



# Relationships and sex education policy (from 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

### Curriculum Intent

A Staplegrave child will leave us on the journey to facing the challenges of creating a happy and successful life and have the knowledge to make informed decisions about their wellbeing, their health and their relationships with others.

Each child will leave with an understanding of the characteristics for healthy friendships and relationships, including those at home, in school and in their local communities, and how these stable relationships are likely to lead to happiness and security. This also includes being aware of appropriate boundaries within friendships and with peers and understanding how to deal with the ups and downs of relationships and how to repair or move forward with these so they can be strengthened.

They will have an understanding that characteristics for positive relationships also apply online whilst being able to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

They will build and develop their self-efficacy and begin to understand their role within their home, their school, their local area, and farther afield. They will have had the opportunity to gain knowledge and put it into practice to make sound decisions when facing risks and challenges and have the necessary knowledge and skills to equip them to ask for help and know where to access it.

A Staplegrave child will understand the benefits of physical exercise, time outdoors, community participations as well as understanding the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Linked with this, they will also identify the characteristics of healthy eating and the risks of not maintaining a healthy lifestyle.

## 2. Statutory requirements

It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes 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.

Health Education is also statutory in all schools<sup>1</sup>.

We at Staplegrave Church School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

At Staplegrave Church 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. 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 and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

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<sup>1</sup> Except Independent Schools where PSHE education remains statutory.

## 5. Curriculum

At Staplegrave Church School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in Appendix 1. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the [National Curriculum](#).

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work.

Class teachers follow the suggested six half-termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

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. The curriculum is a spiral curriculum whereby topics and themes are revisited and built upon in an age appropriate way.

### What is being taught

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

## 6. Delivery of RSE

Relationship education is delivered through the PHSE framework and as a school we use the SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme developed by Coram Life Education to ensure coverage of the curriculum. Please see our PSHE Intent and Progression map to see how SRE fits within our PSHE curriculum across the school.

In Years 5 and 6, relationships and sex education teaching usually occurs in mixed and, when appropriate, gender groups.

The focus will be on changing bodies (puberty), privacy and health issues. In Year 6 there will be a focus on conception and reproduction with the key, scientific information shared. Questions will be answered honestly and sensitively.

If a question is too explicit, feels too old for a pupil, is inappropriate for a whole class, it will be acknowledged and attended to later on an individual basis or parents/carers will be informed in order to allow them to discuss at home. This will ensure that the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience of inappropriate information. It is important that the children feel their questions have been answered to avoid children going onto the internet in order to source the answer and coming across inappropriate material.

If a teacher is concerned that a pupil is at risk of sexual abuse, they will follow the school child protection procedure.

Relationship and sex education is supported by the school's wider curriculum for personal, social and health education. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) as well e-safety during ICT lessons.

In this way, the school can ensure that pupils receive their sex education in the wider context of relationships and are preparing for the opportunities, responsibilities and experiences of adult life.

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).

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used:

- Establishing ground rules with pupils;
- Dealing with children's questions in an appropriate manner;
- Using discussion and the appropriate materials;
- Encouraging reflection;
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question style box (e.g. Ask it basket it).

All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc.

## 7. Recording learning of RSE

Each class has a floorbook which is used to record discussions and questions which have taken place during RSE lessons. These books should record quotes, questions, conversations and language used by the children (children's initials should also be recorded). These books might also have photographs of drama activities, art work or visits relating to the topic of learning.

## 8. Assessment of RSE

In order to assess children effectively in RSE, the PSHE suggests that:

***"Assessment in PSHE education should not be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. This compares the pupil's results against his or her previous results in a similar way to an athlete measuring today's performance against their previous performance. So the benchmark against which progress is measured is the pupil's own starting point; not the performance of others or the requirements of an exam syllabus. "***

*PSHE Association's Guidance to Assessment for Learning and Progression*

The SCARF assessment process enables teachers and the child to see progress that has been made over the course of each half-termly unit of lesson plans. There are three tools which teachers can use to assess progress of children across each unit.

### **SCARF progress**

For each unit there is a specially designed pre and post unit assessment activity. Conducted twice, this first determines the baseline; it's then repeated at the end of the unit, enabling you to monitor progress, record key points and identify areas for further development.

### **SCARF success**

SCARF success provides succinct 'I can' statements, summarising learning against each unit's key learning outcomes. Working alongside the suggested half-termly lesson plan units, SCARF success helps teachers to keep the whole year's PSHE and Wellbeing assessment records in one place. Teachers can choose whether to use the success criteria for a whole class or for each child.

### **Wearing my scarf**

Provides inspiring tools to encourage children's personal reflection on their learning; a place for them to record what they found helpful, thought-provoking, challenging and where their learning might take them to next. All that teachers need to help children reflect on and record their PSHE and Wellbeing-related learning journeys, whatever order teachers choose for your SCARF lesson plans.

## 9. Roles and responsibilities

### 9.1 The governing board

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

## **9.2 The headteacher**

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

## **9.3 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 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.

All teaching staff are responsible for teaching RSE at Staplegrave Church School.

## **9.4 Pupils**

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

# **10. Parents' right to withdraw**

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided throughout the year. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

## **11. Training**

Staff are trained on the delivery of RSE and SCARF 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.

## **12. Monitoring arrangements**

The delivery of RSE is monitored by Mrs Charlotte Walker (PSHE lead) through learning walks, lesson observations and book scrutinies.

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

This policy will be reviewed by Mrs Charlotte Walker (PSHE lead). At every review, the policy will be approved by the governing body.

## Appendix 1: Relationships and sex education curriculum map

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Each unit title is linked to the NHS 5 Ways to Wellbeing; these are written in brackets under each unit.

Year/Half-termly unit titles	1 Me and my Relationships (Connect)	2 Valuing Difference (Connect)	3 Keeping Myself Safe (Keep learning)	4 Rights and Responsibilities (Keep learning)	5 Being my Best (Give to others and Be Active)	6 Growing and Changing (Keep Learning)
<b>Be Mindful (running throughout each PSHE session)</b>						
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	