



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
- To try to help pupils stay safe from the harms of alcohol. Tobacco and illegal substances

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 i.e. Puberty in Year 5 & 6.

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 Butts Primary 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** – Senior Management team and a member of staff or working group pulled together all relevant information including relevant national and local guidance
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2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governors' consultation
4. Parent/stakeholder consultation – parents and any interested parties were invited to contact the Head of School with any questions or queries, and also invited to attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. 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, 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 which will be delivered in Year 5.

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 puberty education sessions in Year 5 and 6 delivered by an experienced teacher. The boys and girls are taught separately.

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 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 SLT to account for its implementation.

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

7.2 The Senior Leadership Team

The SLT are 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 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 may have questions about the curriculum.

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 SLT.

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. However the school will **not** be teaching any non-statutory/ non science components of sex education within the RSE curriculum.

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 SLT will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by SLT through:

- Lesson observations
- Learning walks
- Book trawls
- Staff and pupil voice

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

This policy will be reviewed by the Governing Board every 3 years or sooner should any changes in legislation occur. At every review, the policy will be approved by the Governing Board.

Appendix 1: Curriculum map

RSE Curriculum Map

Our RSE curriculum is embedded within our PSHE curriculum, however, this will be adapted when necessary.

We have developed the curriculum 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 age appropriate manner.

The primary Relationships and Health Education programme covers five main areas:

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

Butts Primary RSE Curriculum Map

Year 1

Safety First (<i>Being safe</i>)	TEAM (<i>Respectful and caring relationships</i>)	One World (<i>Families and people who care about me</i>)
<p>Identify some everyday dangers</p> <p>Understand some basic rules that help keep people safe</p> <p>Know what to do if they feel in danger.</p> <p>Identify some dangers in the home.</p> <p>Identify some dangers outside.</p> <p>Identify which information they should never share on the Internet.</p> <p>Know that their private body parts are private.</p> <p>Recall the number to call in an emergency.</p> <p>List some people who can help them stay safe.</p>	<p>Follow instructions and create a tower by applying good listening</p> <p>Use key vocabulary and the Acts of Kindness Poster to think of ways to show kindness to others</p> <p>Work in a group to discuss what they could do if they saw others being teased or bullied</p> <p>Work as a group to sort thoughts given into helpful and not-so-helpful categories</p> <p>Sort images of behaviours into good and not-so-good choices</p>	<p>Talk about special people in their life and say why they are special</p> <p>Talk about different homes around the world and identify how they are the same as and different from their own</p> <p>Describe what their school is like</p> <p>Explain what an environment is</p> <p>Explain what natural resources are and identify how people use them</p> <p>Say what they love about the world in which they live and describe how they would feel if these things disappeared</p>

Year 2

Aiming High	Digital Wellbeing (<i>Online relationships</i>)	Its My Body (<i>Being safe</i>)
<p>Discuss their star qualities</p> <p>Identify what a positive learning attitude is</p> <p>Talk about jobs they can do when they grow up</p> <p>Discuss what skills and interests are needed for different jobs</p> <p>Talk about hopes they have for the future</p> <p>Discuss what they are looking forward to</p>	<p>Identify ways we use the Internet</p> <p>Talk about different activities they like to do both online and offline</p> <p>Discuss some of the risks that are present when we go online</p> <p>Explain how to get help if anything online frightens them</p> <p>Give examples of personal information and understand that we keep it private</p>	<p>Talk about their own likes and dislikes</p> <p>Understand that different people like different things</p> <p>Understand that girls and boys can like different things, or the same things</p> <p>Describe how they have changed since they were a baby</p> <p>Understand that peoples' needs change as they grow older</p> <p>Talk about things they would like to do when they are</p>

about next year	<p>Talk about ways people communicate online and explain what to do if something they see worries them</p> <p>Understand that not everything we see on the Internet is true</p>	<p>older</p> <p>Discuss some changes that people might go through in life</p> <p>Talk about their family and ask others questions about their family</p>
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Year 3

<i>Be Yourself (Respectful relationships)</i>	<i>TEAM (Respectful and caring relationships)</i>	<i>VIP's (Respectful relationships & families and people who care about me)</i>
<p>List some of their achievements and say why they are proud of them</p> <p>Identify facial expressions associated with different feelings</p> <p>Describe some strategies that they could use to help them cope with uncomfortable feelings</p> <p>Suggest assertive solutions to scenarios;</p> <p>Explain that the messages they receive from the media about how they should look, think and behave are not always realistic</p> <p>Suggest ways to make things right after a mistake has been made</p> <p>Explain that mistakes help them to learn and grow.</p>	<p>Use pictures to express their thoughts, feelings and worries</p> <p>Plan and create a role play about a team scenario</p> <p>With support, read clues and work as a team to solve a crime</p> <p>With support, identify a feeling and how it is being expressed.</p> <p>Show the resolution to a dispute through pictures and with the key words given</p> <p>Use a word mat to create a list of good deeds they can contribute</p>	<p>With support, discuss how the impact of our attitudes affects us when trying to make new friendships</p> <p>With support, plan out how they will be an anonymous friend over the week</p> <p>Use a support sheet to discuss the dares within a story</p> <p>Use a support sheet to create a role play about positive resolution techniques</p> <p>Create a poster with ideas to help someone who is being bullied, with a support sheet of ideas</p>

Year 4

Diverse Britain (<i>Respectful relationships</i>)	Safety first (<i>Being safe</i>)	Aiming High
<p>Describe what it is like to live in Britain</p> <p>Talk about what democracy is</p> <p>Talk about what rules and laws are</p> <p>Talk about what liberty means</p> <p>Describe a diverse society</p> <p>Describe what being British means to them</p>	<p>Identify and discuss some school rules for staying safe and healthy</p> <p>List some of the dangers we face when we are using roads, water or railways</p> <p>Describe drugs, cigarettes and alcohol in basic terms</p> <p>Identify some common injuries and know they can be treated with first aid</p> <p>Recognise hazards and dangers in an emergency situation</p> <p>State 999 as the number to call to seek help in an emergency</p>	<p>Discuss their personal achievements and skills</p> <p>Identify what a positive learning attitude is</p> <p>Talk about a range of jobs that people do</p> <p>Discuss what skills and interests are needed for different jobs</p> <p>Talk about jobs they might like to do in the future</p> <p>Discuss what skills they might need to do certain jobs</p>

Year 5

Digital wellbeing (<i>Online relationships</i>)	VIP's (<i>Respectful relationships & families and people who care about me</i>)	Be Yourself (<i>Respectful relationships</i>)	Puberty
<p>Identify the benefits and risks of the Internet</p> <p>Understand it is important to look after their digital wellbeing</p> <p>Recognise the signs of inappropriate and harmful online relationships</p> <p>Identify the benefits and risks of social media</p> <p>Understand that online bullying is wrong and what to do to get help to make it stop</p> <p>Explain that not all online information is true</p>	<p>Share ideas for ways we can care for our VIPs</p> <p>Create a poster to show a calming technique with support</p> <p>Discuss how a disagreement could be handled with support</p> <p>Explain ways to resist pressure with support</p> <p>Identify which secrets are OK to keep and which need to be shared with support</p> <p>Identify some aspects of healthy and unhealthy relationships</p> <p>Identify different types of relationships</p>	<p>Discuss scenarios where children are torn between 'fitting in' and being true to themselves</p> <p>Explain how to communicate their feelings in different situations</p> <p>Create a role play to show different ways to manage uncomfortable feelings</p> <p>Discuss which situations would make people fight or flee and why</p> <p>Create resolutions to different tricky situations</p> <p>Identify the feelings involved in making a mistake and understand how to make amends.</p>	<p>Name physical changes young people will experience during puberty.</p> <p>Describe emotional changes young people might experience during puberty</p> <p>Appreciate that there is no such thing as a perfect body</p>

Year 6

Relationships VIPs (<i>Respectful relationships, families and people who care about me, caring friendships</i>)	Money Matters	Safety first (Being safe)
<p>Share ideas for ways we can care for our VIPs</p> <p>Create a poster to show a calming technique with support</p> <p>Discuss how a disagreement could be handled with support</p> <p>Explain ways to resist pressure with support</p> <p>Identify which secrets are OK to keep and which need to be shared with support</p> <p>Identify some aspects of healthy and unhealthy relationships</p> <p>Identify different types of relationships.</p>	<p>Talk about what financial risk is</p> <p>Discuss ways advertisers try to influence us</p> <p>Identify what it means to be a 'critical consumer'</p> <p>Describe what 'value for money' means</p> <p>Talk about ethical spending</p> <p>Describe some examples of fair trade</p> <p>Explain why people might borrow money</p> <p>Talk about what 'tax' is</p>	<p>Describe what a dare is and identify situations involving peer pressure</p> <p>Know when to seek help in risky or dangerous situations</p> <p>Identify and discuss some school rules for staying safe and healthy</p> <p>Recall the number to dial in an emergency</p> <p>List some of the hazards they might find at home</p> <p>Understand some substances at home can be dangerous</p> <p>List some of the dangers we face when we are around roads, railways or water</p> <p>Know the key points of the firework code</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"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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"> • 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
Being safe	<ul style="list-style-type: none"> • 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

