

Relationships and sex education policy



Chadwell St Mary
Primary School

Approved by: CEO

Date: August 2021

Last reviewed on: August 2023

Next review due by: August 2024

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 primary school (academy), we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We choose to follow the National Curriculum, including requirements to teach science. In addition to this, we teach sex education at an age-appropriate level to prepare our children for the next phase of their education and for life. This would include the 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At CSM, we teach RSE as set out in this policy.

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 RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education 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

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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 will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- › Considers how a diverse range of pupils will relate to them
- › Is sensitive to all pupils' experiences
- › During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- › Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- › Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

8. Roles and responsibilities

8.1 The governing trust board

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

The governing board has delegated the approval of this policy to the Head Teacher.

8.2 The Head Teacher or Head of School

The Head Teacher or 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/non-science components of RSE (see section 9).

8.3 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/non-science 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 teacher or head of school.

All class teachers and senior staff teachers teach RSE. Support staff will support the delivery of the lessons.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. 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/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the head teacher.

Alternative school work will be given to pupils who are withdrawn from sex education to complete independently in another class where the lesson is not taking place.

10. 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 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.

11. Monitoring arrangements

The delivery of RSE is monitored by senior staff and the PSHE lead through planning scrutinies, learning walks and speaking to children.

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

This policy will be reviewed by the Head Teacher annually.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Please find below our curriculum map for each year group. The highlighted sections indicate the lessons where sex education is taught and parents have a right to withdraw their children from the lesson.

Year One

| Session | Content | Key Vocabulary |
|---------|---|---|
| 1 | To understand the life cycles of animals and humans. To understand that changes happens as we grow and that this is OK. | changes, life cycle, baby and adulthood |
| 2 | To say some things that have changed since I was a baby. To know that change is OK and these may happen whether we want them too or not. | change, life cycle, baby, adult, grown up |
| 3 | To know how my body has changed since I was a baby. To understand that growing is natural and that everybody grows at different rates. | baby, growing up, adult, mature, change |
| 4 | To identify the parts of the body that makes boys different to girls using the correct terminology. To respect my body and understand which parts are private. | vagina, penis, testicles, male, female |
| 5 | To understand that every time I learn something new I change a little bit. | learn, new, grow, change |
| 6 | To tell you about changes that have happened in my life. To know some ways to cope with changes. | change, feelings, anxious, worried, excited, coping |

Year Two

| Session | Content | Key Vocabulary |
|---------|--|---|
| 1 | To recognise cycles of life in nature. To understand that there are some changes that are out of my control and to recognise how I feel about this. | Changes, grow, life cycle, baby, adult, fully grown, control |
| 2 | To tell you about the natural process of growing from young to old and understand that this is not in my control. To identify people I respect who are older than me. | Growing up, old, young, change, respect, appearance, physical |
| 3 | To recognise how my body has changed since I was a baby and where I am on the continuum from young to old. To feel proud about becoming more independent. | Baby, toddler, child, teenager, adult, independent, timeline, freedom, responsibilities |
| 4 | To recognise the physical differences between boys and girls, use the correct names for body parts and appreciate that some parts of my body are private. To tell you what I like/ don't like about being a boy/girl. | Vagina, penis, testicles, vulva, anus, public, private, male, female |
| 5 | To understand there are different types of touch and tell you which ones I like and don't like. To be confident to say what I like and don't like and ask for help. | Touch, squeeze, texture, cuddle, hug, like, dislike, acceptable, unacceptable, comfortable, uncomfortable |
| 6 | To identify what I am looking forward to when I move to my next class. To start thinking about changes I will make in my next year at school and know how to go about this. | Change, looking forward, anxious, happy, excited, nervous |

Year Three

| Session | Content | Key Vocabulary |
|---------|---|---|
| 1 | <p>I 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.</p> <p>I can express how I feel when I see babies or baby animals.</p> | changes, birth, animals, babies, mother, growing up |
| 2 | <p>I understand how babies grow and develop in the mother's uterus.</p> <p>I understand what a baby needs to live and grow.</p> <p>I can express how I might feel if I had a new baby in my family.</p> | baby, grow, uterus, womb, nutrients, survive, love, affection, care |
| 3 | <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process.</p> | change, puberty, control |
| 4 | <p>I can 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.</p> | puberty, male, female, testicles, sperm, penis, ovaries, egg, ovum, ova, womb, uterus, vagina |
| 5 | <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I express how I feel when my ideas are challenged and be willing to change my ideas sometime.</p> | stereotypes, task, roles, challenge |
| 6 | <p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p> | change, looking forward, excited, nervous, anxious, happy |

Year Four

| Week | Content | Key Vocabulary |
|------|--|--|
| 1 | To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. To appreciate that I am a truly unique human being. | Personal, unique, characteristics, parents, egg, sperm, genes |
| 2 | To correctly label the internal and external parts of male and female bodies that are necessary for a baby. To understand that having a baby is a personal choice and express how I feel about having children when I am an adult. To understand how babies are made and what sexual intercourse is. | Sperm, egg, ovum, penis, testicles, vagina. Vulva, womb, uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception |
| 3 | To 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. To know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty. | Puberty, menstruation, periods |
| 4 | To know how the circle of change works and can apply it to changes I want to make in my life. | Circle, seasons, change, control |
| 5 | To identify changes that have been and may continue to be outside of my control that I learnt to accept. To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. | Range of emotions, control, change, acceptance |
| 6 | To identify what I am looking forward to when I move to a new class. To reflect on the changes I would like to make next year and can describe how to go about this. | change, looking forward, excited, nervous, anxious, happy |

Year 5

| Week | Content | Key Vocabulary |
|------|---|---|
| 1 | To be aware of my own self-image and how my body image fits into that. To know how to develop my own self-esteem. | Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation |
| 2 | Puberty for Girls To explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. To understand that puberty is a natural process that happens to everybody and that it will be OK for me. | Puberty, menstruation, periods, sanitary towels/pads, tampons, ovary, ovaries, vagina, oestrogen, vulva, womb, uterus |
| 3 | Puberty for Boys To describe how boys' and girl's bodies change during puberty. To express how I feel about the changes that will happen to me during puberty. | Puberty, sperm, semen, testicles, testes, erection, ejaculation, wet dreams, larynx, facial hair, growth spurt, hormones |
| 4 | To understand that sexual intercourse can lead to conception and that is how babies are usually made. To understand that sometimes people need IVF to help them to have a baby. To appreciate how amazing it is that human bodies can reproduce in these ways. | Relationship, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF) |
| 5 | To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). To be confident that I can cope with the changes that growing up will bring. | Teenager, milestone, perceptions, puberty, responsibilities, age of consent |
| 6 | To identify what I am looking forward to when I move to my next class. To think about changes I will make next and know how to go about this. | Change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious |

Year Six

| Week | Content | Key Vocabulary |
|------|---|---|
| 1 | To be aware of my own self-image and how my body image fits into that. To know how to develop my own self-esteem. | Self, self-image, body image, self-esteem, real self, celebrity |
| 2 | To explain how a girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally. To express how I feel about changes that will happen to me during puberty. | Puberty, menstruation, periods, sanitary towels/pads, tampons, ovary, ovaries, vagina, oestrogen, vulva, womb, uterus, opportunities, freedoms, responsibilities, wet dreams, ejaculation, masturbation |
| 3 | To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. | Pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, wet dreams, ejaculation, masturbation |
| 4 | To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. To understand that respect for one another is essential in a boyfriend/ girlfriend relationship, and that I should not feel pressurised into doing something I don't want to. | Attraction, relationship, pressure, love, sexting, wet dreams, ejaculation, masturbation |
| 5 | To be aware of the importance of a positive self-esteem and what I can do to develop it. To express how I feel about my self-image and know how to challenge negative 'body-talk'. | Self-esteem, negative body-talk, choice, feelings, emotions, challenge, mental health |