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## **Relationships and Sex Education Policy**

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***Date: 10.2.22***

***Policy Review Cycle: Every 3 years***

***Review Assigned to: Bewley Primary School***

## **Relationships and Sex Education policy**

### **Relationships and Sex Education - definition (content other than what is covered by the Science Curriculum)**

The focus of Relationships and Sex Education is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This will also help them to recognise any less positive relationships when they encounter them.

All children from the age of four in Reception will be taught about safe and healthy relationships. Using the updated guidance, staff will talk to children in an age appropriate way about the features of healthy friendships, family relationships and other relationships they are likely to encounter. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

**From age three {nursery}:** Children should be taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.

**Age four to six {reception - year 1}:** From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. Teachers will address online safety and appropriate behaviour, including content on how information and data is shared and used in all contexts, including online.

When teaching about families, there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them.

School will encourage cultivation of character traits and positive personal attributes, helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils will develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Relationships and Sex Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Pupils will be taught how to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. Pupils will be taught about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

Sex Education is not statutory in Primary Schools, however, some content will be taught to meet the needs of our pupils. During Year 6, our transition phase before moving to secondary schools supports our pupils ongoing emotional and physical development. Boys and girls are prepared for the changes that adolescence brings, and knowledge will be drawn from the national curriculum for science for how a baby is conceived and born. All parents are consulted before the final year of primary school with detailed content of what will be taught and parents are given the right to withdraw their child from Sex Education.

#### How is Relationships and Sex Education taught?

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

#### Year 6 - Sex Education

- Know how and understand why close relationships are formed, especially during adolescence
- Understand why friendship is important in the establishment of close relationship
- Know about and understand the physical, mental and emotional changes that take place during puberty
- Learn about sex (and bust some myths!)
- Know about gender identities and have an awareness of transgender issues
- Understand the difference between being transgender and transvestite

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).

#### Who is responsible for teaching Relationships and Sex Education?

Relationships and Sex Education will be delivered by class teachers and/or teaching assistants. PSHE lead is responsible for delivery of staff training and monitoring of RSE.

How is Relationships and Sex Education monitored and evaluated?

Each of The Trust schools' will have their own monitoring and evaluating systems in place. Examples of which could be book scrutinise, pupil voice, and lesson walk throughs.

Do parents / carers have the right to withdraw their child from Relationships and Sex Education?

Parents/ carers do not have the right to withdraw their child from Relationships education as it is a statutory requirement of Primary Schools from September 2020.

Parents / carers do have the right to withdraw their child from Sex Education in year 6 after being provided with detailed information about the content that will be covered.

How often will the Relationships and Sex Education policy be reviewed? What date will it be next reviewed?

To be reviewed every 3 years.

What is the subject content Relationships and Sex Education? When is each topic taught (taking account of age of pupils)

<b>TOPIC</b>	<b>BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW</b>
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</li></ul>

	<p>conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
<p>Respectful relationships</p>	<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>
<p>Online relationships</p>	<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>
<p>Being safe</p>	<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>

How is delivery of the content made accessible to all pupils, including those with SEND?

- High quality teaching that is differentiated and personalised, preparing all pupils for adulthood outcomes
- School awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND
- Content and teaching is tailored to meet the specific needs of pupils at different developmental stages, ensuring it is sensitive, age appropriate, developmentally appropriate and delivered within reference to the law (Equality Act 2010)
- RRSA article
- Pre teaching and discussions with child and/or parent/carer prior to teaching when required.

How is delivery of the content made accessible to all pupils, including those with varying religious backgrounds, age, sex, race, disability, religious or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Equality Act 2010)?

- High quality teaching is differentiated and personalised, preparing all pupils for adulthood outcomes
- School awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to sexual orientation or gender reassignment
- Content and teaching is sensitive and age appropriate

How has the Relationships and Sex Education policy been produced? How will it be kept under review (In both cases working with parents)?

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

What are the legal requirements of schools

Schools must produce a RSE policy based on the guidance from the Department for Education. The policy is Relationships Education, Relationships and Sex Education (RSE) and Health Education (see for further guidance) Equality Act 2010.

How does the Relationships and Sex Education policy reflect the views of Governors?

As well as fulfilling their legal obligations, the governing boards or management committee make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.