

# **Childer Thornton Primary School**

## **Relationships and sex education policy**



**Approved by the Full Governing Body: Autumn 2022**

**Review: Autumn 2023**

# Childer Thornton Primary School

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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
- We promote our school values through the teaching of RSE at Childer Thornton Primary School. The value responsibility is continually referred to ensuring that children are given the knowledge to ensure that they can be responsible for their health and hygiene.

## 2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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 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](#).

At Childer Thornton Primary School we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils, governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff 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

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity, personal identity, adolescence and conception. This is taught in addition to the science curriculum.

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
- 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).

In addition pupils receive stand-alone sex education sessions delivered by the class teacher using the Christopher Winter resources and lesson plans. This is a comprehensive scheme of work which covers all aspects of sex and relationships education for primary age children. Year 6 lessons will also be supplemented with the use of Kapow resources.

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 and is supported through the use of our 'No Outsiders' approach and the suggested texts for each year group; 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 and subject lead 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.

The teaching of RSE will be overseen by the subject lead – Katie Smith

The class teachers that will deliver RSE are:-

- V Brand – Year 1
- A Jones – Year 2
- S Mellor – Year 3
- M Brown – Year 4
- J McManus – Year 5
- C Evans – Year 6

### 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 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by K Smith RSE lead through:

Planning scrutinies, learning walks, pupil voice and book monitoring.

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

This policy will be reviewed by K Smith RSE lead annually. At every review, the policy will be approved by the governing board and the headteacher.

## **11. Child Absence**

Although elements of RSE are taught throughout the year, the sex education aspect is usually covered in the summer term. If the children miss these sessions they will be taken out of class in small groups on their return to school and will receive follow up lessons from their class teacher/ teaching assistant to ensure they receive the same information as their peers.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Summer 1	<p><u>Growing and caring for ourselves:</u></p> <p>Keeping clean</p> <ul style="list-style-type: none"><li>• Children will learn about keeping clean and looking after oneself.</li></ul> <p>Growing and changing</p> <ul style="list-style-type: none"><li>• They will learn about how people grow and change</li><li>• They will use photos showing that babies become children and then adults</li><li>• They will learn the differences between boy and girl babies – the children will discuss differences between boys and girls. They will learn the scientific names for their 'private parts.'</li></ul> <p>Families and care</p> <ul style="list-style-type: none"><li>• The children will discuss different family members</li></ul>	Christopher Winter resources Washing resources

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 1	<p><u>Differences:</u></p> <p>Differences between boys and girls</p> <ul style="list-style-type: none"> <li>• Children will share differences between boys and girls</li> <li>• Children will discuss how we can tell whether a baby is a male or female when it is first born.</li> <li>• Remind the children of the scientific names for their 'private parts'</li> </ul> <p>Differences male and female</p> <ul style="list-style-type: none"> <li>• Children will watch a DVD in particular about the differences between male and female animals and between boys and girls.</li> </ul> <p>Naming the body parts</p> <ul style="list-style-type: none"> <li>• Children will individually complete the Body Parts worksheet by matching the words for body parts to the drawing.</li> <li>• Children will sing head, shoulders, knees and toes</li> <li>• Children will complete a Venn diagram using the body part picture cards</li> </ul>	<p>Christopher Winter resources</p> <p>Differences DVD</p> <p>Body part picture cards</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 2	<p><u>Differences Male and Female</u></p> <p>Personal space</p> <ul style="list-style-type: none"> <li>Children will discuss what the physical warning signs are when a person feels uncomfortable.</li> </ul> <p>Family differences</p> <ul style="list-style-type: none"> <li>Children will be taught that there are different kinds of families and all are equally valid.</li> </ul> <p>My changing body:</p> <ul style="list-style-type: none"> <li>How boys' and girls' bodies change as we grow up, and how these changes affect us – children will discuss differences between male and female animals and boys and girls. Children will use a Venn diagram to sort pictures of males and females. Name male and female body parts using agreed words.</li> </ul>	Christopher Winter resources



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 2	<p><u>Growing up</u></p> <p>Growing and changing</p> <ul style="list-style-type: none"> <li>• Children will be taught what a life cycle is and the stages of life including reproduction</li> <li>• The children will draw and write about two parts of a life cycle</li> </ul> <p>Body changes and reproduction</p> <ul style="list-style-type: none"> <li>• Children will comment on the changes that they can see between childhood and adolescence using the life cycle pictures from their previous lesson.</li> <li>• Discuss different ways of creating a family e.g. giving birth, fostering, adopting and the range of people who can look after a baby e.g. grandparents, friends.</li> </ul> <p>Identify the changes that happen to the body during puberty (breasts, hips, muscles, sperm, egg, pubic hair) and explain that puberty happens in order that adults can have babies in the future.</p> <p>What is puberty?</p> <ul style="list-style-type: none"> <li>• Children will learn that puberty can happen at any time between the age of 8 and 16 and that it starts and ends at different times for everybody.</li> <li>• Explain what hormones are and that they are activated at different times for different people. Explain that puberty can include emotional changes such as being attracted to other people.</li> <li>• Discuss positive aspects about starting puberty</li> </ul>	<p>Christopher Winter resources</p> <p>Hair in Funny Places by Babette Cole</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 2	<p><u>Puberty</u></p> <p>Talking about puberty</p> <ul style="list-style-type: none"> <li>• Explain that puberty is a special time of change when children grow and develop into young adults, or teenagers.</li> <li>• Explain that a physical change happens to the body and an emotional change involves feelings.</li> <li>• Children will discuss a change that has happened to them since they were small</li> <li>• Children will be reminded of key facts associated with puberty:-</li> </ul> <ul style="list-style-type: none"> <li>• puberty occurs some time between the ages of 8 and 16</li> <li>• male and female sex hormones become very active and are responsible for growth and development during puberty</li> <li>• puberty changes are a normal part of growing up</li> <li>• each person will start puberty at a slightly different time and will develop in their own way – it's important to respect these differences</li> <li>• some changes happen only to males, some only to females; some happen to both</li> <li>• the whole process of change can take a few years.</li> </ul> <p>The children will watch a short film about puberty and in particular about the physical and emotional changes that occur as boys and girls grow older. The DVD will show some drawings of male and female body parts</p> <p>Male and female changes</p> <ul style="list-style-type: none"> <li>• Children will be shown an animation of the menstrual cycle</li> <li>• Poppy seeds and spaghetti, will be used to represent the approximate size of the female egg and the width of the fallopian tubes.</li> <li>• Discuss how the menstrual cycle impacts on a woman's feelings and explain that just before, and during a period women can feel physical pain and discomfort and also feel tense or moody.</li> <li>• Discuss some of the key changes that happen to boys during puberty, such as sperm production, testicles 'dropping', erections and wet</li> </ul>	<p>Christopher Winter resources Changes DVD Menstrual cycle animation – Kidshealth website</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5		<p>dreams. Support this by referring to the Male Pictures</p> <p>Puberty and hygiene</p> <ul style="list-style-type: none"> <li>• Reinforce that soap and sanitary wear are essential, whereas we can choose whether to use make up or hair products and also choose which types we use. Consider gender stereotypes and social pressures to look or be a certain way. Encourage the class to think about making informed, healthy choices.</li> <li>• Children will learn about ways of looking after their bodies and feelings during puberty.</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 2	<p><u>Puberty and reproduction</u></p> <p>Puberty and reproduction</p> <ul style="list-style-type: none"> <li>• Children will discuss changes that occur during puberty.</li> <li>• The children will take part in a game (four corners) to find out what the group knows about body parts, especially the parts relating to puberty and reproduction. Four corners of the room will be labelled - male / female / both / unsure.</li> </ul> <p>Relationships and reproduction</p> <ul style="list-style-type: none"> <li>• The children will look at photos of different relationships and discuss if a positive relationship is being shown.</li> <li>• Children will be taught about and discuss the difference between a friendship and an adult relationship</li> <li>• The children will watch a film about relationships and in particular about relationships between adults. The film will include a cartoon animation of sexual intercourse. The children will be taught that this is one of the ways adults express their feelings in a sexual relationship. The cartoon will also show how a baby is made.</li> <li>• The children will identify three qualities of a good friend</li> </ul> <p>Conception and pregnancy</p> <ul style="list-style-type: none"> <li>• The children will create a sequence/timeline on the board, which describes the different stages in a relationship that could lead to having a baby.</li> <li>• Explain that some people might have a baby on their own and different timelines and sequences will be appropriate for different people.</li> <li>• The children will be given cards 'How does a baby start' to illustrate how a baby is made through sexual intercourse. The children will sequence the cards in the correct order</li> <li>• Discuss other methods of becoming pregnant e.g. IVF, sperm donors, fostering and adoption.</li> <li>• The children will sort true or false statements related to pregnancy and conception.</li> </ul>	<p>Christopher Winter resources</p> <p>Body part cards</p> <p>DVD – How babies are made</p> <p>Love Your Body book – Jessica Saunders</p> <p>'How does a baby start' cards</p> <p>Kapow resources</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"> <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>

TOPIC	PUPILS SHOULD KNOW
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</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>

### 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	Notes from discussions with parents and agreed actions taken:-