

# Relationships and sex education policy



## Forest Park Primary School



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| <b>Approved by:</b> | Governors | <b>Date:</b> 14/5/20 |
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## 1. Aims

Relationships and sex education (RSE) promotes spiritual, moral, cultural and mental development of pupils in school. At Forest Park, we want our pupils to grow up to be confident in their life choices and stand up for what they believe in. A good RSE curriculum will provide children with a framework in which sensitive discussions can take place. It will prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene. It will teach pupils the correct vocabulary to describe themselves and their bodies. RSE will also help pupils develop feelings of self-respect, confidence and empathy. We want to provide our pupils with the skills to make decisions and be tolerant and respectful of others; especially those whose beliefs may be different from their own.

## 2. Statutory requirements

Being part of a Multi Academy Trust, as such, we do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which includes elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## 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:

- School leaders read and discussed the RSE guidance and how it would fit in with the values of our school and community.
- A working group was set up which included the Head teacher, Assistant Head, governors, PSHE lead and science lead.
- We looked at each term's PSHE planning and any links with the science curriculum.
- A further meeting with a selection of parents from Forest park was held, where the curriculum plans were shared. Concerns were discussed and staff explained how staff at Forest Park would deal with sensitive issues. This was done in partnership with the parent governor.
- Staff at the school were shown the draft policy and discussed any questions or concerns with the school leadership team and PSHE lead. The science lead was also available to discuss science and the role it played in the RSE curriculum.
- The PSHE lead and PSHE link governor met with pupils as part of PSHE moderation.
- Once the draft policy was complete the PSHE lead met with the leadership team to proofread the document.
- The policy was then shared and approved by the governors.

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values.

## 5. Curriculum

We have developed the curriculum in consultation with parents, governors and staff, taking into account the needs and feelings of pupils and our community. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so children are fully informed and don't seek answers online.

Sex education is not compulsory in primary schools, however, as part of the science National Curriculum schools must teach children about puberty. This includes: preparing boys and girls for the changes that adolescence brings. For more information about our curriculum, see our curriculum map in Appendix 1. NB This may be changed at any time.

The curriculum at Forest Park Primary School is designed with knowledge at its heart and aims to develop children's understanding of the world around them, give them a strong vocabulary base and prepare them for the next stage of their education. Our curriculum is customised to meet the local needs of our learners. Schools are free to determine how to deliver the content set out in the RSE guidance, in the context of a broad and balanced curriculum.

At Forest Park Primary School pupils come from a wide range of ethnic backgrounds, including those from White British, Pakistani, Eastern European and Bangladeshi families. The school population speaks over 30 different languages. When incorporating the statutory elements of the RSE into our curriculum religious and cultural factors have been considered in consultation with parents.

The PSHE lead has developed a long term plan for each year group. This ensures a range of themes are covered by each year group such as financial responsibility, respectful relationships and drugs and alcohol education. These themes have been split into a medium term plan for each year group.

The class teacher teaches PSHE every week. Any issues that may arise in class will be addressed at the time without the need to wait for the PSHE lesson. British Values will also be taught at the appropriate time during the year e.g. Remembrance.

Our PSHE curriculum will be taught through a range of teaching methods and interactive activities including: circle time, quizzes, debates (silent debates), presentations, role play, problem solving and class discussion.

The RSE policy compliments the Science curriculum. It is a statutory requirement that puberty is taught within science. We currently teach puberty in Year 5 and revisit it again in Year 6. Puberty can be a scary time for both boys and girls so we encourage an open and respectful

classroom environment. Boys and girls are split for our puberty lessons to ensure the children feel comfortable. However, all children are taught about the changes in both sexes during puberty.

There is a section of the lesson where children can write down any questions they may have or vocabulary they have heard but are unsure of the meaning of it. This means they can get the information they need without feeling embarrassed about asking in front of their peers. The teachers read the questions and answer them in an appropriate, factual and sensitive way.

We will not teach individual lessons on lesbian, gay and bisexual relationships or the transgender lifestyle, but there may be times when these issues may arise - for example when discussing different types of families. At Forest Park, whilst we uphold the British values of respect, tolerance and freedom of choice, we are sensitive to a range of religious and cultural views and, as such, we will follow up any conversations about LGBT by acknowledging that according to some religious beliefs (such as Islam and Christianity) these relationships are not acceptable.

An overview of the learning for each year group can be found on the school website. Any questions about the RSE curriculum should be directed to the class teacher and they can talk through any concerns you may have. If you feel your concerns have not been met then you can make an appointment to speak to Miss Vorajee (Curriculum Lead).

## **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). Pupils will be taught PSHE by adults they are familiar with to encourage open discussions.

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 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, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). Staff are also aware that some children may have a different structure of support around them (looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board 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 that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE. This does not include withdrawal from statutory science lessons.

### **7.3 Staff**

Katie Taylor is PSHE lead at Forest Park. K Taylor and S Vorajee will be responsible for the planning and monitoring of teaching RSE.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Experienced members of staff will be available to mentor staff new to the delivery of 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. Safeguarding**

Relationships Education plays a very important part in fulfilling the statutory duties all schools have to meet. It helps children understand the difference between a safe and abusive relationship and equips them with the skills to get help if they need it. RSE education promotes pupils well-being as they are more confident to make decisions about their lives

Any safeguarding concerns that are disclosed during lessons or after, will be passed onto the safeguarding team.

## **9. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education. Requests for withdrawal should be put in writing and addressed to the Head Teacher.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Senior Leadership Team and the PSHE link governor through a range of approaches including undertaking learning walks and collating pupil voice. Feedback is shared with the governing body and the Head Teacher. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed and approved by the governors and Head Teacher.

## Appendix 1: Curriculum map

| 2021 / 2022  |  |  |  |
|--|--|--|--|
|  | Autumn   | Spring   | Summer   |
| Nursery  | <p>New beginnings<br/>- settling in<br/>Rules and routines (helping others)<br/>Respecting property<br/>Personal hygiene - handwashing<br/>Manners</p> <p><b>Key dates</b><br/>Anti-bullying week 15th -19th Nov<br/>Road safety 15th - 19th Nov<br/>World Mental Health Day - 10th October</p>  | <p>Making friends<br/>Keeping safe<br/>Personal hygiene - teeth (dentist)</p> <p><b>Key dates</b><br/>1st - 5th Feb Children's mental health week<br/>27th March - Mother's Day<br/>1st May - World Laughter Day</p>   | <p>Emotional literacy<br/>Well-being<br/>Transition</p>  |
| Ongoing - Manners, taking turns, kind kinds, emotional literacy, rules, respecting property, helping, caring for each other, conflict resolution, Self-confidence, hygiene     |  |  |  |
| Reception  | <p><b>Non-negotiables</b></p> <p>SPARKLE<br/>Rules and routines<br/>Risk assessments<br/>Aspirations<br/>Belonging<br/>Relationships - family, friends (anti-bullying week)<br/>Road Safety</p> <p><b>Key dates</b><br/>Anti-bullying week 15th -19th Nov<br/>Road safety 15th - 19th Nov<br/>World Mental Health Day - 10th October</p>               | <p>Looking after myself<br/>Sharing<br/>Listening to each other<br/>Likes and dislikes - Trying new things</p> <p><b>Key dates</b><br/>1st - 5th Feb Children's mental health week<br/>27th March - Mother's Day<br/>1st May - World Laughter Day</p>                  | <p>Recognising and Understanding feelings<br/>Well-being<br/>Transition to year 1</p>  |
| Ongoing - manners, taking turns, making friends, feelings, following the school rules, listening skills, respect, sitting for longer periods, sharing, responsibility, hygiene |  |  |  |
| Year 1   | <p><b>Non-negotiable</b></p> <p>SPARKLE<br/>Rules and routines<br/>School rules<br/>Risk assessments<br/>Aspirations<br/>Self-care NSPCC (PANTS)<br/>E-safety<br/>Families and special people</p> <p><b>Key dates</b><br/>Anti-bullying week 15th -19th Nov<br/>Road safety 15th - 19th Nov<br/>World Mental Health Day - 10th October</p>             | <p>Differences and similarities<br/>Acceptable physical contact<br/>Recognising and Understanding feelings<br/>Oral hygiene</p> <p><b>Key dates</b><br/>1st - 5th Feb Children's mental health week<br/>27th March - Mother's Day<br/>1st May - World Laughter Day</p> | <p>Asking for help<br/>Worries<br/>Likes and dislikes<br/>Sun awareness<br/>Transition</p>   |
| Year 2   | <p><b>Non-negotiables</b></p> <p>SPARKLE<br/>Rules and routines<br/>Risk assessments<br/>Aspirations<br/>Self-care NSPCC (PANTS)<br/>E-safety<br/>School rules<br/>Recognising and Understanding feelings</p> <p><b>Key dates</b><br/>Anti-bullying week 15th -19th Nov<br/>Road safety 15th - 19th Nov<br/>World Mental Health Day - 10th October</p> | <p>Importance of keeping clean - families,<br/>oral hygiene<br/>Keeping safe - household products including medicines</p> <p><b>Key dates</b><br/>1st - 5th Feb Children's mental health week<br/>27th March - Mother's Day<br/>1st May - World Laughter Day</p>       | <p>Right and wrong<br/>Fair and unfair<br/>People and animals have rights<br/>Needs of living things - Maslow, love, shelter, food etc<br/>Sun awareness<br/>Transition</p>                                |
| Year 4   | <p><b>Non negotiable</b></p> <p>SPARKLE<br/>Rules and routines<br/>Risk assessments<br/>Aspirations<br/>Self-care NSPCC (PANTS)<br/>E-safety<br/>School rules<br/>Pressure from the media and peers</p> <p><b>Key dates</b><br/>Anti-bullying week 15th -19th Nov<br/>Road safety 15th - 19th Nov<br/>World Mental Health Day - 10th October</p>       | <p>Children's rights<br/>Responsibilities to home, school, communities<br/>Oral hygiene</p> <p><b>Key dates</b><br/>1st - 5th Feb Children's mental health week<br/>27th March - Mother's Day<br/>1st May - World Laughter Day</p>                                     | <p>Making choices<br/>Risky behaviour<br/>Moral dilemmas<br/>Sun awareness<br/>Transition</p>  |
| Year 5   | <p><b>Non-negotiables</b></p> <p>SPARKLE<br/>Understanding rules and laws<br/>Risk assessments<br/>Aspirations<br/>Self-care NSPCC (PANTS)<br/>E-safety<br/>School rules</p> <p><b>Key dates</b><br/>Anti-bullying week 15th -19th Nov<br/>Road safety 15th - 19th Nov<br/>World Mental Health Day - 10th October</p>                                  | <p>Financial literacy<br/>Responsible citizens<br/>First Aid<br/>Money<br/>Budgeting<br/>Family expenses<br/>Oral hygiene</p> <p><b>Key dates</b><br/>1st - 5th Feb Children's mental health week<br/>27th March - Mother's Day<br/>1st May - World Laughter Day</p>   | <p><b>Summer 1 - puberty (science link)</b><br/>Peer pressure and influence<br/>Law and order - emergency services<br/>Anti-social behaviour<br/>Share views - debate<br/>Sun awareness<br/>Transition</p> |

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| Year 6 | <p><b>Non negotiables</b></p> <p>SPARKLE<br/> Rules and routines<br/> Risk assessments<br/> Aspirations including Values and Valuing yourself<br/> Self-care NSPCC (PANTS)<br/> E-safety<br/> School rules</p> <p><b>Key dates</b><br/> Anti-bullying week 15th -19th Nov<br/> Road safety 15th - 19th Nov<br/> World Mental Health Day - 10th October</p> | <p>Different types of relationships (marriage) and stereotypes</p> <p>Unhealthy relationships</p> <p><b>Linked with science</b></p> <p>Drugs education</p> <p>Well-being, healthy life-style</p> <p><b>Key dates</b><br/> 1st - 5th Feb Children's mental health week<br/> 27th March - Mother's Day<br/> 1st May - World Laughter Day</p> | <p>Peer pressure and influence – including gangs and anti-social behaviour</p> <p>Positive thinking – well-being</p> <p>Sun awareness</p> <p>Transition - moving on</p> |
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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              | <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. 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>   |