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Signed by Chair of Governors		**Signed by Headteacher**	
This policy has been reviewed on 08/03/2021 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			

Relationships and Sex Education Policy

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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 Etwall 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 consultation – parents and any interested parties were invited to share their views about the policy via an online survey due to COVID restrictions

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.

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 will focus on:

- Preparing boys and girls for the changes that adolescence brings (also covered in science)
- 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).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

Primary sex education will explore:

- The scientific names for body parts and how these differ in females and males (also taught through the science curriculum)
- Changes in our body e.g. growth, changes in voice, hair growth.
- The onset of periods and feminine hygiene.
- How a baby is conceived and born.

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 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

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 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.

Roles of those responsible for teaching RSE at Etwall Primary School: ***(at the appropriate level)***

PSHE Lead – Mrs Millward

HLTAs delivering PSHE lessons which may include elements of RSE

All Class Teachers

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/ 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 their induction and it is included in our continuing professional development calendar.

The headteacher 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 Hollie Millward (PSHE lead) through:

Discussions with staff

Planning scrutinies/ medium term planning checks

Learning walks

Book scrutinies

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

This policy will be reviewed by Hollie Millward, annually. At every review, the policy will be approved by the headteacher and governing body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Our curriculum map is based on a two year rolling programme produced by DCC called 'PSHE Matters'. This scheme of work takes the 'spiral' approach to learning which allows themes and objectives to be taught through a broader range of contexts and topics. This also ensures our pupils are learning about RSE on multiple occasions throughout the year.

Overview: Two year long-term plan for mixed aged classes.

Year 1

Module			
Being Healthy	Year 1/2	Year 3/4	Year 5/6
Relationships	Year 1/2	Year 3/4	Year 5/6
Exploring Emotions	Year 1/2	Year 3/4	Year 5/6
Difference and Diversity	Year 1/2	Year 3/4	Year 5/6
Being Responsible	Year 1/2	Year 3/4	Year 5/6
Bullying Matters	Year 1/2	Year 3/4	Year 5/6

Year 2

Module			
Drug Education	Year 1/2	Year 3/4	Year 5/6
Growing Up	Year 1/2	Year 3/4	Year 5/6
Changes	Year 1/2	Year 3/4	Year 5/6
Being Me	Year 1/2	Year 3/4	Year 5/6
Money Matters	Year 1/2	Year 3/4	Year 5/6
Being Safe	Year 1/2	Year 3/4	Year 5/6

Module	Progression of RSE objectives		
	KS1	Lower KS2	Upper KS2
Drug Education	**H1** - Exploring the importance of physical, mental and emotional health. **H2** - Exploring how to make informed choices.	**H2** - Recognising how to make informed choices. **H9** - Understanding that people have different attitudes to risk.	**H2** - Recognising how to make informed choices. **H9** - Understanding that people have different attitudes to risk. **H14** - Developing skills of how to ask for help.
Exploring Emotions	**R1** - Recognising a range of feelings in ourselves and other people. **R1** - Recognising how others show feelings and how to respond. **R2** - Recognising that their behaviour can affect others. **H1** - Communicating feelings to others. **H4** - Developing simple strategies for managing feelings. **H4** - Using words to describe a range of feelings.	**R1** - Recognising a wide range of emotions in themselves and others. **R1** - Responding appropriately to a range of emotions in themselves and others. **R7** - Understanding their actions affect themselves and others. **R12** - Developing strategies to resolve disputes. **R12** - Identifying strategies to manage emotions. **H1, H6** - Deepening their understanding of good and not so good feelings. **H6** - Extending vocabulary to help explain the range and intensity of feelings. **H7** - Recognising conflicting emotions.	**R1** - Recognising a wider range of feelings in others and how to respond appropriately. **R7** - Recognising that their actions can affect themselves and others. **R12** - Developing strategies to resolve disputes. **H6** - Deepening their understanding of good and not so good feelings. **H6** - Extending emotional vocabulary. **H6** - Exploring the intensity and range of feelings. **H7** - Recognising when they experience conflicting emotions and how to manage these.
Being Healthy	**H2** - Recognising what they like and dislike. **H2** - Recognising that choices can have good and not so good consequences. **H6** - Recognising the importance of personal hygiene.	**H1** - Exploring what affects their physical, mental and emotional health. **H2** - Identifying how to make informed choices.	**H1** - Exploring what affects their physical, mental and emotional health. **H3** - Identifying how to make informed choices. **H3** - Developing skills to make their own choices. **H4** - Recognising how images in the media do not always reflect reality.

Growing up	**H8** - The process of growing from young to old. **H9** - Exploring growing and changing and becoming independent. **H10** - The correct names for the main parts of the body (including external genitalia). **H13** - Identifying people who they can ask for help and think about how they might do that. **H15, R3** - Identifying ways of keeping safe and knowing they do not keep secrets. **H16** - About privacy in different contexts. **H16** - About respecting the needs of ourselves and other people. **R8** - Identifying similarities and difference. **R10** - What physical contact is acceptable. **L8** - That everybody is unique.	**H4** - That images in the media do not always reflect reality. **H5** - Celebrate our strengths/qualities. **H8** - About the kind of changes that happen in life and the associated feelings. **H12** - That simple hygiene routine can prevent the spread of bacteria. **H18** - About the changes that happen as they grow up. **H20** - The right to protect our bodies. **R4** - About differences and similarities between people, but understand everyone is equal. **R8** - About the difference between acceptable and unacceptable physical contact. **R13** - Knowing the names of the body parts. **R16** - Recognise and challenge stereotypes.	**H4** - Exploring how images in the media and online do not always reflect reality. **H6** - Identify the intensity of feelings. **H7** - Recognising conflicting feelings. **H12** - That simple hygiene routine can prevent the spread of bacteria. **H13** - Identify pressures and influences. **H18** - Understanding changes that happen at puberty. **H19** - Understanding what puberty and human reproduction is. **R2**- Identifying qualities of a healthy relationship **R5** - About committed loving relationships. **R13** - About differences and similarities between people, but understand everyone is equal. **L1** - Debate topical issues.
Changes	**H5** - Exploring what change means. **H5** - Exploring loss and change and the associated feelings. **H8** - Exploring the changes of growing from young to old. **H9** - Managing change positively. **H13** - Identifying strategies and where to go for help.	**H6** - Understanding good and not so good feelings including their range and intensity. **H7** - Developing an understanding that change can cause conflicting emotions. **H7** - Acknowledging, exploring and identifying how to manage change positively. **H8** - Exploring changes. **H14** - Knowing where to go for help and how to ask for help.	**H6** - Explaining intensity of feelings. **H6** - Exploring and managing the difficult emotions. **H7** - Acknowledging and managing change positively. **H8** - Managing transition to secondary school. **H8** - Exploring and managing loss, separation, divorce and bereavement. **H14** - Practising asking for help and knowing where to go for help.
Bullying Matters	**R2** - Recognising their behaviour can affect others.	**R7** - Understanding that their actions affect themselves and others.	**R7** - Understanding that their actions affect themselves and others.

	R6 - Listening to others and working cooperatively. **R11** - Identifying that people's bodies can be hurt. **R12** - Recognising when people are being unkind to them or others, who to tell and what to say. **R13** - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable. **R14** - Identifying strategies to resist teasing/bullying if experienced or witnessed.	**R11** - Identifying the importance of working towards shared goals. **R12** - Developing strategies for getting support for themselves or for others at risk. **R13** - Identifying that differences and similarities arise from a number of factors. **R14, L6** - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language,'trolling'). **R18** - Knowing how to recognise bullying and abuse in all its forms.	**R12** - Developing strategies for getting support for themselves or for others at risk. **R13** - Identifying that differences and similarities arise from a number of factors. **R14** - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling'). **R18** - Knowing how to recognise bullying and abuse in all its forms.
Being Me	**L4** - Recognise they belong to different groups and communities such as family and school. **L8** - Explore ways in which they are all unique. **L9** - Identify ways in which we are the same as all other people; what we have in common with everyone else. **R7** - Offer constructive support to others. **R9** - Identify what makes them special.	**L7** - Exploring different kinds of responsibilities at school and in the community. **L9** - Identifying what being part of a community means. **L11** - Appreciate the range of identities in the UK. **R10** - Listen and respond respectfully. **R13** - Identifying that differences and similarities between people arise from a number of factors.	**L7** - Exploring different kinds of responsibilities at school and in the community. **L9** - Identifying what being part of a community means. **R13** - Identifying that differences and similarities between people arise from a number of factors.
Difference and Diversity	**L4** - Understanding that they belong to different groups. **L8** - Identifying ways in which they are unique. **R5** - Sharing opinions on things that matter using discussions. **R8** - Identifying and respecting the differences and similarities between people.	**R10** - Identifying how to listen and respond respectfully to a wide range of people. **R13** - Recognising the differences and similarities between people, but understand everyone is equal. **R14** - Recognising the nature and consequences of discrimination.	**R10** - Identifying how to listen and respond respectfully to a wide range of people. **R13** - Recognising the factors that make people the same or different. **R14** - Recognising the nature and consequences of discrimination. **R16** - Recognising and challenging stereotypes.

		R16 - Recognising and challenging stereotypes.	**R17** - Understanding the correct use of the terms sex, gender identity and sexual orientation.
Being Responsible	**L1** - Identify how they can contribute to the life of the classroom and school. **L2** - Construct and explore the importance of rules. **L3** - Explore and understand that everyone has rights and responsibilities. **L5** - Identify what improves and harms their environments. **R4** - Recognise what is fair/unfair, right/wrong, kind/unkind.	**L1** - Research, discuss and debate topical issues. **L2** - Identify why rules are needed in different situations. **L3, L4** - Understanding that there are human rights to protect everyone. **L7** - Explore rights and responsibilities, rights and duties at home, school, community and the environment. **L7** - Develop skills to carry out responsibilities. **L8** - Explore how to resolve differences and respect others' points of view. **L9** - Explore what being part of a community means and how they belong.	**L1** - Research, discuss and debate topical issues. **L2** - Identify why rules are needed in Different situations. **L3, L4** - Understanding that there are human rights to protect everyone. **L5** - To understand there are some cultural practices against British law. **L7** - Explore rights and responsibilities at home, school, community and the environment. **L7** - Develop skills to carry out responsibilities. **L8** - Explore others' points of view. **L9** - Explore what being part of a community means and how they belong.
Being Safe	**H12** - Exploring rules for and ways of keeping safe in a range of situations. **H13** - Knowing who to go to if they are worried. **H14, H15** - Recognising that they share a responsibility for keeping themselves and others safe. **H16** - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy. **L2** - Understanding why rules are important in keeping us safe. **L10** - Identifying people who work in the community and how to ask for help.	**H2** - Understanding how to make informed choices. **H10** - Exploring how to recognise, predict and assess risks in different situations. **H11** - Understanding that increased independence brings increased responsibility to keep themselves safe. **H15** - Understanding how rules can keep them safe. **H15** - Identifying where and how to get help. **H21** - Developing strategies for keeping physically and emotionally safe in different situations.	**H2** - Understanding how to make informed choices. **H10** - Exploring how to recognise, predict and assess risks in different situations. **H11** - Understanding that increased independence brings increased responsibility to keep themselves safe. **H15** - Explaining how rules can keep them safe. **H15** - Identifying where and how to get help. **H16** - Understanding the term 'habit.' **H21** - Developing strategies for keeping physically and emotionally safe in different situations.

		H22 - Understanding the importance of protecting information particularly online. **H23, H24, H25** - Understanding how to become digitally responsible.	**H22** - Understanding the importance of protecting information particularly online. **H23, H24, H25** - Understanding how to become digitally responsible.
Relationships	**R2** - Recognising our behaviour can affect others. **R4** - Recognising what is fair and unfair, kind and unkind, what is right and wrong. **R6** - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). **R7** - Offering constructive support and feedback to others. **R9** - Identifying their special people (family, friends, carers) and how they should care for each other.	**R2** - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships. **R3** - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. **R4** - Recognising different types of relationship. **R7** - Understanding that actions affect themselves and others. **R9** - Understanding when it is right to 'break a confidence' or 'share a secret'. **R10** - Listening and responding respectfully. **R21** - Understanding personal boundaries.	**R2** - Recognising what a healthy relationship is. **R3** - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support. **R4** - Recognising different types of relationship, including those between acquaintances, friends, relatives and families. **R5, R6** - Understanding the true meaning behind civil partnerships and marriage. **R12** - Resolving conflicts. **R20** - Recognising that forcing anyone to marry is a crime. **R21** - Understanding about confidentiality and about times when it is necessary to break a confidence.
Money Matters	**L7** - Understanding how to keep money safe and what influences choices.	**L12** - Understanding different values and customs. **L13** - Explaining the importance of money in people's lives and how money is obtained.	**L13** - Understand how finance plays an important part in people's lives. **L13** - Understanding about being a critical consumer. **L15** - Identifying how resources are allocated and the effects on individuals, communities and the environment. **L18** - Critiquing how social media presents information. **R15** –Recognising and managing dares.

Resources used to help deliver our curriculum

Key Stage 1

Drug Education
'Goldilocks and the Three Bears'
'Miss Polly had a Dolly'
'Jack and Jill'

Exploring Emotions
'Martha Doesn't Say Sorry!' by Samantha Berger
'So Much' by Trish Cooke

Being Healthy
'The Princess Who Could Not Sleep' by An Leysen

Being Safe
'Chicken Clicking' by Jeanne Willis and Tony Ross

Growing Up
'Mister Seahorse' by Eric Carle
'Once There Were Giants' by Martin Waddell
'Boys and Girls' by Lynwen Jones
'Counting Kisses' by Karen Katz

Changes
'The Very Hungry Caterpillar' by Eric Carle
'Mum and Dad Glue' by Kes Gray

Bullying Matters
'Cinderella'
'The Three Little Pigs'

Difference and Diversity
'Family Book' by Todd Parr
'And Tango Makes Three' by Simon Schuster

Being Responsible
'The Day the Crayon's Quit' by Drew Daywalt

Relationships
'Have You Filled a Bucket Today?' by Carol McCloud
'The Rainbow Fish' by Marcus Pfister
'Not Now Bernard' by David McKee

Money Matters
'Jack and the Beanstalk'

Lower Key Stage 2

Drug Education
'George's Marvellous Medicine' by Roald Dahl

Growing Up
'Your Mummy Ate My Football' by Lynwen Jones
'True Love' by Babette Cole

Changes
'The Snowman' by Raymond Brigg

Being Healthy
'The Huge Bag of Worries' by Virginia Clarke

Bullying Matters
'Marshall Armstrong is New to Our School' by David Mackintosh

Difference and Diversity
'King and King' by Linda De Hann and Stern Nijland
'The Princess and the Treasure' by Jeffrey A. Miles
'Elmer' by David McKee

Being Safe
'Not Now Bernard' by David Mckee

Upper Key Stage 2

Exploring Emotions
'What If' by Shel Silverstein.

Growing Up
'Frog in Love' by Max Velthuijs
'Where Willy Went' by Nicholas Allan
'Mummy Laid an Egg' by Babette Cole

Bullying Matters
'Feather Boy' by Nicky Singer
'Bad Girls' by Jaqueline Wilson

Difference and Diversity
'Wonder' by R.J Palacio

Being Responsible
'The British Poem' by Benjamin Zephaniah

Money Matters
'Charlie and the Chocolate Factory' by Roald Dahl

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

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	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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	