



Relationships and Sex Education Policy

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CORNWALL EDUCATION
LEARNING TRUST

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1. Aims

Relationships and Sex Education (RSE) aims to inform children and young people about relationships, emotions, sex and sexual health. It enables them to develop personal and social skills and provides them with the tools they need to stay safe.

RSE starts at home and is received from parents/carers, siblings, friends, television, films, magazines, the internet and school. It doesn't just happen when we are young: all through our lives we continue to learn about sex and relationships.

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 primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act (2017). (**APPENDIX 1**)

We teach the National Curriculum which includes the requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act (1966).

At Carclaze Community 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. Parent/stakeholder consultation – parents and any interested parties were invited to attend a 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, 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

At Carclaze Community Primary School, we follow the Christopher Winter Project (CWP) scheme of work for RSE. Our RSE curriculum is set out in our whole school PSHE curriculum as per **APPENDIX 2** 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 each lesson, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. In the event that a question is asked which goes beyond the scope of the year group's curriculum content, the teacher will explain that this is the case and will encourage children to talk to trusted adults at home.

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 2**.

6. Delivery of RSE

RSE is taught by the class teacher, 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

All primary schools should have a sex and relationship programme tailored to the age and the physical and emotional maturity of the children. In the early primary school years, education about relationships needs to focus on friendship, what family means, bullying, who to go to for support and the building of self-esteem.

It should ensure that both boys and girls know about puberty and how a baby is born – as set out in the KS1 and KS2 National Science Curriculum. All children including those who develop earlier than the average need to know about puberty before they experience the onset of physical changes.

For RSE, boys and girls will be taught lessons together in the same classroom. They will, however, be given the opportunity to ask questions and have further discussion in smaller groups. Furthermore, all classes will set up an anonymous question box to allow children to ask questions without being identified. The class teacher will address these questions sensitively in a whole class discussion. Where questions relate to content which is not appropriate to the age group, the teacher will remind the class about the year group's learning and expectations.

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).

7. Safeguarding

In line with school policy, any concerns with regards to the safeguarding or wellbeing of any child will be immediately referred to the Designated Safeguarding Lead (DSL).

This includes, but is not limited to:

- disclosures made during class discussion,
- questioning,
- observations of children's behaviour during these sessions,
- inappropriate language.

8. Roles and responsibilities

8.1 The governing board

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

8.2 The head teacher

The head teacher 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).

8.3 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 head teacher.

Class teachers are primarily responsible for teaching RSE to their class. In exceptional circumstances, RSE may be delivered by SLS.

8.4 Pupils

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

9. Parents' right to withdraw

Parents will be reminded at the start of every school year of the curriculum overview for RSE. Please see **APPENDIX 3**.

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 and addressed to the head teacher.

Alternative work will be given to pupils who are withdrawn from the non-statutory sex education. We will provide parents with the information and resources taught to the rest of the class so that this can be covered at home.

10. Training

Staff are trained on the delivery of RSE as part of their on-going professional development. Any teachers requiring further support should speak with Mrs Whitford.

The head teacher/ PSHE lead will also invite visitors from outside the school, such as the Cornwall Healthy Schools team to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs Whitford through:

- Pupil conferencing; scrutiny of planning throughout the academy
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems
- This policy will be reviewed annually or more frequently if necessary

At every review, the policy will be approved by the governing board and the head teacher.

APPENDIX 1: Section 34 of the Children and Social work act 2017.

Education relating to relationships and sex

(1)The Secretary of State must by regulations make provision requiring—

(a)relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;

(b)relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

(2)The regulations must include provision—

(a)requiring the Secretary of State to give guidance to proprietors of schools in relation to the provision of the education and to review the guidance from time to time;

(b)requiring proprietors of schools to have regard to the guidance;

(c)requiring proprietors of schools to make statements of policy in relation to the education to be provided, and to make the statements available to parents or other persons;

(d)about the circumstances in which a pupil (or a pupil below a specified age) is to be excused from receiving relationships and sex education or specified elements of that education.

(3)The regulations must provide that guidance given by virtue of subsection [\(2\)\(a\)](#) is to be given with a view to ensuring that when relationships education or relationships and sex education is given—

(a)the pupils learn about—

(i)safety in forming and maintaining relationships,

(ii)the characteristics of healthy relationships, and

(iii)how relationships may affect physical and mental health and well-being, and

(b)the education is appropriate having regard to the age and the religious background of the pupils.

(4)The regulations may make further provision in connection with the provision of relationships education, or relationships and sex education.

(5)Before making the regulations, the Secretary of State must consult such persons as the Secretary of State considers appropriate.

(6)The regulations may amend any provision (including provision conferring powers) that is made by or under—

(a)section 342 of the Education Act 1996;

(b)Chapter 4 of Part 5 of the Education Act 1996;

(c)Schedule 1 to the Education Act 1996;

(d)Part 6 of the Education Act 2002;

(e)Chapter 1 of Part 4 of the Education and Skills Act 2008;

(f)the Academies Act 2010.

(7)Any duty to make provision by regulations under subsection (1) may be discharged by making that provision by regulations under another Act, so long as the Secretary of State consults such persons as the Secretary of State considers appropriate before making the regulations under that Act.

(8)The provision that may be made by regulations under subsection (1) by virtue of section 67 includes, in particular, provision amending, repealing or revoking any provision made by or under any Act or any other instrument or document (whenever passed or made).

(9)Regulations under subsection (1) which amend provision made by or under an Act are subject to the affirmative resolution procedure.

(10)Other regulations under subsection (1) are subject to the negative resolution procedure.

(11)Expressions used in this section, where listed in the left-hand column of the table in section 580 of the Education Act 1996, are to be interpreted in accordance with the provisions of that Act listed in the right-hand column in relation to those expressions.

APPENDIX 2: Curriculum Map



PSHE Curriculum Map

For PSHE we follow the CIOS PSHE Curriculum.

Relationships Health Living in the Wider World RSE (Christopher Winter) Drugs and Alcohol (Christopher Winter)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1	Welcome to school	People who care for us	Healthy friendships	Our health	We all have feelings	Managing our time safely online: Jessie and friends 1 Watching videos
	Emergencies and getting help	Rights, responsibilities and respect	Our bodies and boundaries - NSPCC PANTS	Healthy food choices	Good and not so good feelings	
	Staying healthy	Medicines	Different friends	Who gives us medicines?	Growing and changing	Families and care
Year 2	Respecting Uniqueness	Everyday safety	Learning about work	Sharing photos online: Jessie & friends Sharing pictures 2	Jessie and friends Playing games 2	Keeping our teeth clean
	Our Communities	Basic first aid	Horrible hands	Online interactions and information sharing: Jessie and friends Playing games 1	Big feelings	
	Differences	Risk	Male and female animals	Naming body parts	Hazardous substances	Safety rules
Year 3	World of work	Road safety	Physical activity	The internet and everyday life. Turn off Let's play	Expressing feelings	Sun safety
	Spending and saving money	Teamwork skills	Everyday drugs	Everyday feelings	Strategies to support wellbeing	
	Body differences	Why people smoke	Physical effects of smoking	Personal space	Help and support	No smoking
Year 4	What makes a good friend	Resolving conflict and managing pressure	Money choices	Safely enjoying the online world. Play, like, share 1 - Alfie	Play, like, share 3 - Fans	The environment
	Respecting others	Everyday safety and basic first aid	Volunteering and citizenship	Keeping personal information private. Play, like, share 2 - Magnus	Managing feelings	
	Changes	Effects of alcohol	Alcohol and risk	Limits to drinking alcohol	What is puberty?	Healthy relationships
Year 5	A diverse community	Puberty 1 - bodies and reproduction	Online contact	Risk and peer pressure	Illness	Mental health and keeping well
	Respectful relationships	Puberty 2 - changes	Online contact		Nutrition and healthy eating	Managing challenge and change
	Talking about puberty	The reproductive system	Help and support	Legal and illegal drugs	Attitudes to drugs	Peer pressure
Year 6	Different types of families	Keeping your body safe 1	Spending decisions	Online friendships and keeping safe. Share aware 1 - Alex	Social media	Changing schools
	Healthy / harmful relationships	Consent - Keeping your body safe 2	Exploring risk in relation to gambling	Skills for using the internet safely. Share aware 2 - Lucy	Feelings and common anxieties when changing schools	VSA (Volatile Substance Abuse) and getting help
	Puberty and reproduction	Communication in relationships	Families, conception and pregnancy	Cannabis	Online relationships	Help, advice and support
Year 5/6 Additional Units	FGM (Female Genital Mutilation)			Respect and Equality		

N.B. The order in which units are taught within a year group may vary from that shown above in order to accommodate particular topics, themed weeks etc. Please see year group termly maps for the most up to date information about current topics.

The order of the RSE and D&A lessons should not change as each lesson builds upon information from the previous lesson/s

**Reception
Our Lives**

Lesson 1: **Our Day**

Lesson 2: **Keeping Ourselves Clean**

Lesson 3: **Families**

**Year 1
Growing and Caring
For Ourselves**

Lesson 1: **Keeping Clean**

Lesson 2: **Growing and Changing**

Lesson 3: **Families and Care**

**Year 2
Differences**

Lesson 1: **Differences: Boys and Girls**

Lesson 2: **Differences: Male and Female**

Lesson 3: **Naming the Body Parts**

**Year 3
Valuing Difference
and Keeping Safe**

Lesson 1: **Differences: Male and Female**

Lesson 2: **Personal Space**

Lesson 3: **Family Differences**

**Year 4
Growing Up**

Lesson 1: **Growing and Changing**

Lesson 2: **What is Puberty?**

Lesson 3: **Puberty Changes and Reproduction**

**Year 5
Puberty**

Lesson 1: **Talking about Puberty**

Lesson 2: **Male and Female Changes**

Lesson 3: **Puberty and Hygiene**

**Year 6
Puberty, Relationships
and Reproduction**

Lesson 1: **Puberty and Reproduction**

Lesson 2: **Understanding Relationships**

Lesson 3: **Conception and Pregnancy**

Lesson 4: **Communication in Relationships**



Care Communicate Persevere and Sparkle

Dear Parents,

This year, as part of our Science and PSHE curriculum, we are going to be teaching RSE (Relationships and Sex Education). We will be following the Christopher Winter Project which runs from Reception to Year 6. It is important that children understand their bodies and the changes that will occur from childhood to adulthood as well as positive relationships.

The topics covered by the Christopher Winter Project will include Differences (male/female and family), naming body parts, stereotypes, body changes, puberty, hygiene, relationships, reproduction, pregnancy and conception.

At Carclaze we feel that RSE is extremely important, allowing the children to understand the differences between bodies and changes that are going to take place both physically and emotionally.

Below is an outline of the coverage in each year group:

Reception - Family and Friendship

-Caring friendships, being kind, families

Year 1 - Growing and Caring for Ourselves

-Different friends, growing and changing, families and care

Year 2 - Differences

-Differences, male and female animals, naming body parts

Year 3 - Valuing Difference and Keeping Safe

-Body differences, personal space, help and support

Year 4 - Growing Up

-Changes, What is puberty?, healthy relationships

Year 5 - Puberty

-Talking about puberty, the reproductive system, help and support

Year 6 - Puberty, Relationships and Reproduction

-Puberty and reproduction, communication in relationships, families, conception and pregnancy, online relationships

Many areas of RSE are covered during Science lessons and are therefore compulsory. If you **do not** wish your child to take part in some aspects, please contact your child's class teacher in the first instance. A written request may then be made to Mr Pollard.

Please note that if your child does not take part in some aspects of RSE lessons it is our school policy to provide you with the relevant documents so you are able to inform your child.

If you have any queries regarding the content of RSE please do not hesitate to contact us, we would be happy to discuss any aspect of the curriculum with you.

Yours sincerely,

Carly Whitford and Jenny Wood

PSHE Leads