, as in the DfE guidance, relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human lifecycle as set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education. RSE is not about the promotion of sexual activity.

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 variety of sharing information, and exploring issues and values.

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.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) 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 Appendix 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, LGBTQ+ 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 local governing body

The local governing body 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 the RSE is taught consistently across the school.

7.3 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.

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

The right of withdrawal from September 2020

The statutory guidance for Relationships Education and Health Education will come into effect in all primary schools from 2020, including academies, free schools and independent schools.

In primary education from September 2020:

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education)
- Head teachers in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is *'likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child'*).
- Where pupils are withdrawn from sex education, schools should document the process and will have to *'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'*

9. Training

Staff are trained in the delivery of RSE as part of their induction and it is included within 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 head teacher and senior leadership team (SLT) through learning walks, observations and pupil voice.

Pupils' development in RSE is monitored by class teachers.

This policy will be reviewed annually. At every review, the policy will be approved by the local governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	CURRICULUM PROGRESSION	VOCABULARY PROGRESSION
Reception	Summer 2	<ul style="list-style-type: none"> Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe. 	Penis, testicles, vagina, vulva, egg, sperm
Year 1	Summer 2	<ul style="list-style-type: none"> Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. Respect their body and understand which parts are private. https://woodboroughschool.org/wp-content/uploads/2021/06/RSHE-Y1-Changing-Me-1.pdf 	Penis, testicles, vagina, vulva, urethra, scrotum, uterus, ovary, fallopian tube, anus
Year 2	Summer 2	<ul style="list-style-type: none"> Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of their body are private. Understand there are different types of touch and can tell you which ones they like and don't like. Confident to say what they like and don't like and can ask for help. https://woodboroughschool.org/wp-content/uploads/2021/06/RSHE-Y2-Changing-Me.pdf 	Penis, testicles, bladder, foreskin, vagina, vulva, urethra, scrotum, uterus, ovary, fallopian tube, cervix, anus

YEAR GROUP	TERM	CURRICULUM PROGRESSION	VOCABULARY PROGRESSION
Year 3	Summer 2	<ul style="list-style-type: none"> ● Understand that in animals and humans, lots of changes happen between conception and growing up, and that usually it is the female who has the baby. ● Understand how babies grow and develop in the mother's uterus. ● Understand what a baby needs to live and grow. ● Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. ● Identify how boys' and girls' bodies change on the outside during this growing up process. ● Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. ● Begin to recognise stereotypical ideas they might have about parenting and family roles. ● https://woodboroughschool.org/wp-content/uploads/2021/06/RSHE-Y3-Changing-Me.pdf 	Penis, testicles, bladder, foreskin vagina, vulva, urethra, scrotum, uterus, ovary, fallopian tube, cervix, egg, sperm, foetus, embryo, menstruation, periods, discharge, puberty, anus

YEAR GROUP	TERM	CURRICULUM PROGRESSION	VOCABULARY PROGRESSION
Year 4	Summer 2	<ul style="list-style-type: none"> ● Understand that personal characteristics have come from their birth parents and that this happens because they are made from the joining of their egg and sperm. ● Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. ● Understand that having a baby is a personal choice and can express how they feel about having children when they are adults. ● Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of this. ● Have strategies to help cope with the physical and emotional changes experienced during puberty. ● https://woodboroughschool.org/wp-content/uploads/2021/06/RSHE-Y4-Changing-Me.pdf 	Penis, testicles, bladder, foreskin vagina, vulva, urethra, scrotum, uterus, ovary, fallopian tube, cervix, egg, sperm, foetus, embryo, menstruation, periods, discharge, puberty, anus, reproduction, breasts, sexual intercourse, gestation, sanitary products, tampon, pads

YEAR GROUP	TERM	CURRICULUM PROGRESSION	VOCABULARY PROGRESSION
Year 5	Summer 2	<ul style="list-style-type: none"> ● Understand that some of their personal characteristics have come from their birth parents and that this happens because they are made from the joining of their egg and sperm. ● Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. ● Understand that having a baby is a personal choice and can express how they feel about having children when they are an adult. ● Describe how a boy's and a girl's body changes in order to be able to have babies when they are adults, and that menstruation is a natural part of this. ● Have strategies to help cope with the physical and emotional changes experienced during puberty. ● https://woodboroughschool.org/wp-content/uploads/2021/06/RSHE-Y5-Changing-Me.pdf 	<p>Penis, testicles, bladder, foreskin vagina, vulva, urethra, scrotum, uterus, ovary, fallopian tube, cervix, egg, sperm, foetus, embryo, menstruation, periods, discharge, puberty, anus, reproduction, breasts, sexual intercourse, gestation, sanitary products, tampon, pads, amniotic sac, placenta, umbilical cord, circumcision, spontaneous erections, wet dreams, relationships, separation, divorce, pregnancy, birth</p>

YEAR GROUP	TERM	CURRICULUM PROGRESSION	VOCABULARY PROGRESSION
Year 6	Summer 2	<ul style="list-style-type: none"> ● Describe how a boy's and a girl's body changes in order to be able to have babies when they are adults, and that menstruation is a natural part of this. ● Have strategies to help cope with the physical and emotional changes experienced during puberty. ● Describe the physical and emotional changes that happen to their body during puberty. ● Identify the changes that happen through puberty to allow sexual reproduction to occur; ● Know a variety of ways in which the sperm can fertilise the egg to create a baby; ● Know the legal age of consent and what it means. 	<p>Penis, testicles, bladder, foreskin, vagina, vulva, urethra, scrotum, uterus, ovary, fallopian tube, cervix, egg, sperm, foetus, embryo, menstruation, periods, discharge, puberty, anus, reproduction, breasts, sexual intercourse, gestation, sanitary products, tampon, pads, amniotic sac, placenta, umbilical cord, circumcision, spontaneous erections, wet dreams, relationships, separation, divorce, self-image, hormones, oestrogen, progesterone, personal hygiene, pregnancy, birth, contraception, hormonal, barrier, emergency, boyfriend, girlfriend, special friend, sex, marriage, stable relationships, loving relationships</p>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources