

Montbelle Primary School



MONTBELLE
PRIMARY SCHOOL

Relationships and sex education policy (from 2020)

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| Approved by: | Montbelle Governing Body | Date: October 2020 |
| Last reviewed on: | September 2020 | |
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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

Our school vision and values set out our commitment to *Learning together for Life* and our drive to ensure that children are provided with the environment in which they recognise their uniqueness and have their thoughts and voice recognized.

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 Montbelle 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 Royal Borough of Greenwich 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 virtual 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, healthy lifestyles, diversity and personal identity. It also allows us to explore changes to our own bodies as we reach puberty (including menstruation) and, linked to our Science curriculum, understand the reproductive cycle of humans.

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 with regard to the views and experiences of 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 is not compulsory in primary schools but we believe that children's personal development is best supported when they are equipped to understand the changes that are happening in their body **and** they are provided information that is factual, appropriately delivered and where they are given the arena to ask questions.

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).

Pupils also receive stand-alone sessions relating to puberty and menstruation (Science) and managing personal hygiene (PSHE): these sessions are usually taught by the School Nursing Service. If there are unforeseen changes to these arrangements, parents are notified and lessons will be taught by the children's class teacher.

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.

As a Stonewall Champion school, we ensure that children are aware that families can take many different forms and shapes. 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-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 wish them to be withdrawn from the non-science components of RSE

All Class Teachers assume responsibility for teaching RSE to their class and 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-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.

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 Mrs. J Wardrobe through:

- Planning scrutinies
- Observation of teaching
- Children's voice
- Feedback from visitor sessions
- Teacher assessment

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

This policy will be reviewed by Mrs. J Wardrobe annually. At every review, the policy will be approved by the Headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Curriculum delivery supported through:

Christopher Winter Project <https://cwpresources.co.uk/home/>

SEAL <https://webarchive.nationalarchives.gov.uk/20110812101121/http://nsonline.org.uk/node/87009>

Stonewall <https://www.stonewall.org.uk/schools-colleges>

Unicef Rights Respecting School Award <https://www.unicef.org.uk/rights-respecting-schools/>

| Year Groups and SEAL links | Overview | Lessons from the Christopher Winter Project can be used as a resource to support some learning. | Knowledge/outcomes | Skills/success criteria | Assessment |
|---|--|---|---|---|---|
| Year One SEAL Good to be ME | Hygiene/growth and change/ adults that help us . | 1. Keeping Clean 2. Growing and Changing 3. Families and care | Growing and Changing To understand personal hygiene when using handkerchiefs, going to the toilet etc Know how to care for their teeth, toothbrush manipulation/toothpaste. To understand how people grow and change; reflect on ourselves as babies compared to now and. To know family members they can go to for help. To know correct names for main body parts including external genitalia. | I can take some responsibility for myself I can clean my teeth I can change my behaviour if I stop and think about what I am doing. I can feel good about my body. I can name body parts including external genitalia. I can feel good about caring for myself. I can help another person feel proud. | Children can explain ways of keeping clean. Children can set themselves simple goals. Children know the difference between girl and boy babies. Children know family members /carers take care of their needs. |
| | Appropriate and inappropriate touch. | | Healthy Relationships To know about appropriate and inappropriate touch. | I can identify different types of touch. I can describe how it feels when people try to touch me in a ways I do not like or that makes me feel uncomfortable. I recognise there is a choice about being touched and the right to say 'no' and tell someone if I don't feel comfortable. | Children know that they can tell a trusted person if touch feels inappropriate. |
| Year Two | Differences and | 1. Differences: Boys | Growing and Changing | I can respect the differences and | Children can name the main parts of |

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| SEAL – Relationships SEAL - Changes | similarities between males and females; exploring stereotyping. Body parts and life cycles (Science) | and Girls 2. Differences: Male and Female 3. Naming Body parts. | To understand difference and similarity between girls and boys. To know some of the biological differences between male and female animals. | similarities between boys and girls. I can identify how boys and girls can both do the same tasks and enjoy the same things; but that stories, TV and people sometimes say that 'boys do this' and 'girls do that' I feel good about my body. I am proud of ways in which I am special and individual. I can treat everybody equally. I can identify and name the biological terms for the main male and female sex parts. | the body. Children can identify and respect differences and similarities between people. Children can talk about and consider topics and issues, including moral and social dilemmas with others. Children can respond to simple questions and explain their own views and ideas in pair and to the class. |
| | Stages of the human life cycle, how we all grow and change; exploring the needs we have at different stages and how we can be cared for About the different types of family. The ways in which their home life is special. | | Growing and Changing To understand key stages in the human life cycle. To understand that the creation of new life requires a male and a female. To understand that the male and female sex parts are related to reproduction Relationships To understand that we all have different needs and require different types of care. To understand the links between needs, caring and changes throughout the lifecycle To describe different types of family. To know what is different and special about their home life. | I can identify key stages in the human life cycle. I can identify how female mammals give birth and nurse their young. I can show care towards someone. I can say how I've grown and changed. I can express an opinion I can feel good about myself. I can tell when I feel cared for. I can tell when I love or care for someone. I can say how families care for each other in a variety of ways | Children can explain that people grow from old to young. Children can identify and respect differences and similarities between people. Children can explain different ways that family and friends should care for one another. Children can respond to simple questions and explain their own views and ideas in pairs and to the class. Children can listen to the views of others. |
| | Appropriate and inappropriate touch. | | Healthy Relationships To know about appropriate and inappropriate touch. | I recognise that there are parts of my body which are private. I recognise that I have a choice about being touched and the right to say 'no'. I can tell a trusted adult if I feel worried or upset about this. | Children will be able to express themselves understanding they have a choice. |
| Year 3 SEAL – Changes/Relationships | Similarities/differences in females/males. Understand family lives vary but are equally | 1. Differences Male and Female Lesson 1 recaps/reinforces Year 2's knowledge of scientific names. | Growing and Changing To understand similarities and differences in female and male body. To understand that all families are different and have different family members. To know that all families are equally valid. | I can identify similarities and differences and know that the vagina is inside a woman's body. I can value similarities and differences in families. | Children can use scientific vocabulary in a mature way. Children will identify and respect differences and similarities in family life. Children can identify those they feel |

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| | valid. | 3 Family Differences | To know some of the ways that family members help each other. | I can share my concerns and worries. | safe to express concerns or opinions to. Children will know options and develop a strategy for unwanted space invasion or touch. |
| | Understanding there are different forms of touch and how to respond/ Personal space. | 2. Personal Space | Healthy Relationships To know what personal space is. To understand there are different types of touch that people like and do not like. To understand ways of dealing with invasion of personal space. To know who to go to for help and support. | I can talk about ways of dealing with unwanted touch I can recognise physical warnings when a person comes too close. I can say what I will do if I feel uncomfortable by someone invading my space. | Children will be able to express themselves understanding they have a choice. Be able to talk about personal space and use words to deal with it. |
| Year 4 SEAL –Changes/ Relationships | Understanding puberty in the context of one stage of the human life. About the way we grow and change throughout the human life cycle. About the physical changes associated with puberty. | 1. Growing and Changing 2. Body Changes and Reproduction 3. What is Puberty? | Growing and Changing To know there are changes throughout the human life cycle. To understand that change is ongoing and individual and usually happens between the age of 8-17 years. To know the physical changes associated with puberty. To know that each experience of puberty is individual. To understand menstruation and wet dreams. To know how changes at puberty affect body hygiene. To know how to care for their bodies during puberty and the importance of hygiene. To understand what hormones are and how they affect mood swings and other strong feelings. To know there are similarities between the needs and wants of boys and girls and challenge gender stereotype around hygiene and grooming. To know where to get help and support about the changes that happen at puberty. | I can express an opinion. I can respect the similarities and differences between boys and girls. I can make changes to become healthier. I can be sensitive to other people's feelings. I can accept myself for who and what I am. I can feel good about myself and growing up. I can share my worries and concerns. I can tell you how I am the same and different from my friends. I can explain the changes that affect my body during puberty. | Children can discuss some of the bodily changes at puberty in a positive way. |

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| <p>Year 5</p> <p>SEAL Changes/ Relationships</p> | <p>Exploring the emotional changes associated with puberty and devising strategies for managing difficult situations. Exploring physical changes and hygiene in puberty. About menstruation and wet dreams.</p> | <ol style="list-style-type: none"> 1. Talking about puberty 2. Male and Female Changes 3. Puberty and Hygiene | <p>Growing and Changing</p> <p>To understand puberty is a time when in everyone's life when bodies grow from child to adult.</p> <p>To know that puberty affects people at different rates and that changes in their bodies will happen at exactly the right time for them.</p> <p>To understand that puberty relates to the sex cells and prepares people's bodies for the possibility of having children when they are adults.</p> <p>To know the correct names of female and male reproductive organs.</p> <p>To know how feelings and behaviour change during puberty.</p> <p>To understand how changes during puberty can affect relationships with other people.</p> <p>To know that feelings change during puberty and these changes can affect our relationships.</p> <p>To know some strategies for managing some of these relationships and changes.</p> <p>To know how to support hygiene.</p> <p>To know how to get help and support during puberty.</p> | <p>I can look after my body.</p> <p>I can identify more feelings than I have had before.</p> <p>I can feel good about my special relationships.</p> <p>I can express strong and difficult feelings without hurting anyone.</p> <p>I can ask for help.</p> <p>I can say if I feel uncomfortable with some's behaviour towards me.</p> <p>I can be sensitive to others and their relationships.</p> <p>I can empathise with other people's feelings in relationships, including parents and carers.</p> <p>I can describe how emotions change during puberty.</p> <p>I can explain how to stay clean during puberty.</p> <p>I can identify sources of information, support and advice for children and young people.</p> <p>I can explain male and female changes in more depth.</p> | <p>Children can discuss some of the emotional changes at puberty. Children can demonstrate some of the ways of dealing with bodily and emotional changes at puberty in a positive way. Children know how to respond to what happens in puberty.</p> |
| <p>Year 6</p> <p>SEAL Changes/relationships</p> | <p>Reinforcing puberty and changes, reproduction in the context of relationships, conception and pregnancy.</p> <p>Reinforcing the changes that happen at puberty and exploring media images around gender. About the changes that occur during puberty. To consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.</p> | <ol style="list-style-type: none"> 1. Puberty and Reproduction 2. Conception and Pregnancy | <p>Growing and Changing</p> <p>Know how the sex parts relate to how a baby is made.</p> <p>Know that a sperm meets an egg and how the fertilised egg settles in the womb lining. Understand what pregnancy means, how long it lasts and where it occurs.</p> <p>Understand responsibilities of parents and carers and how having a baby changes their life.</p> <p>Know that pregnancy can be prevented with contraception.</p> <p>Understand that a condom can prevent fertilisation and provide protection against infections.</p> <p>To understand how attitudes and values about gender and sexuality many be affect by factors such as age, religion and culture.</p> <p>To recognise and challenge gender</p> | <p>I can identify the physical, emotional and behavioural changes that occur during puberty for both males and females.</p> <p>I can feel good about my body and the changes in my body.</p> <p>I can feel good about my sexuality.</p> <p>I can share my worries or concerns. .</p> <p>I can be non-judgmental about people's gender and sexuality.</p> <p>I can explain reproduction and conception and preventions for pregnancy.</p> | <p>Children can discuss some of the emotional changes at puberty. Children can demonstrate some of the ways of dealing with bodily and emotional changes at puberty in a positive way. Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. Children can listen and show respect for the views of others. Children are aware of preventative measures to avoid pregnancy.</p> |

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| | | | <p>stereotypes.</p> <p>To understand how media messages affect attitudes and can cause inequality of opportunity and affect behaviour.</p> | | |
| Year 6 | <p>Exploring the qualities of friendships and intimate relationships and understanding sexual intercourse in the context of relationships.</p> | 2 Relationships and Reproduction | <p>Growing and Changing</p> <p>To understand the links between love, committed relationships/marriage and conception.</p> <p>Understand how intercourse may be one part of an intimate relationship between consenting adults.</p> <p>To identify positive qualities and expectations in a variety of relationships.</p> <p>To know the similarities and differences between friendships and intimate friendships.</p> <p>To know that there are different types of intimate relationships, including marriage.</p> <p>To know that sex or making love may be one part of an intimate relationship between adults.</p> | <p>I can ask pertinent questions.</p> <p>I can develop good friendships.</p> <p>I can express strong and difficult feelings without hurting anyone.</p> <p>I can explore my hopes and aspirations about present and future relationships.</p> <p>I can feel good about my special relationships.</p> <p>I can share the people I care about.</p> <p>I can identify values that are important to me in relationships?</p> <p>I can appreciate the importance of friendship in intimate relationships.</p> | <p>Children can identify different types of relationships.</p> <p>Children can identify ways of maintaining a good relationship.</p> <p>Children can listen and show respect for the views of others.</p> |
| | Understanding FGM | | <p>Keeping Safe</p> <p>To understand that everyone has a right to look after and protect their own body.</p> <p>To know that FGM stands for Female Genital Mutilation. and that it is also know by other words (e.g. Cutting).</p> <p>To understand that FGM is physical abuse and to do this to someone is a crime.</p> <p>To know what FGM physically entails and myths can be told about it which are not true.</p> <p>To know the risks that FGM can have on a person's present and future health.</p> <p>To know the importance of speaking out about FGM.</p> <p>To know where to get advice for themselves of someone else.</p> | <p>I can explain what FGM means.</p> <p>I can explain that it is unlawful.</p> <p>I can explain that cutting is abusive and can cause risks to a person's health.</p> <p>I can share worries or concerns and explain where advice can be found.</p> | <p>Children are able to express their understanding of FGM abuse and the risks involved.</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 |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| 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 |
| 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 |

| TOPIC | PUPILS SHOULD KNOW |
|------------|--|
| 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 |

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 | |
| | |