

# Shipbourne School



## Relationships and Sex Education Policy

July 2023

### 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 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.

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 Shipbourne Primary School 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 respond electronically about the policy (NB school was closed due to national Covid19 lockdown so a meeting could not be held; a later meeting will be held to share specific resources as necessary)

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. At Shipbourne School we use Coram Scarf online planning and support to plan and deliver the majority of PHSE and RSE lessons.

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) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

For more information about our curriculum, see our curriculum map in Appendix 1.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships and health, including puberty, under the following main topics:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born (including non-statutory learning about intercourse)

Pupils also receive stand-alone sex education sessions delivered by a trained member of Coram Scarf, the company who provides planning, resources and support for all teaching and learning in PHSE and RSE at Shipbourne School.

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).

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 approve the RSE policy, and hold the Head of School to account for its implementation.

### **7.2 The Head of School**

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

### **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 nonstatutory 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 Head of School.

At Shipbourne School, each class teacher will plan and deliver the required learning in RSE. This will be supported by teaching assistants where required but teaching assistants will not have any responsibility for planning, leading or delivering learning specific to sex education.

### **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 (conception and intercourse shown in red on the curriculum map) within RSE.

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

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.

The Head of School 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 Terri Daters, Head of School, through:

- Subject monitoring visits, talk for teaching, planning scrutiny, book looks and learning walks.

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

This policy will be reviewed by Terri Daters, Head of School every two years. At every review, the policy will be approved by the full governing body.



**Appendix 1: Relationships and sex education curriculum map**

|                 | <b>Term 1<br/>Me and My Relationship</b>   | <b>Term 3 Keeping<br/>Myself Safe</b>   | <b>Term 6 Growing and<br/>Changing</b>  |
|-----------------|--|---|---|
| <b>Year R</b>   | <p>All about me<br/>           What makes me special?<br/>           Me and my special people<br/>           Who can help me?<br/>           My feelings</p>   | <p>What’s safe to go onto my body?<br/>           What’s safe to go into my body?<br/>           Safe indoors and outdoors<br/>           Listening to my feelings<br/>           Keeping safe online<br/>           People who help keep me safe</p>   | <p>Life stages – plants, animals and humans<br/>           Human life stage – who will I be?<br/>           Getting bigger</p>  |
| <b>Year 1</b>   | <p>Thinking about feelings<br/>           Feelings and bodies<br/>           Our special people<br/>           Good friends<br/>           How are you listening?</p>  | <p>Good or bad touches<br/>           Who can help?</p>   | <p>Inside my wonderful body<br/>           Taking care of a baby<br/>           Then and now – how have I changed<br/>           Who can help?<br/>           Surprises and secrets<br/>           Keeping privates private<br/>           Me and my body - girls and boys (including vocabulary ‘penis’ and ‘vulva’)<br/>           Where do babies come from (including vocabulary ‘egg’ and ‘sperm’)</p> |
| <b>Year 2/3</b> | <p>How are you feeling today?<br/>           Bullying or teasing?<br/>           Don’t do that<br/>           Types of bullying<br/>           Being a good friend<br/>           Let’s all be happy<br/>           Looking after our special people<br/>           Friends are Special<br/>           How can we solve this problem?<br/>           Looking after our special people<br/>           Friends are special<br/>           How can we solve this problem?</p> | <p>How safe would you feel?<br/>           I don’t like that<br/>           Fun or not? Should I tell?<br/>           Some secrets should never be kept<br/>           Safe or unsafe?<br/>           Danger or risk?<br/>           Supersearcher – online safety<br/>           Help or harm?</p> | <p>Haven’t you grown!<br/>           My body, your body – including vocabulary ‘penis’, ‘vulva’, ‘nipples’ and ‘testicles’<br/>           Respecting privacy<br/>           Relationship tree<br/>           Body space<br/>           Secret or surprise?</p>  |

|                   |   |   |   |
|-------------------|---|---|---|
| <p>Year 4/5/6</p> | <p>Ok or not ok?<br/>         Working collaboratively<br/>         Different feelings<br/>         When feelings change<br/>         Under pressure<br/>         Collaboration and compromise<br/>         How good a friend are you?<br/>         Being assertive<br/>         Our emotional needs<br/>         Communication<br/>         Don't force me<br/>         Acting appropriately</p>  | <p>Danger, risk or hazard?<br/>         Picture wise – online safety<br/>         How dare you! -0 assertiveness and peer pressure<br/>         Making healthy choices and decisions (including alcohol and drugs) Keeping ourselves safe Would you risk it?<br/>         Think before you click<br/>         To share or not to share?</p> | <p>Body changes – including puberty and menstruation (vocabulary for genitals and 'sperm' and 'egg')<br/>         My feelings are all over the place How am I feeling?<br/>         Secret or surprise?<br/>         Together – positive relationships; being yourself: LGBT relationships<br/>         Stop, start stereotypes</p> |
|                   | <p><u>Year 6 only</u><br/>         Help! I'm a teenager (Year 6)<br/>         Further puberty and menstruation<br/>         Managing change – helpful or unhelpful? Is this normal?<br/>         Pressure online<br/> <b>Making babies – including short science focused animation of the release of an egg from the ovary into the womb; penetration of the vagina by a penis; release of sperm and subsequent fertilisation; growth of a baby to full term.</b><br/><br/>         NB: teaching of puberty, menstruation and conception will be supported by workshops led by Coram Scarf trained staff – letters to parents will give further details at the time</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>  |



Respectful relationships

- 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"><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 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 |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
| <br><br><br><br><br><br><br><br><br><br>   |  |       |  |
| Parent signature   |  |       |  |

**TO BE COMPLETED BY THE SCHOOL**

|   |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |