

# Old Dalby Church of England Primary School



## Relationships and Sex Education Policy

Let us be concerned for one another, to help one another to show love and to do good.

Hebrews 10:24

Last reviewed: July 2020

Next review due: July 2022

**Kind hearts. Open Minds. Courageous Spirits  
Together, we will explore life in all its fullness.**

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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
- › Understand how the school Vision and Values can help them to make informed choices about their actions and relationships.

## 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 Old Dalby C of E 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 – SLT pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to make recommendations
3. Parent/stakeholder consultation – interested parties were invited to share their opinions 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, 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 in our curriculum document.

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 document.

## 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). RSE is not taught as a discreet subject. The objectives are built into topics so that teaching occurs at an appropriate time and remains relevant to the other work being carried out in class. They will be taught along side parts of our skills ladders to contribute towards each child's personal development. This also promotes links being made and open discussion in any lesson. Elements of relationship education, such as friendship and families are brought in to class teaching at every opportunity, eg when reading a class book or when comparing civilisation.

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 our curriculum document

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

All class teachers 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.

## **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.

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 the Headteacher through:

- Learning walks
- Pupil interviews
- Planning scrutiny

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

This policy will be reviewed by the governing body every two years. At every review, the policy will be approved by the governing body.

## Appendix 1: Subject Progression

### Relationships and Sex Education, including **Christian Values** and **Routes to Resilience**

#### EYFS

<ul style="list-style-type: none"> <li>- Know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>- Confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</li> <li>- Say when they do or don't need help.</li> <li>- Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>- Work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> <li>- Play cooperatively, taking turns with others.</li> <li>- Take account of one another's ideas about how to organise their activity.</li> <li>- Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Confidence            Relationship            Turn taking            Routine            Rules            Expectations            Friends            Family            Emotions            Concentration            Independence            Respect            Making links            Questioning            Problem solving            Friendship            Kindness            Confidence            Co-operation            Forgiveness</p>
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#### Year 1

<p><b>Kind hearts:</b></p> <ul style="list-style-type: none"> <li>- What family means</li> <li>- Who are the people who can support them</li> <li>- What friendship is</li> <li>- How to take turns</li> <li>- Simple self-care techniques, personal hygiene to prevent health and well-being problems</li> <li>- Can play with a group of children and share resources (F)</li> <li>- Can accept that they, and others, can have more than one friend (F)</li> </ul> <p><b>Courageous Spirits:</b></p> <ul style="list-style-type: none"> <li>- Development and practice of resilience</li> <li>- The importance of honesty and truthfulness</li> <li>- Keeping passwords private</li> <li>- Can be independent and have a go at tasks on their own (C)</li> <li>- Know how to stay safe within our community (Com)</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Family            Friends            Share            Health            Clean            Resilience            Honesty            Courage            Love            Feel            Private            Community  <b>EYFS vocab and:</b>            Creativity            Curiosity            Risk taking            Perseverance            Passion for learning            Acceptance            Self-esteem</p>
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## Year 2

<p><b>Kind Hearts</b></p> <ul style="list-style-type: none"> <li>- How to treat each other with kindness, consideration and respect</li> <li>- What good health and wellbeing looks like for them</li> <li>- Celebrate the achievements of others (L)</li> <li>- Help with different jobs in a team and take responsibility for finishing their job (T)</li> <li>-</li> </ul> <p><b>Open Minds</b></p> <ul style="list-style-type: none"> <li>- What a relationship is</li> <li>- Different styles of families and support networks</li> <li>- Understanding one's own and others' boundaries in play</li> <li>- The concept of personal privacy</li> <li>- Permission seeking and giving</li> <li>- Recognise when they have hurt someone and when to apologise (H)</li> <li>- Recognise the different communities they are a part of eg school, family, church (Com)</li> <li>- Can explain why teams are sometimes better than working alone (T)</li> <li>- Are able to show an enquiring mind towards the world around them, asking and answering their own questions (C)</li> </ul> <p><b>Courageous Spirits</b></p> <ul style="list-style-type: none"> <li>- Can speak up when they know something has happened which they feel is wrong (D)</li> <li>- Show the strength of character to do the right thing(S)</li> <li>- Can admit to their own mistakes (C)</li> <li>- Have an honest conversation when they are not feeling safe or happy (H)</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Love Kind Healthy Respectful Responsibility</p> <p><b>EYFS vocab and:</b></p> <p>Creativity Curiosity Risk taking Perseverance Passion for learning Acceptance Self-esteem</p>
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## Year 3

<p><b>Kind Hearts</b></p> <ul style="list-style-type: none"> <li>- Healthy friendships, family relationships and other relationships</li> <li>- Form and recognise strong and positive relationships</li> <li>- Recognise positive emotional and mental wellbeing</li> <li>- Understand the benefits of hobbies, interests and participation in their own communities</li> <li>- Positive, two-way relationship between physical health and mental wellbeing</li> <li>- Help others in need (L)</li> </ul> <p><b>Open Minds</b></p> <ul style="list-style-type: none"> <li>- Understand how to identify and regulate their own emotions (S)</li> <li>- Can recognise why they might become anxious in unpredictable situations and understand how to deal with this (C)</li> <li>- Accept that they are not perfect and be honest and accepting of their own flaws (H)</li> <li>- Can understand and respect the rule of law (D)</li> </ul> <p><b>Courageous Spirits</b></p>	<p><b>Key Vocabulary</b></p> <p>Positive Negative Emotions Anxious Worried Excited Acceptance Strength Individual Relaxation Respect Consent</p> <p><b>EYFS, Key Stage 1 vocab and:</b></p> <p>Optimism Inclusiveness Initiative</p>
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<ul style="list-style-type: none"> <li>- Establishing personal space and boundaries</li> <li>- Be able to find the positives in a negative situation (S)</li> <li>- Have the strength to stand alone and not follow the crowd (S)</li> <li>- Have the strength to say no when it is necessary (S)</li> <li>- Accept and love your own imperfections (L)</li> </ul>	<p>Integrity Good humour Empathy Courageous advocates</p>
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**Year 4**

<p><b>Kind Hearts</b></p> <ul style="list-style-type: none"> <li>- Understand the importance of daily exercise, good nutrition and sufficient sleep</li> <li>- Be able to articulate how they are feeling, using appropriate language to talk about their bodies, health and emotions</li> <li>- Judge whether how they are feeling and behaving is appropriate and proportionate in different situations</li> </ul> <p><b>Open Minds</b></p> <ul style="list-style-type: none"> <li>- Can recognise when other children are not being included and how they can be inclusive themselves (F)</li> <li>- Recognise and value the strength of others (S)</li> </ul> <p><b>Courageous Spirits</b></p> <ul style="list-style-type: none"> <li>- Showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>- Work towards long term rewards and continue despite setbacks</li> <li>- Can recognise the benefits of pushing themselves out of their comfort zones to exceed their personal goals (C)</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Emotional Reaction Judgement Inclusive Value Difference Similarity Unsafe Safe Acceptable Unacceptable</p> <p><b>EYFS, Key Stage 1 vocab and:</b> Optimism Inclusiveness Initiative Integrity Good humour Empathy Courageous advocates</p>
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**Year 5**

<p><b>Open Minds</b></p> <ul style="list-style-type: none"> <li>- Can respectfully disagree with others by expanding their own horizons, defending their own ideas and remaining open to new information and ideas (D)</li> <li>- Understand the need to live peacefully in a diverse world by valuing people who are different from themselves (Com)</li> </ul> <p><b>Courageous Spirits</b></p> <ul style="list-style-type: none"> <li>- Understand the value of honesty and how it impacts upon their future and others' perceptions of them (H)</li> <li>- Draw strength from other faiths and belief systems (S)</li> <li>- Ability and strength to separate worth from performance (S)</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Individuality React Celebrate diverse Perception Morals Ethics Faith peaceful</p> <p><b>EYFS, Key Stage 1 vocab and:</b> Optimism Inclusiveness</p>
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	Initiative Integrity Good humour Empathy Courageous advocates
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**Year 6**

<p><b>Open Minds</b></p> <ul style="list-style-type: none"> <li>- Challenge negative stereotypes in their community (Com)</li> </ul> <p><b>Courageous Spirits</b></p> <ul style="list-style-type: none"> <li>- Knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse</li> <li>- Positive relationships also apply online</li> <li>- Understand the benefits of limiting time spent on line and the risks of excessive use of electronic devices</li> <li>- Know how to manage common difficulties encountered online</li> <li>- Be able to address their own areas of weakness (S)</li> <li>- Have the strength to resist the influence of media eg appearance and stereotypes (S)</li> </ul>	<p><b>Key Vocabulary</b></p> Stereotype Diversity Safety Privacy Acceptance Society Individuality  <b>EYFS, Key Stage 1 vocab and:</b> Optimism Inclusiveness Initiative Integrity Good humour Empathy Courageous advocates
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## 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>
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>

TOPIC	PUPILS SHOULD KNOW
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	