



**Tickford Park Primary School**

**Relationships and Sex Education Policy**

**March 2021 - \*DRAFT\***

## Relationship and Sex Education Policy Statement

### INTRODUCTION

**This policy should be read in conjunction with the PSHE Policy for the school.**

As they develop, children have a growing interest in, and understanding of, many social and moral issues. They have a natural curiosity about themselves – their bodies, their feelings and their relationships. They have a need to explore the meanings and implications of their emerging sexuality and the related physical and emotional changes they experience.

At Tickford Park Primary School, our teaching should take account of the maturity of the children and aim to help with the physical, mental and emotional changes of growing up. We aim to give them an appropriate understanding of human reproduction, relationships and family life within a moral and ethical framework. Our RSE programme draws on experiences and activities covered by other curriculum subjects, particularly aspects of the science e.g. life processes and living things, and other aspects of the PSHE and citizenship scheme of work. It needs to be recognised that school is not the only setting in which children gain information and awareness of this subject.

Questions that children ask are treated seriously and sensitively, with teachers responding appropriately to the needs of the children and using appropriate language. The teacher's personal knowledge and understanding of the child will be a guide. We recognise that some children have given little thought to such issues and would not be ready for detailed explanations. Proper consideration needs to be given to religious and cultural factors and to the wishes of parents.

### 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
- Reflect our school's ethos and values.

## **2. Statutory requirements**

As a 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 beyond the elements of sex education contained within 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 Tickford Park School we teach RSE as set out in this policy.

## **3. 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.

## **4. Curriculum**

Our curriculum is set out as per Appendices 1 and 2. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. We have also considered both the national and local picture to ensure we meet the needs of pupils at TPPS.

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. Questions will be handled with discretion and consideration of both what is age-appropriate and also appropriate for that child's individual circumstances.

Primary sex education is not compulsory in primary schools, but we feel it is appropriate to cover some additional content on sex education to meet the needs of our pupils.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- Stereotyping and Gender

## **5. Delivery of RSE**

The Relationships aspect of 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) and Computing (online safety including using social media, sexting and the portrayal of sexual images online).

During the second half of the Summer Term, all children from Foundation Stage to Year 6 will take part in a series of specific, age-appropriate, RSE sessions using the Christopher Winter Project lesson plans as a basis.

Pupils in Year 6 receive stand-alone RSE sessions delivered by a trained health professional from Brook Advisory Clinic and our PSHE lead.

Pupils in Year 5 receive stand-alone RSE sessions delivered by the School Nursing Team.

Children across the school participate in sessions provided by the NSPCC in the form of assemblies and workshops.

For more information about our RSE curriculum, see Appendices 1 and 2.

All RSE sessions 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).

## **6. Roles and responsibilities**

### **6.1 The governing board**

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

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

### **6.3 Teaching Staff**

Teaching 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.

### **6.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. At TPPS we do have basic ground rules that are

shared at the beginning of RSE sessions to protect both staff and children during the sessions (see Appendix 6).

## **7. 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. This is because parents have the right to teach this themselves in a way which is consistent with their values.

For details of which parts of our RSE curriculum, in each year group, are statutory and which are not, please see Appendix 3.

For details of the specific parts of our Sex Education curriculum that are included in the statutory Science Curriculum see Appendix 4.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher.

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

## **8. Training**

Staff are trained on the delivery of RSE 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.

## **9. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE lead through learning walks, scrutiny of work and discussions with both pupils and staff.

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

This policy will be reviewed by the PSHE lead as part of our policy review cycle, every two years. At every review, the policy will be approved by the governing board.

## Appendix 1: By the end of their education at Tickford Park 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>
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 2: By the end of their education at Tickford Park Primary School pupils should know**

Guidance Taken From : Relationships and Sex Education (SRE) and Health Education – July 2020

Key:

Shaded area : continuous coverage at TPPS by our PSHE provision

✓ : the stage at which we would expect a pupil to have achieved the point

Families and People Who Care for me							
Pupils Should Know	Foundation Stage EYFS Dev points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
That families are important for children growing up because they give love, security and stability			✓				
The characteristics of healthy family life, commitment to each other, including 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

Pupils Should Know	Foundation Stage EYFS Dev points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 the friendship is repaired or even strengthened, and that resorting to violence is never right.		✓					
How to recognise who is to trust and who is 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.							✓

## Respectful Relationships

Pupils Should Know	Foundation Stage EYFS Dev points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The importance of respecting others, even when they are very different from them (for example physically, in character, personally 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

Pupils Should Know	Foundation Stage EYFS Dev points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 source 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

Pupils Should Know	Foundation Stage EYFS Dev points	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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: Relationships and Sex Education Overview for TPPS

**Key:**

**Green:** Statutory Relationships Education **Purple:** Statutory Science Curriculum within RSE **Blue:** Non-statutory components of Sex Education within RSE

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
<b>Foundation Stage</b>	To know how to keep themselves clean.	To understand feelings.	*NSPCC Pants rule.	<b>Online Safety</b> To know how to keep themselves safe when talking to people online.
<b>Year One</b>	To understand some basic hygiene principles.	To know how people grow and change and the difference between boys and girls .	To know there are different types of families and who to ask for help.	*NSPCC Pants Rule.
<b>Year Two</b>	To explore the differences between boys and girls and gender stereotypes.	To explore the differences between boys and girls and understand how this is part of the lifecycle.	To know the correct names for sexual body parts.	<b>Online Safety</b> To know how to keep themselves safe when talking to people online
<b>Year Three</b>	To know the differences between males and females and to name the body parts.	To consider touch and to know that a person has the right to say what they like and dislike.	To explore different types of families and who to go to for support.	<b>Online Safety</b> To know how to keep themselves safe online.
<b>Year Four</b>	To explore human lifecycle.*	To identify some basic facts about puberty, reproduction and pregnancy.*	To learn about the physical changes associated with puberty.*	To understand that everyone has the right to celebrate their strengths and recognised their weaknesses.
<b>Year Five</b>	To explore the emotional and physical changes during puberty.	To understand male and female puberty in more detail.	To explore the impact of puberty on the body and the importance of hygiene.	To know that people have different attitudes, values and beliefs and that these influence people's relationships with each other.
<b>Year Six</b>	To consider puberty and reproduction.	To consider reproduction in the context of relationships.	To explore the process of conception and pregnancy.	<b>Online Safety</b> To know how to keep themselves safe online and identify risky -what is grooming and the law around sexting.

\*These aspects of Puberty are compulsory in Years 5 and 6 but are non-statutory elements of the Year 4 provision.

### Appendix 3: Relationships and Sex Education Overview for TPPS (cont'd)

**Key:**

**Green:** Statutory Relationships Education **Purple:** Statutory Science Curriculum within RSE **Blue:** Non-statutory components of Sex Education within RSE

	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Foundation Stage				
Year One	<b>Online Safety</b> To know how to keep themselves safe when talking to people online.			
Year Two				
Year Three				
Year Four	<b>Online Safety</b> To know how to keep themselves safe online – sharing photos.			
Year Five	<b>Online Safety</b> To know how to keep themselves safe online – sharing content	<b>School Nurse Session on Puberty.</b>		
Year Six	<b>*Brook Session: Puberty</b> To consider the physical and emotional changes that take place as we go through puberty	<b>*Brook Session: Gender and Stereotyping</b> To understand the vocabulary of sexuality (heterosexual, gay/lesbian, bi sexual etc.) and explore the concepts of gender stereotyping	<b>*Brook Session: Self Confidence and Self Esteem</b> To know why being different can provoke bullying and know why it is unacceptable. To have confidence to do the right thing.	<b>*Brook Session: Online Safety</b> To know how to keep themselves safe online – sharing content

**Early Years : Health and Self Care**

**Early Learning Goal**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and

**Year 1 : Animals, including humans**

**Statutory requirements**

Pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**Year 2 : Animals, including humans**

**Statutory requirements**

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Year 3 : Animals, including humans**

**Statutory requirements**

Pupils should be taught to:

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Identify how different parts of the body have special functions.

**Year 4 : Animals, including humans**

**Statutory requirements**

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans

## **Year 5 :**

### **Animals, including humans**

#### **Statutory requirements**

Pupils should be taught to:

- describe the changes as humans develop to old age
- learn about the changes experienced in puberty

### **Living Things and Their Environment**

#### **Statutory requirements**

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

## **Year 6 :**

### **Animals, including humans**

#### **Statutory requirements**

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

### **Evolution and Inheritance**

#### **Statutory requirements**

Pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## Appendix 5: 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	

## **Appendix 6:**

### **TPPS Ground Rules for RSE Sessions**

- no one will be forced to take part in a discussion
- only the correct names for body parts will be used
- meaning of words will be explained in a sensible and factual way
- no one will have to answer a personal question
- Treat each other with respect
- Listen to each other
- Respect confidentiality