



Relationships and Sex Education Policy

Reviewed: November 2021

Next Review: November 2023

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Relationships and Sex Education Policy

School Name: Springfields First School

Date of Policy: November 2021

Review Date: November 2023

	Member of staff responsible	Governor
PSHE education	A Bagnall and E Bell	
RSE	A Bagnall and E Bell	

Context

Springfields First School is a successful school situated in a semi-rural area of Stone, Staffordshire with 179 pupils on roll in main school and 25 pupils (3-4yrs) in Springfields Pre School. It was awarded 'Outstanding' by OFSTED in May 2008 and November 2009. The school roll has increased gradually year on year for the past eight years. The school is part of the wider Stone Pyramid of First, Middle and High School group.

The school population is predominantly white British (89.95%). The school deprivation indicator is well below national average with the proportion of pupils eligible for Free School Meals (13.4%) is below national figures (20.8%). The percentage of pupils with SEN support (14.5%) has increased in recent years and is now above the national average (12.8%). Attendance is good across all groups within school (95.3%).

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.

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 except from 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 Springfields First School, we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff 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. Parent/stakeholder consultation - parents and any interested parties were invited to offer any suggestions after a digital copy was emailed to all stakeholders.

4. Ratification - once amendments were made, the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social and cultural development of pupils, and it 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.

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 and where appropriate consult with parents.

Primary sex education will focus on:

- The correct scientific naming of the external parts of the body including male and female genitalia
- Preparing boys and girls for the basic changes that occur during puberty

For more information about our curriculum, see our curriculum map in Appendix 1.

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).

Relationship 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 that 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).

When teaching RSE we are sensitive to pupil's religious and cultural differences.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

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).

Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

PHSE/RSE Coordinator - Miss E Bell

Pupils

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

Parents' right to withdraw

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 and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

Monitoring arrangements

The delivery of RSE is monitored by Miss E Bell through:

- Discussions with pupils
- Observations of lessons

Pupils' development in RSE is monitored by class teachers.

This policy will be regularly reviewed by Miss E Bell. At every review, the policy will be approved by the governing board.

Appendix 1 - Springfields PSHE/RSE curriculum

Foundation Stage

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
Reception	Getting to know my school <ul style="list-style-type: none"> • Who is in my class • Adults in school • My classroom • The school building 	<ul style="list-style-type: none"> • Hand washing • Healthy eating • Teeth • Medicines • Being happy 	Transition <ul style="list-style-type: none"> • School Council • New experiences in year 1 • Summer holidays including safety in the wider world 	<ul style="list-style-type: none"> • Safety in the classroom • Safety in school • Safety in the playground • People who help us keep safe 	<ul style="list-style-type: none"> • Being a good friend • Who is in my family • Different types of family 	<ul style="list-style-type: none"> • Celebrating special events • Same and different
Suggested time to teach	Autumn 1	Spring 2	Summer 2	Spring 1	Autumn 2	Summer 1

Key Stage 1

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
Year 1	Class rules School Council <ul style="list-style-type: none"> • Making choices • Compromise • Skills of a representative • Own skills in relation to School Council • Class meetings 	My body <ul style="list-style-type: none"> • Parts of the body • Changing needs • Influences on health and wellbeing • Likes and dislikes • Consequences of choices • Emotional health 	Pets and animals <ul style="list-style-type: none"> • Likes and dislikes • Right and wrong • Needs of animals • Fair and unfair • Human needs 	<ul style="list-style-type: none"> • Medicines • Identifying risks and ways to stop accidents happening • People who help us • Road safety – keeping safe near the road and in the car 	<ul style="list-style-type: none"> • Valuing themselves • Family – different types • Friendship skills • Good and bad friendships • Making choices 	<ul style="list-style-type: none"> • My identity • Groups belong to • Bullying
Year 2	Class rules <ul style="list-style-type: none"> • why have rules School Council <ul style="list-style-type: none"> • How it works • Role of a representative • Class council meeting Feelings <ul style="list-style-type: none"> • Name feelings • Dealing with feelings including negative ones 	<ul style="list-style-type: none"> • Body parts • Personal hygiene • Spread of germs and diseases • Balanced diet • Healthy lunchbox 	Local area <ul style="list-style-type: none"> • Positive and negatives of the local area • Discussion • Role in improving area Money <ul style="list-style-type: none"> • Sources of money • Uses of money • Keeping money safe • Making choices 	Safe and unsafe:- <ul style="list-style-type: none"> • Things e.g. medicines and household substances • Places e.g. roads • People i.e. safe and unsafe touches, feeling comfortable/uncomfortable, secrets and surprises 	<ul style="list-style-type: none"> • Working together • Behaviour and impact on others • Resolving conflict • Teasing and bullying • Changing relationships 	<ul style="list-style-type: none"> • Similarities and differences between boys and girls • Different types of families • Race and religion

Key Stage 2

	Me and My School	Happy and Healthy Me	Me in the World	Me and My Safety	Me and My relationships	Me and Other People
Year 3	<ul style="list-style-type: none"> • Class rules • New challenges • Valuing themselves • School Council 	<ul style="list-style-type: none"> • Balanced diet • Impact of healthy diet • Making choices 	<ul style="list-style-type: none"> • Managing money • Good value • Resource allocation 	<ul style="list-style-type: none"> • What is risk • Road Safety • Pressure • Safe and unsafe touches 	<ul style="list-style-type: none"> • What makes a good friend • Falling out 	<ul style="list-style-type: none"> • My identity • My community – school and local • Similarities and differences in community
Year 4	<ul style="list-style-type: none"> • Class rules • Role of School Council rep • Jobs on the School Council • Class council • My strengths and weaknesses 	<ul style="list-style-type: none"> • What keeps me healthy? • What can make me ill – bacteria and viruses • Drugs – medicines and Tobacco • Good and bad habits 	<ul style="list-style-type: none"> • Rights and responsibilities • Rights of the Child • Jobs and duties 	<ul style="list-style-type: none"> • Safety in school • Responsibilities for my safety and the safety of others • E safety 	<ul style="list-style-type: none"> • Feelings of other people • Developing relationships • Different types of relationships • Puberty 	<ul style="list-style-type: none"> • Similarities and differences • Communities including Britain • Respect and tolerance

Appendix 2 - RSE in the Scheme of Work used at Springfields First School

This document summarises the main RSE content in the Entrust Scheme of Work. It can be used as an appendix to the school's RSE Policy. It could also be shared with parents and carers to show where various concepts are introduced.

Year	Theme	Key concepts	Vocabulary
FS	Me and my Relationships	Friends Families	Friend, like, sharing, caring, listening, understanding, fun, family, different, same, mum, dad, step mum, step dad, brother, sister, grandparent, auntie, uncle, cousin
1	Happy and Healthy Me	Parts of the body Changes from baby to adult What can we do now and what can we do in the future	Head, neck, shoulders, arms, hands, fingers, legs, feet, toes, face, eyes, nose, mouth, ears, teeth, hair, knee elbow, child, teenager, elderly, change, needs, grow and develop
	Me and My Relationships	Types of families Special people Friends Making choices	Family, relationship, different, similar, respect, care, love, look after like, trust, share, listen, help, talk, kind, good friend and choice
2	Happy and Healthy Me	Parts of the body Germs and diseases	Nipples, vulva, penis, testicles, clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor and pharmacist
	Me and My Relationships	Getting on with others Dealing with conflict Teasing and bullying Changing relationships	Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk and share
	Me and My Safety	Keeping safe in relation to people Surprises and secrets	Safe, unsafe, comfortable, uncomfortable, acceptable, unacceptable, secret, surprise, tell, no and stop
	Me and Other People	Differences between boys and girls (not physical)	Boy, girl, male, female, family, same, different and similar

		Gender stereotypes Stonewall – Same Love Different Families	
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Year	Theme	Key concepts	Vocabulary
3	Me and My Relationships	Differences between boys and girls (physical, emotional and social) Families Choices Friendships Arguments Choices and influences	Knee, elbow, shoulder, wrist, ankle, stomach, heart, lungs, brain, tongue penis, testicles, breasts, vulva, vagina, womb, male, female, boy, girl, changes, physical, emotional, social, teenager, family, parent, carer, partner, mum, dad, grandparents, step mum and step dad
	Me and My Safety	Physical contact – acceptable and not acceptable Dealing with physical contact NSPCC PANTS resource	Acceptable, unacceptable, depends, worried, hurt, upset, tell, good secret, bad secret and surprise,
4	Happy and Healthy Me	Illness Spread of disease	Bacteria, virus, germs Ill, unwell, spread stop and hygiene
	Me and My Relationships	Life cycles in animals Changes experienced Introduction to puberty Feelings and emotions Good and bad touches Private parts Scenarios around physical contact Bad secrets Loss Violence in relationships	Life cycle, grow, change, mature, develop puberty, body processes, inevitable, grow, bigger, taller, heavier, stronger, change, developing, feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable feelings, lost, separated, died, relief, regret, remember, support, share, violence, enemy and responsibility
	Me and My Safety	Hazards online including relationships on line	On line, passwords, personal information, CEOP button and secret