

Relationships and Sex Education Policy

The Topsham School



Approved by:

Governors

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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

These aims are embedded in our Visions and Values and Mission Statement:

Our Vision : A love of learning and the success of every child at the heart of all we do

Trust and Respect

Opportunity for all

Partnerships

Success

Health and happiness

Aspiration and Attitudes to Learning

Motivation

Our Mission Statement: With a passion and commitment to learning, centred on warm, nurturing and respectful relationships we provide an environment and curriculum that motivates and challenges everyone in our school to succeed.

See Appendix 1 for definitions of our Values

2. Statutory requirement

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 The Topsham 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 – SMSC lead pulled together all relevant information including relevant national and local guidance
2. Pupil consultation – we investigated what exactly pupils want from their RSE.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
4. Governor Consultation - the school has identified a link governor to support us in this area.
5. Parent consultation – parents and any interested parties were invited to attend a meeting about the policy.
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, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 2 but it may need to be adapted 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 do not seek answers online.

The Topsham School has chosen to use JIGSAW as a basis for its RSE curriculum. JIGSAW states:

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- ***Relationships and Sex Education (RSE) is an important part of PSHE Education (DfE, 2014).***
- ***When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).***

Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019):

- ***'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)***
- ***Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)***

- ***It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).***

The Topsham School has chosen to follow all government guidance in this area.

Primary sex education at The Topsham School 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 2.

6. Delivery of RSE

RSE is taught within the personal, social and health (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At The Topsham School RSE will be taught within the Jigsaw PSHE programme which is taught weekly. Each Jigsaw lesson has two Learning Intentions:

- *specific PSHE learning* (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance),
- *emotional literacy and social skills development* to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

The RSE teaching through Jigsaw is inclusive for all children whether being taught within whole class or small group sessions if needed. Teachers will differentiate according to the needs of individual children. All SEND children are entitled to this education in our school.

When available pupils will also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Sex education at The Topsham School focuses on the DfE recommendation:

“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.” (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

The Topsham School will follow the Jigsaw programme which teaches the correct biological terminology for body parts. This is a matter of Safeguarding. Children need to be able to speak accurately about their own bodies to ensure they can keep themselves safe, including being able to disclose to an appropriate adult should they need to.

For more information about our RSE curriculum, see Appendices 2 and 3.

RSE is 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). This supports The Topsham School inclusive ethos.

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. The Governing Board has delegated the approval of this policy to Safeguarding Governor.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All staff at The Topsham School will teach, or support in the teaching of, RSE. The Topsham School has an identified RSE lead who supports and monitors RSE provision, including regular professional dialogues with the Headteacher and link governor when appropriate.

RSE Leader: Christine Phillips (also leads RE, PSHE and Wellbeing)

Headteacher: Emma Pipe

Safeguarding Governor and RSE: Alex Kumar

Wider Curriculum Governor and Parent Voice Representative: Anna Ellis

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 as follows:

- how a baby is conceived and born.

These lessons can be found highlighted in yellow in Appendix 2.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher. The Headteacher will then discuss any concerns with the parents with the desired outcome being all children will take part in this aspect of their education.

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, RSE Lead, and SENDCo 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 when appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by Christine Phillips (RSE lead) through:

- *Planning scrutiny
- *Pupil conferencing
- *Learning walks

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

This policy will be reviewed by RSE Lead on a three year cycle or sooner if, appropriate to any new government guidance. At every review, the policy will be approved by the Governing Board.

Appendix 1: Definition of our School values.

OUR VALUES:

Trust and Respect: A positive learning environment is based on respectful relationships. We expect everyone to treat each other with courtesy and with kindness in words and actions. We expect everyone to listen to one another and accept and value each other's differences. Conflict is part of life and we strive to ensure that our children learn ways to manage disagreement effectively through compromise and tolerance and this is modelled by all staff within the school. Teaching and learning is a collaborative process. Teachers trust that children will be ready to learn and actively engage in every learning opportunity. Children trust that their teachers will be well prepared and able to meet their individual needs with understanding, whether these be educational or emotional. Parents trust teaching staff to be honest in regards to their child's needs, progress and attainment and know that their child will be appropriately supported. As a school we trust parents to actively participate in their child's education, supporting their child to succeed and achieve.

Opportunity for all: We value every person in our learning community and strive for equity for all. As a community we celebrate diversity, ensure equal opportunities are created and welcome everyone regardless of their background, race, culture or religion. We are dedicated to meeting the needs of all our children and families and are determined to give every child a wide range of experiences and challenges to support them to develop their interests, discover their strengths and celebrate personal achievements. Our curriculum is clearly linked to children's interests to ignite their curiosity and engagement and to support children to feel part of our community. School trips, residential, sporting events, visits and workshops led by outside artists and professionals provide inspiration and support in raising children's aspirations. We want our children to dream big and know that with the right attitude, and grasping opportunities they can achieve their goals.

Partnerships: An effective, successful school is based on effective, successful partnerships. Our teaching staff work hard to develop strong, working relationships with parents, knowing what a valuable contribution they make to their child's progress and achievements. Opportunities are provided for children to build relationships within our community that encourage them to be proactive in their responsibilities towards the local community and the wider world. Our school governors are actively engaged in all aspects of school life, providing both support and challenge as the school continually strives to improve outcomes for children. The school is outward looking and works closely with other schools in our locality, as part of the River Exe Learning Partnership (RELP); collaborating, researching and sharing best practice. We actively engage with initiatives and research at a national and international level.

Success: We are committed to the success of every child. We know that each child's learning journey will be unique to them and celebrate with them when a goal has been met. As well as providing high quality provision we also ensure that children understand their role in achieving success. This includes showing them what success looks like, the steps they need to learn to succeed and providing them with the appropriate level of challenge to support them in meeting their next step targets.

Health and happiness: We want everyone in our learning community to be happy. To support this, we teach our children how to keep physically healthy through our PE provision, active playtimes and a wide variety of sports clubs. We strive to ensure everyone knows how to achieve good mental health and what strategies to use to support this. Our Mental Health Ambassadors work as valuable role models for this. Everyone needs to feel safe and cared for if they are to learn, succeed and be happy. We create a warm, safe and nurturing environment that meets and matches the needs of everyone in our school community. We understand that people encounter many ups and downs within their lives

and at times may need more support than others; this includes supporting our children, parents and teachers during times of transition. We teach our children empathy and understanding, and adults' model this at all times.

Aspiration and Attitudes to Learning: We ensure all our children become confident, independent learners with an enthusiasm for acquiring knowledge. Challenge is at the heart of successful learning and everyone aspires to 'achieve or be more'. Children are taught to understand how they learn and the skills and learning behaviours they need to work through and conquer each new challenge. They are taught the process of learning and understand that making mistakes is part of this process and is to be seen as a positive. We continue to ensure that strong leadership is embedded at all levels and provide a challenging and motivating environment for staff so that they are supported to be the best they can be. Teachers actively seek out and participate in developing collaborative networks that have the capacity to sustain continuous improvement.

Motivation: Teachers are passionate about teaching and learning and the subjects they teach. They are relentless in finding ways that engage, enthuse and inspire the learners in their care. Children are encouraged to be curious and have a 'thirst' for knowledge. They know what their next steps are and want to achieve.

Appendix 2: Curriculum map

Relationships and sex education curriculum map

Key:

Part of the Science curriculum of that Key Stage

Non-statutory sex education

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Early Years (3-5 year olds)	Summer 1	Relationships <ul style="list-style-type: none"> • Family Life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend 	
	Summer 2	Changing Me <ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations 	
	<u>RSE specific content:</u>		

		Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.	
Year 1 (5-6 year olds)	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships 	
	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • Life cycles - animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change • Transition 	
		<p><u>RSE specific content:</u> Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.</p>	
Year 2 (6-7 year olds)	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships 	
	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Difference in female and male bodies (correct terminology) • Assertiveness • Preparing for transition 	
		<p><u>RSE specific context:</u> Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation;</p>	

		different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.	
Year 3 (7-8 year olds)	Summer 1	Relationships <ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends 	
	Summer 2	Changing Me <ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition 	
		<p><u>RSE specific content:</u></p> <p>Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect</p> <p>Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.</p>	
Year 4 (8 and 9 year olds)	Summer 1	Relationships <ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and Falling out • Girlfriends and boyfriends • Showing appreciation to people and animals 	
	Summer 2	Changing Me <ul style="list-style-type: none"> • Being unique • Having a baby* • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change 	

		<i>*Lesson 2 of this unit - Having a baby- is 'non-statutory' as part of sex education*</i>	
		<p><u>RSE specific content:</u> Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception)*; girls and puberty; boys and puberty; confidence in change; accepting change.</p> <p><i>*Lesson 2 of this unit - Having a baby- is 'non-statutory' as part of sex education*</i></p>	
Year 5 (9-10 year olds)	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMART internet safety rules 	
	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF)* • Growing responsibility • Coping with change • Preparing for transition <p><i>*Lesson 5 of this unit - Conception - is 'non-statutory' as part of sex education*</i></p>	
		<p><u>RSE specific content:</u> Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF)*; growing responsibility; coping with change.</p> <p><i>*Lesson 5 of this unit - Conception - is 'non-statutory' as part of sex education*</i></p>	
Year 6	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss 	

(10-11 year olds)		<ul style="list-style-type: none"> • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use 	
	Summer 2	<p>Changing Me</p> <ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception and birth* • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition <p><i>*Lesson 5 of this unit - Conception and birth - is 'non-statutory' as part of sex education*</i></p>	
		<p><u>RSE specific content</u> Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth*; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting. <i>*Lesson 5 of this unit - Conception and birth - is 'non-statutory' as part of sex education*</i></p>	

Appendix 3: 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

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

Appendix 4: 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