

# Thurgoland CE Primary

## Relationships and Sex Education Policy



Approved by:

Headteacher Mr D Jordan

Date: 15.9.21

Chair of Governors Mr N Shiggins

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## 1. Aims

At Thurgoland CE Primary we are committed to providing a broad, balanced curriculum which has pupils' well-being at its heart and which prepares our children for the future. We will provide a Relationships and Sex Education curriculum that promotes positive relationships with others, and enables our children to understand and be ready for the emotional and physical changes ahead. We understand that this curriculum complements parents' role as the prime educator in this area and we will build on discussions at home to reinforce key messages.

Teachers will deliver this curriculum in an age and developmentally appropriate manner and will deal with challenging issues sensitively and with care, encouraging discussion and giving pupils space and time to share their worries and explore any questions they may have.

Throughout the RSE curriculum, the emphasis is placed on enabling children to build positive, healthy relationships, including understanding and respecting difference, and allowing children to explore their rights and responsibilities. Keeping healthy and safe (both online and in the real world) are key. Changes both to the body and the emotions are explored and discussed, and this prepares pupils for the significant emotional and physical changes that puberty brings. There is also a focus on teaching positive mental health and how to get help if needed.

The key 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.

At Thurgoland CE Primary we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, governors 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- SRE lead liaised with governing body to inform of the changes
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
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, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## **5. Curriculum**

Our curriculum has been carefully planned to ensure that it meets the needs of our pupils, taking into account their age and level of maturity. The key objectives and vocabulary taught is set out in our RSE overview but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, governors 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.

In years R to 4 the emphasis is on the relationships and health aspects of the curriculum, for example developing positive relationships with family and friends, keeping themselves healthy and safe, including teaching online safety.

In addition to the areas above, in year 5 pupils learn about the emotional and physical changes during puberty, including menstruation.

The specific aspects of sex education will be covered in year 6 and will continue to focus on the changes that adolescence brings, while also teaching about sexual reproduction including how a baby is conceived and born, consent and keeping safe.

For more information about our curriculum, see our RSE overview in appendix 1, which includes the vocabulary taught.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in

religious education (RE). Pupils also receive stand-alone sex education sessions delivered by members of staff in year 6.

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
- Being healthy

All the areas of learning are taught within the context of family life and throughout the emphasis is placed on positive relationships and providing pupils with the tools to look after themselves and be safe. Teachers take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the 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 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.

Each staff member is responsible for teaching what is covered on the overview and the vocabulary linked to RSE.

## **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 taught in year 6.

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

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 PSHE subject lead attends training to ensure that the curriculum is up to date and meets statutory requirements.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the subject lead Katie Gilder and the Headteacher Dale Jordan through:

Learning walks and observations.

Discussions with pupils.

Work sampling

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

This policy will be reviewed by Katie Gilder annually. At every review, the policy will be approved by the head teacher and the governing board.

## Appendix 1: Relationships and Sex Education Curriculum Map

YEAR GROUP	TOPIC/THEME DETAILS
Year 1	<p><b>Friendships and feelings</b></p> <ul style="list-style-type: none"><li>• Describe what makes a good friend.</li><li>• Identify when friendship feels good.</li><li>• Describe how to solve a problem when a friendship goes wrong</li></ul> <p><b>Different families</b></p> <ul style="list-style-type: none"><li>• Identify different types of families.</li></ul> <p><b>My brilliant body</b></p> <ul style="list-style-type: none"><li>• Explain that all bodies are different.</li><li>• Say what is brilliant about my body.</li></ul> <p><b>Keeping clean and taking care of myself</b></p> <ul style="list-style-type: none"><li>• Name the objects that are used to help keep someone clean and healthy.</li><li>• Explain why it is important to keep clean.</li><li>• Describe which things I can do for myself to look after my body and which things I am learning to do.</li></ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"><li>• I can recognise when a situation is safe or unsafe.</li><li>• I can describe some ways that I can keep safe.</li><li>• I can describe how to get help.</li></ul>

YEAR GROUP	TOPIC/THEME DETAILS
Year 2	<p><b>Yasmin and Tom</b></p> <ul style="list-style-type: none"> <li>• Describe some ways that boys and girls are similar or the same.</li> <li>• Know that there is more than one way to be a boy and more than one way to be a girl.</li> </ul> <p><b>Different families</b></p> <ul style="list-style-type: none"> <li>• Describe a similarity and difference between different types of families.</li> </ul> <p><b>My brilliant body</b></p> <ul style="list-style-type: none"> <li>• Explain that all bodies are different.</li> <li>• Say what is brilliant about my body.</li> <li>• Explain what to do if someone says mean things about someone's body.</li> <li>• Describe how to get help.</li> </ul> <p><b>Naming body parts</b></p> <ul style="list-style-type: none"> <li>• Name all of the different parts of my body including the private and personal body parts.</li> <li>• Explain what private and personal parts are and how they are identified.</li> </ul> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>• Recognise when a situation is safe or unsafe.</li> <li>• Describe some ways that I can keep safe.</li> <li>• Describe how to get help.</li> </ul> <p><b>Vocabulary: vulva, penis, testicles</b></p>



YEAR GROUP	TOPIC/THEME DETAILS
Year 3	<p><b>Gender stereotypes and aspirations</b></p> <ul style="list-style-type: none"> <li>• Take part in a discussion and respond respectfully to someone I don't agree with.</li> <li>• Describe what a stereotype is.</li> </ul> <p><b>Me, myself and I</b></p> <ul style="list-style-type: none"> <li>• Show respect to others who are different to me.</li> <li>• Tell you at least one thing I am good at.</li> <li>• Tell you one thing I can do to make myself feel better if I am feeling down.</li> </ul> <p><b>What makes a good friend</b></p> <ul style="list-style-type: none"> <li>• Tell you two or more things that make a good friend.</li> <li>• Tell you two things that would make me think someone is not a good friend.</li> <li>• Explain what I need to do to be a good friend.</li> </ul> <p><b>Families and getting on with our families</b></p> <ul style="list-style-type: none"> <li>• Tell you one thing that most families have in common and one way in which families can be different.</li> <li>• Explain how I would respond to unkind, mean or bullying behaviour about my family or someone else's.</li> <li>• Identify who I talk to if I am worried about anyone or anything in my family.</li> </ul>

YEAR GROUP	TOPIC/THEME DETAILS
<p><b>Year 4</b></p>	<p><b>Yasmin and Tom</b></p> <ul style="list-style-type: none"> <li>• Contribute to small group discussions.</li> <li>• Identify one person I can talk with about growing up.</li> </ul> <p>Identify something that will make us feel safe to discuss our bodies and relationships.</p> <p><b>My personal and private body parts and keeping safe</b></p> <ul style="list-style-type: none"> <li>• Label the personal and private parts of bodies.</li> <li>• Explain the difference between safe and unsafe touches.</li> <li>• Know that no one has the right to touch us in a way that feels unsafe not even someone in our family.</li> </ul> <p><b>Is it risky?</b></p> <ul style="list-style-type: none"> <li>• Know what risky means and that some risks are good and for others I need to think carefully.</li> <li>• Beginning to understand how to take steps to assess risk and keep myself safe.</li> <li>• Say no to things I don't want to do.</li> <li>• Use 'Stop Think Go' to help me know what my options are if I start to feel unsafe.</li> </ul> <p><b>People who can help us on and off line</b></p> <ul style="list-style-type: none"> <li>• Identify someone I can ask for help if I need it.</li> <li>• Explain what the CEOP reporting symbol means.</li> </ul> <p><b>Vocabulary: vulva, penis, scrotum, testicles</b></p>
Year Group	TOPIC/THEME DETAILS
<p><b>Year 5</b></p>	<p><b>Body care</b></p> <ul style="list-style-type: none"> <li>• I can tell you at least one brilliant thing about my body.</li> <li>• I can explain which parts of the body I particularly need to keep clean as I get older.</li> </ul>

### **Introducing Yasmin and Tom**

- Tell you two things that change as we get older.
- Explain what ground rules are and why they are important.

### **Online and offline friendships**

- Explain how healthy friendships and relationships make me feel.
- Explain what online bullying is.
- Tell someone what to do if they see something that is upsetting or shocking online.

### **Friendships and secrets**

- Explain the difference between a safe and unsafe secret.
- Describe some qualities of a good friendship.
- Ask for help if I need it.

### **Keeping safe-safe and unsafe touch**

- Explain the difference between a safe and unsafe secret.
- Describe some qualities of a good friendship.
- Ask for help if I need it

### **Changes at puberty**

- Describe some of the changes that will happen in my body and others bodies during puberty.
- Describe who to talk to when I need help dealing with the changes at puberty.
- Ask for support for any changes that are difficult to manage.

### **Periods**

- Explain what a period (menstruation) is.
- Suggest ways to overcome possible problems from periods

### **Equality and the law**

- Describe discrimination.
- Explain that groups of people are protected by the Equality Act.
- Describe ways to challenge prejudice and discriminatory behaviour.

### **Getting help**

- Describe what Childline is and how to access it.
- Using my helping hand, I can identify who I can go to for help.
- Explain that there is nothing too awful or small that I can't talk to someone about it.

**Vocabulary: Testosterone, testicles, scrotum, penis, pubic hair, sperm, Adam's apple, facial hair, hormonal changes, breasts, nipples, vulva, vagina, discharge, menstruation, period, puberty, egg, ovary, fallopian tube, womb**

## Year 6

### **Friendships and pressure**

- Say no to something I don't want to do.
- Explain what peer pressure is.

### **Keeping safe- online images**

- Explain why posting pictures online could be risky.
- Explain the law about sharing pictures of a child's personal and private body parts.
- Describe how to help a friend who has made a 'mistake' online.

### **Wet dreams and masturbation**

- Explain what wet dreams are.
- Explain that some boys have wet dreams, and some don't.
- Suggest ways to manage wet dreams.
- Describe what masturbation is.

**Vocabulary: masturbation, puberty, hormones, sexual feelings, penis, vulva, clitoris, vulva, ejaculate, orgasm.**

### **Making babies (sexual intercourse)**

- Describe fertilization through sexual intercourse.
- Explain how a baby is made and that different people use different methods to do this.
- Describe what consent means.
- Know the age of consent.

**Vocabulary: consent, sexual intercourse, pregnancy, penis, vagina, contraception, ovary, ejaculated, sperm, ovulation, fertilised, womb, uterine wall, pregnancy, trimesters, periods, fallopian tube, uterus, embryo, foetus, adoption**

### **Making babies- pregnancy and birth**

- Say how long an average pregnancy lasts.
- Explain why a pregnancy lasts approximately 40 weeks (9 months).
- Identify and explain why some things that should and should not be eaten in pregnancy.
- Explain describe how babies are born (delivered).
- Work in a group.

**Vocabulary: vaginal birth, caesarean, labour, cervix, contractions, placenta.**

### **Identity and prejudice**

- Understand what key terms related to sexual orientation and gender identity.
- Define what sexual orientation and gender identity mean.
- Identify things that shape our personal identity.

YEAR GROUP	TOPIC/THEME DETAILS
	<ul style="list-style-type: none"><li>• Explain what prejudice means.</li></ul> <p><b>Vocabulary: Gay, lesbian, bisexual, transgender, transvestite.</b></p>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <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	

