

# John Wilkinson Primary School and Nursery

## Relationships and Sex Education Policy



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## 1. Aims

The following overarching concepts, essential skills and attributes are taken directly from our PSHE Programme of Study:

- 1. Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- 2. Relationships** (including different types and in different settings, including online)
- 3. A healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- 5. Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)

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

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others, providing knowledge of loving relationships and the human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

We offer a planned and appropriate scheme of work, devised to meet the following aims and objectives:

### **Our Scheme of work aims to:**

- Provide pupils with the skills necessary to keep themselves happy and safe
- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for themselves and others
- Help pupils communicate and understand their feelings and emotions
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the life cycle and help pupils accept variations
- Develop the confidence to seek help, support and advice.

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. Although sex education has not been made compulsory in primary schools, the Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

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

At John Wilkinson Primary and Nursery, 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 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 read and comment on the policy and attend a meeting about RSE delivery
4. 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.

We refer to RSE (Relationship and Sex Education) and we place the emphasis on relationships and supporting pupils' understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health.

RSE in our school is part of the personal, social and health education curriculum. It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education, complements and overlaps with the personal, social and emotional development of the child and the general life of the school.

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy is cross-referenced and consistent with other policies such as

Safeguarding, Bullying, Equal Opportunities etc. (amend and include as appropriate reference to other policies).

## 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 is not compulsory in primary schools, however at John Wilkinson Primary School and Nursery we choose to cover additional content on sex education (in addition to the relationships education and science curriculum) to meet the needs of our pupils.

Primary sex education at John Wilkinson 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

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).

We use the Shropshire Respect Yourself: Eat Better, Move More, RSE programme. This teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach. The RSE topic has three sections; Choices and Challenges, Changes and Care and Commitment. In Year 5 & 6 there is a greater emphasis on the changes that occur in puberty. Year 6 uses the Shropshire RSE Transition Programme.

Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body, using the correct terminology, how these work and how we change as we grow. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

In science lessons in Key Stage 1 the children are taught about how humans change and grow and how a baby is born. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. For this aspect we follow the guidance material in the national scheme of work for science. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

For more information about our RSE curriculum, see Appendices 1 and 2.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Curriculum Committee.

### 7.2 The headteacher

The headteacher 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 section 8).

### 7.3 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 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.

Class teachers and, on occasion, the headteacher, will be responsible for teaching RSE in our school. Nursery staff and the Reception class teacher are responsible for delivering the PSED early learning goals from the new EYFS framework.

### 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

Children are exposed to information and messages from T.V., Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations and statutory requirements.

We believe that the school curriculum and school's ethos complements and enhances home teaching and values, giving regard to the value of family life and loving, stable relationships.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of the delivery of RSE (this is usually in the second half of the Summer Term every year) and offered an opportunity to look at resources. This is usually through a parent meeting in school. Parents are encouraged to discuss and ask questions.

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 and non-science 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 our continuing professional development calendar.

The headteacher may 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 headteacher through planning and scrutinies, learning walks, children's interviews and questionnaires.

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

This policy will be reviewed by the headteacher annually. At every review, the policy will be approved by the Governing Body.

## **11. Safeguarding and Child Protection**

It is possible that the nature of relationships and sex education work in school may result in a child disclosing to an adult. If this should occur, the Child Protection procedures as laid down by Shropshire Council will be followed. All referrals, whatever their origin, must be taken seriously and must be considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen sympathetically to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
<b>EYFS</b> <b>Nursery</b>	Autumn 1	<b>PSED/UTW:</b> "Making Relationships" and "People and Communities" Settling new children, Why do you love me so much?, Special people - people who help us, special people in different religions
	Autumn 2	<b>PSED/UTW:</b> "Making Relationships" and "Managing Feelings" Supporting behaviours, special times - special times in our lives, special holidays, special festivals
<b>EYFS</b> <b>YR</b>	Autumn 1	<b>PSED/UTW:</b> "Making relationships", "People and Communities". New beginnings Special people - people who help us, special people in different religions. How did you feel when you started school?
	Autumn 2	<b>PSED/UTW:</b> "Making Relationships", "People and Communities". Getting on and falling out
	Summer 2	<b>PSED/UTW:</b> "self confidence and self awareness", "people and communities". Changes.



YEAR GROUP	TERM	TOPIC/THEME DETAILS
<b>KS1</b> <b>(Y1+2)</b>	Autumn 1 PSHE curriculum	<b>Feelings and emotions:</b> recognise feelings in self; special people; behaviour and how people's bodies and feelings can be hurt <b>Healthy Relationships:</b> secrets and surprises; working together; boundaries and relationships; resolving conflict; teasing and bullying
	Summer 2 PSHE curriculum	<b>Growing and changing:</b> Change, loss and getting older; names of main body parts (including external genitalia); personal identity; likes; choices; strengths
	Summer 2 Shropshire Respect Yourself Programme	<b>Choices and Challenges</b> Pupils to recognise situations where they have a right to say no, even if it is to grown-ups, older children or friends. Pupils identify who they can go to for help, support and advice. Pupils develop skills and confidence to express their views and seek help.
<b>Y1</b>	Summer 2 Shropshire Respect Yourself Programme	<b>Changes</b> To recognise and understand how we have changed from a baby Identify and recognise their skills and abilities Understand the difference between boys' and girls' bodies, naming the external body parts Recognise and respect differences Compare and contrast themselves with others
<b>Y2</b>	Summer 2 Shropshire Respect Yourself Programme	<b>Changes</b> To increase awareness and understanding of changes. Identify and recognise their skills and abilities. Understand the difference between boys' and girls' bodies, naming the external body parts (including vagina, penis and testicles). Recognise and respect differences. Compare and contrast themselves with others.
<b>Lower KS2</b> <b>(Y3+4)</b>	Autumn 1	<b>Feelings and emotions:</b> Recognising and managing different feelings; keeping something confidential or secret; recognising and managing dares <b>Healthy relationships:</b> recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer 2	<b>Growing and changing:</b> aspirations and goals; recognising and managing feelings; change, loss and grief
	Summer 2 Shropshire Respect Yourself Programme	<b>Choices and Challenges</b> Establishing a safe emotional learning environment Introducing a question box Explore how feelings are our body's way of 'speaking' to us Risks and dangers in relationship/friendship scenarios Identifying who to go to for help, support, advice
Y3	Summer 2 Shropshire Respect Yourself Programme	<b>Changes</b> To prepare for and understand changes that occur as part of puberty. To recognise physical and emotional changes. Identifying current levels of knowledge and understanding about puberty, menstruation and conception. Introduce conception and puberty.
Y4	Summer 2 Shropshire Respect Yourself Programme	<b>Changes</b> To know that during puberty a body changes from a child to an adult; it is part of the life cycle. To develop the skill of recognising and understanding emotional changes as well as physical changes. To become confident in awareness of life cycle changes, and that conception and birth are features. To begin to know that each person experiences puberty differently. Beginning to understand why the body changes in puberty. To understand some basic facts about pregnancy. To establish pupils' knowledge and understanding of menstruation, and clarify any myths or misconceptions, reassure and help prepare both girls and boys. Periods.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Upper KS2 (Y5+6)	Autumn 1	<p><b>Feeling and emotions:</b> recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares</p> <p><b>Healthy relationships:</b> understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation</p>
	Summer 2	<p><b>Growing and changing:</b> aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p>
	Summer 2 Shropshire Respect Yourself Programme	<p><b>Choices and Challenges</b></p> <p>Establishing a safe emotional learning environment</p> <p>Introducing a question box</p> <p>Explore how feelings are our body's way of 'speaking' to us</p> <p>Risks and dangers in relationship/friendship scenarios</p> <p>Identifying who to go to for help, support, advice</p>
Y5	Summer 2 Shropshire Respect Yourself Programme	<p><b>Changes</b></p> <p>Know and understand the physical and emotional changes that take place during puberty, why they happen and how to manage them</p> <p>Know and understand life processes common to humans, including reproduction</p> <p>Know and understand about personal hygiene</p> <p>To establish current knowledge and understanding of menstruation and to develop understanding about use of correct vocabulary</p> <p>To reassure pupils that menstruation is normal, along with other physical and emotional changes, and support them to seek help, support &amp; advice</p> <p>Reproduction and sexual intercourse.</p> <p>How babies are made and pregnancy.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Y6	Summer 2 Shropshire Respect Yourself Programme	<p><b><u>Changes</u></b>            Identify pupils' baseline knowledge, understanding &amp; confidence about puberty.            Know and understand about the physical and emotional changes that take place at puberty, why they happen and how to manage them.            Reproduction and sexual intercourse.            How babies are made and pregnancy.            Know and understand the correct language for body parts and their function in reproduction, including penis, testicle, scrotum, foreskin, womb, ovary, fallopian tube, clitoris, vagina, vulva, breast, urethra, nipple, anus, bladder.</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"> <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>
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 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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>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</p>