

Policy for

Relationships and Sex Education

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Tetherdown nurtures caring and socially responsible children, ready to be active global citizens. Our RSE policy reflects these core values, and we aim to ensure that our children are given the knowledge and skills to live healthy, happy and informed lives. We believe that teaching children about mental and physical health is essential for navigating the challenges young people face today. We equip our children with the fundamental building blocks and characteristics of positive relationships so that they go on to form strong, stable relationships and become engaged, active and responsible citizens in modern Britain. In short, we aim to ensure our children are sufficiently prepared for a world of possibilities.

The RSE curriculum sits alongside the Science curriculum, both within the biological components of puberty and sex education, and the inquiry based nature of these subjects that allow children to ask open questions and inquire about the world around them.

SMSC (spiritual, moral, social and cultural) education equips children with the skills to be reflective, respect other's values, recognise the difference between right and wrong and develop their cultural capital. These values sit alongside our RSE curriculum and prepare children for life in modern Britain. Consequently, there is also crossover with British Values including democracy and the rule of law. RSE also encompasses Equality, Diversity, Inclusion, LGBT+.

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
- Enhance our inclusive approach to equal and respectful relationships

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 Tetherdown, we teach sex education in Year 6. Parents may opt to withdraw their child from this learning and will be made aware of it in advance.

At Tetherdown School, we teach RSE as set out in this policy.

3. 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 pulled together all relevant information including relevant national and local guidance (March 2020)
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations (21.4.2020)

3. Parent/carer focus group – parents and any interested parties were invited to attend a meeting about the policy (October 2020)
4. Pupil consultation – we will investigate feedback from pupils as we deliver the RSE policy (Summer 2021).
5. Ratification – once amendments were made, the policy was shared with governors and ratified (23.3.21)

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual reproduction, 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 and staff, and intend to take 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.

Sex education at Tetherdown Primary School will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 5)
- How a baby is conceived and born (Year 6)

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. At Tetherdown Primary School we follow the "Jigsaw" scheme for PSHE and RSE. We are mindful that certain topics of discussion around relationships and sex will naturally arise during the course of teaching and learning in other subjects and these conversations will be held sensitively and with respect. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Teachers will deliver RSE using a range of pedagogic approaches. Consideration will be made for those with barriers to their learning, including EAL, SEND, etc. The teacher will implement appropriate strategies for pupils to work individually, in pairs and in groups according to the materials. Most activities will be carried out through purposeful discussion allowing the teacher to manage enquiries in a sensitive and respectful manner.

Pupils also receive stand-alone sex education sessions which is taught by the class teacher. These normally take place in the summer term of Year 5 and the autumn term of 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

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).

7. Roles and responsibilities

7.1 The governing body

The governing body 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-science sex education 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-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.

Class Teachers in Year 5 and Year 6 teach 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 child from the 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. Alternative work will be given to pupils who are withdrawn from sex education and they will be asked to work in a different classroom / learning space.

9. Training

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

The headteacher may 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 the Deputy Head through planning analyses, learning walks and discussions with staff and children. Pupils' development in RSE is monitored by class teachers as part of our internal assessment arrangements.

This policy will be reviewed annually by the Headteacher. At every review, the policy will be approved by the Learning & Community Committee and the Full Governing Body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map - Jigsaw

The grid below shows specific RSE content for each year group:

	Being me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
YR	<p>Self-identity.</p> <p>Understanding feelings.</p> <p>Being in the classroom.</p> <p>Being gentle.</p> <p>Rights and responsibilities.</p>	<p>Identifying talents.</p> <p>Being special.</p> <p>Families.</p> <p>Where we live.</p> <p>Making friends.</p> <p>Standing up for yourself.</p>	<p>Challenges.</p> <p>Perseverance.</p> <p>Goal-setting.</p> <p>Overcoming obstacles.</p> <p>Seeking help.</p> <p>Jobs.</p> <p>Achieving goals.</p>	<p>Exercising bodies.</p> <p>Healthy food.</p> <p>Sleep.</p> <p>Keeping clean.</p> <p>Safety.</p>	<p>Family life.</p> <p>Friendships.</p> <p>Breaking friendships.</p> <p>Falling out.</p> <p>Dealing with bullying.</p> <p>Being a good friend.</p>	<p>Bodies.</p> <p>Respecting my body.</p> <p>Growing up.</p> <p>Growth and change.</p> <p>Fun and fears.</p> <p>Celebrations.</p>
Y1	<p>Feeling special and safe.</p> <p>Being part of a class.</p> <p>Rights and responsibilities.</p> <p>Rewards and feeling proud.</p> <p>Consequences.</p>	<p>Similarities and differences.</p> <p>Understanding bullying and knowing how to deal with it.</p> <p>Making new friends.</p> <p>Celebrating the differences in everyone.</p>	<p>Setting goals.</p> <p>Identifying successes.</p> <p>Learning styles.</p> <p>Working well and celebrating achievement with a partner.</p> <p>Tackling new challenges.</p> <p>Identifying and overcoming obstacles.</p> <p>Feelings of success.</p>	<p>Keeping myself healthy.</p> <p>Healthy lifestyle choices.</p> <p>Keeping clean.</p> <p>Being safe.</p> <p>Medicine safety/safety with household items.</p> <p>Road safety.</p> <p>Linking health and happiness.</p>	<p>Belonging to a family.</p> <p>Making friends/being a good friend.</p> <p>Physical contact preferences.</p> <p>People who help us.</p> <p>Qualities as a friend and person.</p> <p>Self-acknowledgement</p> <p>Being a good friend to myself.</p> <p>Celebrating special relationships.</p>	<p>Life cycles – animal and human.</p> <p>Changes in me.</p> <p>Changes since being a baby.</p> <p>Differences between female and male bodies (correct terminology).</p> <p>Linking growing and learning.</p> <p>Coping with change.</p> <p>Transition.</p>
Y2	<p>Hopes and fears for the year.</p> <p>Rights and responsibilities.</p> <p>Rewards and consequences.</p>	<p>Assumptions and stereotypes about gender.</p> <p>Understanding bullying.</p> <p>Standing up for self and others.</p> <p>Making new friends.</p>	<p>Achieving realistic goals.</p> <p>Perseverance.</p> <p>Learning strengths.</p> <p>Learning with others.</p>	<p>Motivation.</p> <p>Healthier choices.</p> <p>Relaxation.</p> <p>Healthy eating and nutrition.</p>	<p>Different types of family.</p> <p>Physical contact and boundaries.</p> <p>Friendship and conflict.</p> <p>Secrets</p>	<p>Life cycles in nature.</p> <p>Growing from young to old.</p> <p>Increasing independence.</p> <p>Differences in female and male</p>

	<p>Safe and fair learning environment.</p> <p>Valuing contributions.</p> <p>Choices.</p> <p>Recognising feelings.</p>	<p>Gender diversity.</p> <p>Celebrating difference and remaining friends.</p>	<p>Group co-operation.</p> <p>Contributing to and sharing success.</p>	<p>Healthier snacks and sharing food.</p>	<p>Trust and appreciation.</p> <p>Expressing appreciation for special relationships.</p>	<p>bodies (correct terminology).</p> <p>Assertiveness.</p> <p>Preparing for transition.</p>
Y3	<p>Setting personal goals.</p> <p>Self-identity and worth.</p> <p>Positivity in challenges.</p> <p>Rules, rights and responsibilities.</p> <p>Rewards and consequences.</p> <p>Responsible choices.</p> <p>Seeing things from others' perspectives.</p>	<p>Families and their differences.</p> <p>Family conflict and how to manage it (child-centred).</p> <p>Witnessing bullying and how to solve it.</p> <p>Recognising how words can be hurtful.</p> <p>Giving and receiving compliments.</p>	<p>Difficult challenges and achieving success.</p> <p>Dreams and ambitions.</p> <p>New challenges.</p> <p>Motivation and enthusiasm.</p> <p>Recognising and trying to overcome obstacles.</p> <p>Evaluating learning processes.</p> <p>Managing feelings.</p> <p>Simple budgeting</p>	<p>Exercise.</p> <p>Fitness challenges.</p> <p>Food labelling and healthy swaps.</p> <p>Attitudes towards drugs.</p> <p>Keeping safe and why it's important online and offline.</p> <p>Respect for myself and others.</p> <p>Healthy and safe choices.</p>	<p>Family roles and responsibilities.</p> <p>Friendship and negotiation.</p> <p>Keeping safe online and who to go to for help.</p> <p>Being a global citizen.</p> <p>Being aware of how my choices affect others.</p> <p>Awareness of how other children have different lives.</p> <p>Expressing appreciation for family and friends.</p>	<p>How babies grow.</p> <p>Understanding a baby's needs.</p> <p>Family stereotypes.</p> <p>Challenging my ideas.</p> <p>Preparing for transition.</p>
Y4	<p>Being part of a class team.</p> <p>Being a school citizen.</p> <p>Rights, responsibilities and democracy.</p> <p>Rewards and consequences.</p> <p>Group decision-making.</p> <p>Having a voice.</p> <p>What motivates behaviour.</p>	<p>Challenging assumptions.</p> <p>Judging by appearance.</p> <p>Accepting self and others.</p> <p>Understanding influences.</p> <p>Understanding bullying.</p> <p>Identifying how special and unique everyone is.</p> <p>First impressions</p>	<p>Hopes and dreams.</p> <p>Overcoming disappointment.</p> <p>Creating new, realistic dreams.</p> <p>Achieving goals.</p> <p>Working in a group.</p> <p>Celebrating contributions.</p> <p>Resilience.</p> <p>Positive attitudes.</p>	<p>Healthier friendships.</p> <p>Group dynamics.</p> <p>Smoking.</p> <p>Alcohol.</p> <p>Assertiveness.</p> <p>Peer pressure.</p> <p>Celebrating inner strength.</p>	<p>Jealousy.</p> <p>Love and loss.</p> <p>Memories of loved ones.</p> <p>Getting on and falling out.</p> <p>Girlfriends and boyfriends.</p> <p>Showing appreciation to people and animals.</p>	<p>Being unique.</p> <p>Having a baby.</p> <p>Girls and puberty.</p> <p>Confidence in change.</p> <p>Accepting change.</p> <p>Preparing for transition.</p>

<p>Y5</p>	<p>Planning the forthcoming year.</p> <p>Being a citizen.</p> <p>Rights and responsibilities.</p> <p>Rewards and consequences.</p> <p>How behaviour affects groups.</p> <p>Democracy, having a voice, participating.</p>	<p>Cultural differences and how they can cause conflict.</p> <p>Racism.</p> <p>Rumours and name-calling.</p> <p>Types of bullying.</p> <p>Material wealth and happiness.</p> <p>Enjoying and respecting other cultures.</p>	<p>Future dreams and the importance of money.</p> <p>Jobs and careers.</p> <p>Dream job and how to get there.</p> <p>Goals in different cultures.</p> <p>Supporting others (charity).</p> <p>Motivation.</p>	<p>Smoking, including vaping.</p> <p>Alcohol.</p> <p>Alcohol and anti-social behaviour.</p> <p>Emergency aid.</p> <p>Body image.</p> <p>Relationships with food.</p> <p>Healthy choices.</p> <p>Motivation and behaviour.</p>	<p>Self-recognition and self-worth.</p> <p>Building self-esteem.</p> <p>Safer online communities.</p> <p>Rights and responsibilities online.</p> <p>Online gaming and gambling.</p> <p>Reducing screen time.</p> <p>Dangers of online grooming.</p> <p>SMART internet safety rules.</p>	<p>Self- and body image.</p> <p>Influence of online and media on body image.</p> <p>Puberty for girls.</p> <p>Puberty for boys.</p> <p>Conception (including IVF). Parental right to withdraw.</p> <p>Growing responsibility.</p> <p>Coping with change.</p> <p>Preparing for transition.</p>
<p>Y6</p>	<p>Identifying goals for the year.</p> <p>Global citizenship.</p> <p>Children's universal rights.</p> <p>Feeling welcome and valued.</p> <p>Choices, consequences and rewards.</p> <p>Group dynamics.</p> <p>Democracy, having a voice.</p> <p>Anti-social behaviour.</p> <p>Role-modelling.</p>	<p>Perceptions of normality.</p> <p>Understanding disability.</p> <p>Power struggles.</p> <p>Understanding bullying.</p> <p>Inclusion/exclusion.</p> <p>Differences as conflict, difference as celebration.</p> <p>Empathy.</p>	<p>Personal learning goals, in and out of school.</p> <p>Emotions in success.</p> <p>Making a difference in the world.</p> <p>Motivation.</p> <p>Recognising achievements.</p> <p>Compliments.</p>	<p>Making personal responsibility.</p> <p>How substances affect the body.</p> <p>Exploitation, including 'county lines' and gang culture.</p> <p>Emotional and mental health.</p> <p>Managing stress.</p>	<p>Mental health.</p> <p>Identifying mental health worries and sources of support.</p> <p>Love and loss.</p> <p>Managing feelings.</p> <p>Power and control.</p> <p>Assertiveness.</p> <p>Technology safety.</p>	<p>Self-image.</p> <p>Body image.</p> <p>Puberty and feelings.</p> <p>Conception to birth. Parental right to withdraw.</p> <p>Reflections about change.</p> <p>Physical attraction.</p> <p>Respect and consent.</p> <p>Boyfriends/girlfriends.</p> <p>Sexting.</p> <p>Transition.</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"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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 in Year 6.			
Any other information you would like the school to consider			
Parent signature			

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