



**Elizabeth Woodville**  
Primary School

# **Relationships and Sex Education Policy**

<b>Status:</b>	Statutory
<b>Designated Committee:</b>	Curriculum
<b>Date Approved:</b>	March 2023

*Striving for Excellence* ~~~

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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

### 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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Elizabeth Woodville 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 – a member of staff or working group 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. Governor consultation – the draft policy was discussed at a Full Governing Body meeting. The Curriculum Committee considered parent, stakeholder and staff views
4. Parent/stakeholder consultation – the draft policy was circulated to parents and any interested parties, comments were invited regarding the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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 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).

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

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### **6.2 The Learning Environment**

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of PSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

### **6.3 Answering Questions**

We acknowledge that sensitive and potentially difficult issues will arise in PSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the

stated school aims and curriculum content for PSHE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil or pupils who have asked the question.

If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/Designated Safeguarding member of staff. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

#### **6.4 Confidentiality**

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

#### **6.5 Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **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/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-statutory/non-science 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.

Mrs Robinson (Deputy Headteacher), Mrs Taylor (Senior Leader) and Mrs Rathbone PSHE, RSE Co-ordinator) are responsible for the teaching of RSE in school.

#### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **8. Parents' Right to Withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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 Mrs Robinson (Deputy Headteacher), Mrs Rathbone PSHE, RSE Co-ordinator) through: planning scrutinies, learning discussions.

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

# APPENDIX 1: Curriculum Map

## Relationships and Sex Education Curriculum Map

Year Group 1	Topic/Theme Details	Learning Objectives Core Knowledge	Vocabulary
	<p><b>Science (POS)</b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>PSHE 1. Health and Well-being</b></p> <p>Learn about:</p> <ul style="list-style-type: none"> <li>The importance of why and how to maintain personal hygiene</li> <li>The process of growing from young to old and how people’s needs change</li> <li>The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>People who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</li> </ul>	<p>To know the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and link them to the associated sense through games, actions, songs and rhymes.</p> <p>To understand some basic hygiene principles (Know how to keep clean and look after yourself).</p> <p>To introduce the concept of growing and changing. (Understand that babies become children then adults, know the difference between boy and girl babies.)</p> <p>To explore different types of families and who to ask for help. (Know there are different types of families, know which people we can ask for help.)</p>	<p>Clean</p> <p>Similar</p> <p>Different</p> <p>Family</p> <p>Boy</p> <p>Girl</p> <p>Male</p> <p>Female</p> <p>Private parts</p> <p>Penis</p> <p>Vagina</p>

Year Group 2	Topic/Theme Details	Learning Objectives Core Knowledge	Vocabulary
	<p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>• Things that cause conflict between me and my friends</li> <li>• What I do when my friend makes me upset</li> </ul> <p><b>Science (POS)</b></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>PSHE 1: Health and Wellbeing</b> Learn about:</p> <ul style="list-style-type: none"> <li>• The process of growing from young to old and how people’s needs change</li> <li>• The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> </ul>	<p>To consider how to be a good friend and how to resolve simple disputes and seek help from an adult when needed.</p> <p>To understand and describe growth in animals and humans. This may include the knowledge and use of the following terminology: (animals) egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, and adult.</p> <p>To know and understand the things that humans and animals need in order to stay healthy.</p> <p>To introduce the concept of male and female and gender stereotypes.</p> <p>To identify differences between males and females (Understand that some people have fixed ideas about what boys and girls can do, describe the difference between male and female babies).</p> <p>To explore some of the differences between males and females and to understand how this is part of the lifecycle (Describe some differences between male and female animals, understand that making a new life needs a male and a female).</p> <p>To focus on sexual difference and name body parts (Describe the physical differences between males and females. Name the male and female body parts).</p>	<p>Similar Different Sex Gender roles Stereotypes Boy Girl Male Female Private parts Penis Vagina</p>



Year Group 3	Topic/Theme Details	Learning Objectives Core Knowledge	Vocabulary
	<p><b>My changing body:</b></p> <ul style="list-style-type: none"> <li>• How boys' and girls' bodies change as we grow up, and how these changes affect us</li> </ul> <p><b>Science (PoS)</b></p> <ul style="list-style-type: none"> <li>• Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul> <p><b>PSHE 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Learn about the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> </ul> <p><b>PSHE 2: Relationships:</b></p> <ul style="list-style-type: none"> <li>• To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> </ul>	<p>To explore the differences between males and females and to name the body parts. (Know some differences and similarities between males and females, name male and female body parts using agreed words.)</p> <p>To identify the main body parts associated with the skeletal, muscular system, and explain how they have special functions to help us move and protect us from harm.</p> <p>To consider touch and to know that a person has the right to say what they like and dislike (Identify different types of touch that people like and do not like, understand personal space, talk about ways of dealing with unwanted touch).</p> <p>To explore different types of families and who to go for help and support. (Understand that families are different and have different family members, identify who to go to for help and support.)</p>	<p>Similar Different Sex Gender roles Stereotypes Boy Girl Male Female Private parts Penis Vagina Testicles Womb Family Fostering Adoption Relationship</p>

Year Group 4	Topic/Theme Details	Learning Objectives Core Knowledge	Vocabulary
	<p><b>Science (PoS)</b></p> <ul style="list-style-type: none"> <li>Identify the simple functions of basic parts of the digestive system in humans</li> </ul> <p><b>PSHE 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>How their body will, and emotions may, change as they approach and move through puberty</li> <li>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> <li>Learn about human reproduction</li> </ul>	<p>To be able to explain the different processes that take place at different stages of the digestive process. To use key terminology such as: large, small intestine, absorbed, swallowed, saliva, acid, abdomen, bile, colon and oesophagus.</p> <p>To identify the different types of teeth in humans and identify their functions. To explain why it is important to keep teeth health</p> <p>To explore the human lifecycle. (Describe the main stages of the human lifecycle, describe the body changes that happen when a child grows up.)</p> <p>To identify some basic facts about puberty. (Discuss male and female body parts using agreed words. know some of the changes which happen to the body during puberty.)</p> <p>To explore how puberty is linked to reproduction. (Know about the physical and emotional changes that happen in puberty, understand that children change into adults so that they are able to reproduce)</p>	<p>Puberty Lifecycle Reproduction Physical Breasts Sperm Egg Pubic hair Emotional Feelings</p>

Year Group 5	Topic/Theme Details	Learning Objectives Core Knowledge	Vocabulary
	<p><b>Science (POS)</b></p> <ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals</li> <li>Describe the changes as humans develop to old age</li> </ul> <p><b>PSCHE 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>How their body will, and emotions may, change as they approach and move through puberty</li> <li>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</li> </ul> <p><b>PSCHE 2: Relationships</b></p> <ul style="list-style-type: none"> <li>to feel confident to raise their own concerns, to recognise and care about other people’s feelings</li> </ul>	<p>To identify and compare the differences in the life cycles of a types of plants and animals (including a mammal, an amphibian, an insect and a bird.)</p> <p>To describe and explain the changes in human development, including how babies grow and develop and the main changes that occur in puberty and old age.</p> <p>To understand male and female puberty changes in more detail. (Understand how puberty affects the reproductive organs, describe how to manage physical and emotional changes.)</p> <p>To explore the impact of puberty on the body and the importance of hygiene. (Explain how to keep clean during puberty, explain how emotions change during puberty, know how to get support and help during puberty.)</p>	<p>Physical changes</p> <p>Emotional changes</p> <p>Moods</p> <p>Menstruation</p> <p>Periods</p> <p>Tampons</p> <p>Sanitary towels</p> <p>Wet dreams</p> <p>Semen</p> <p>Erection</p> <p>Sweat</p> <p>Breasts</p> <p>Spots</p> <p>Pubic hair</p> <p>Facial hair</p> <p>Underarm hair</p> <p>Sexual feelings</p>

Year Group 6	Topic/Theme Details	Learning Objectives Core Knowledge	Vocabulary
	<p><b>Science (POS)</b></p> <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent)</li> <li>Identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul> <p><b>PSCHE 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>How their body will, and emotions may, change as they approach and move through puberty</li> <li>Learn about human reproduction</li> <li>The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> </ul> <p><b>PSCHE 2: Relationships</b></p> <ul style="list-style-type: none"> <li>To be aware of different types of relationship, including those between friends and families, civil partnerships and marriage</li> <li>To recognise what constitutes positive healthy relationships and develop the skills to form them</li> </ul>	<p>To identify inherited characteristics in living things To know that variation occurs within offspring as well as across a species.</p> <p>To demonstrate how blood transports nutrients, water, gases and waste around the body. To explore and demonstrate how the circulatory system works including the role of the heart.</p> <p>Identify the components of blood, describe their functions (including different blood groups and three types of blood vessel).</p> <p>To examine the amount and types of exercise that keep a child and adult body healthy</p> <p>To identify how drugs impact on the way the human body functions</p> <p>To understand that certain drugs can be used for positive effect in the form of medicine</p> <p>To consider puberty and reproduction. (Describe how and why the body changes during puberty in preparation for reproduction, talk about puberty and reproduction with confidence.)</p> <p>Consider physical &amp; emotional behaviour in relationships. (Discuss different types of adult relationships with confidence, know what form of touching is appropriate.)</p> <p>To explore the process of conception and pregnancy. (Describe the decisions that have to be made before having a baby, know some basic facts about pregnancy and conception.)</p>	<p>Womb Sperm Egg Conception Fertilisation Pregnancy Sexual intercourse Twins Fostering Adoption Relationship Friendship Love Consent Intimacy Communication Personal/private information Internet safety</p>

	<p>To explore positive and negative ways of communicating in a relationship. (To have considered when it is appropriate to share personal/private information in a relationship, to know how and where to get support if an online relationship goes wrong.)</p>	
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*Includes SRE Elements of the National Science Curriculum*

**APPENDIX 2:****Curriculum Endpoints: By the end of primary school pupils should know**

TOPIC	PUPILS SHOULD KNOW
<b>Families and people who care about me</b>	<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>
<b>Caring friendships</b>	<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>
<b>Respectful relationships</b>	<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
<b>Online relationships</b>	<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>
<b>Being safe</b>	<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	