

# Relationships and Sex Education Policy



NANSTALLON SCHOOL



**NANSTALLON VISION 2020:** *Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.*

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This policy is aligned to the vision, aims and values of Nanstallon Community Primary School.

## Contents

1. Aims .....	3
2. Statutory requirements .....	3
3. Policy development.....	3
4. Definition .....	4
5. Curriculum .....	4
6. Delivery of RSE .....	4
7. Roles and responsibilities .....	5
8. Parents' right to withdraw .....	5
9. Training.....	5
10. Monitoring arrangements.....	5
Appendix 1: By the end of primary school pupils should know.....	6
Appendix 2: Curriculum Map:.....	8

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## 1. Aims

RHSE in conjunction with the PSHE (personal, social, economic education), SMSC (social, moral, spiritual, cultural) compliments the Life Skills and Nanstallon curriculum.

The aim of RHSE is to ensure children are well informed about:

- the changes their bodies go through during puberty and to safeguard children too, by making sure they are aware of ways to seek help if they are subject to unwanted contact;
- personal hygiene;
- basic first aid;

online relationships;

- health and prevention;
- mental wellbeing;
- drugs, tobacco and alcohol;
- family differences;
- the differences between male and female bodies.

And to:

- › Provide a framework in which sensitive discussions can take place;
- › Prepare pupils for life: puberty, 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 RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Nanstallon School we teach RHSE 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 – teaching staff pull 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 are invited to review the policy, complete a questionnaire and raise matters for consideration
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

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is about the teaching of equality, respect for diversity and the legal choices available in Britain.

RHSE 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, 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 which can make them vulnerable to misinformation.

Primary sex education at Nanstallon School will focus on the statutory content:

- Preparing boys and girls for the changes that adolescence brings
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (statutory science Y5/6)
- Describe the changes as humans develop to old age (statutory science Y5/6)
- Describe the life process of reproduction in some plants and animals. (statutory science Y5/6) For more information about our RSE curriculum, see Appendix 1 & 2.

## 6. Delivery of RSE

RHSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RHSE 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

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,

LGBTQ 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: children in care, previously 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.

### **7.3 Staff**

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils

Teaching Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.

### **7.4 Pupils**

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, 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/non-science components of sex education within RHSE. At Nanstallon School, no non statutory sex education is taught.

## **9. Training**

Staff are trained on the delivery of RHSE as part of their induction 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 RHSE.

## **10. Monitoring arrangements**

The delivery of RHSE is monitored by the Headteacher and Health, Wellbeing Lead and SENDCO

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

This policy will be reviewed by Headteacher and teaching staff. At every review, the policy will be approved by the governing board.

## Appendix 1: 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>
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>

TOPIC	PUPILS SHOULD KNOW
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: Curriculum Map:*

YEAR GROUP	TERM	TOPIC/THEME DETAILS
EYFS	Autumn	To know I must respect others, even when they are different from me. To know people around me can be different; physical, character, personality. To use my manners
	Spring	My family and relationships, know how I can choose my friends Understanding my family offer me safety and security Learning that families love and care for one another

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn	Mental wellbeing – know that we experience a range of emotions Know that friendships make us feel happy and secure Know what sorts of boundaries are appropriate in friendships with peers and other (including online) About concept of privacy and implications for children and adults, including it is not always right to keep secrets if they relate to being safe To know I must respect others, even when they are different from me. To know people all make different choices. To understand about positive choices
	Spring	To know the importance of manners To know that people can communication online as well as face to face, but manners and respect are just as important online To know people sometimes behave differently online, including pretending to be someone they are not
	Summer	Know who can help me if I am sad or lonely Families – learning that families can be different, learning that even through families are different, they are a source of support, protection and it is important to spend time together as a family





YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Autumn	<p>Know the characteristics of friendship; mutual respect, kindness, trust Truthfulness, loyalty, generosity</p> <p>How to respond appropriately to adults, including online and those they do not know</p> <p>Know how to report feelings of being unsafe or feeling bad about any adults</p> <p>To know how to ask for advice or help</p> <p>Know how to report concerns of abuse and the vocabulary to do so</p>
	Spring	<p>Know about different types of bullying including cyber bullying and homophobic bullying</p> <p>To know that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others even online and when we are anonymous</p> <p>To know the rules and principles of keeping safe online, how to recognise risks, harmful content and contact and how to report them</p> <p>Know about the impact of bullying and the responsibilities of bystanders to report to an adult for support and how to get help</p> <p>Know that stable, caring relationships, which can be of different types, are at the heart of happy families</p>
	Summer	<p>My changing body: How boys' and girls' bodies change as we grow up, and how these changes affect us</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Autumn	<p>Know the characteristics of friendship; mutual respect, kindness, trust            Truthfulness, loyalty, generosity, sharing interests, support problems            Know that healthy friendships do not make others feel excluded            Know how to report concerns of abuse and the vocabulary to do so            To know where to get advice eg family/ school/ other sources</p>
	Spring	<p>Know about different types of bullying including cyber bullying and my responsibilities as a bystander            Know that marriage represents a formal and legalised commitment of two people which is intended to be lifelong            To know the rules and principles of 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</p>
	Summer	<p>The importance of respecting others who are different from me</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Autumn	<p>Healthy Relationships; understand that most relationships have ups and downs and that these can often be worked through so that the friendship is repaired or strengthened and resorting to violence is never right</p> <p>Understanding what makes a relationship healthy/ unhealthy</p> <p>Know what a stereotype is and how stereotypes can be unfair, negative or destructive</p> <p>Know how to report concerns of abuse and the vocabulary to do so</p> <p>To know where to get advice eg family/ school/ other sources</p>
	Spring	<p>Understanding how to keep myself safe online</p> <p>Understanding that some people misrepresent themselves online and may not be who they say they are</p> <p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
	Summer	<p>The dangers of drug and alcohol misuse</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Autumn	<p>The importance of sleep</p> <p>Know how to report concerns of abuse and the vocabulary to do so</p> <p>To know where to get advice eg family/ school/ other sources</p>
	Spring	<p>Knowing that some relationships can be unhealthy – know how to recognise who to trust and who not to trust, how to judge when a friendship makes them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek advice from others</p> <p>The importance of permission seeking and giving in relationships with friends, peers and adults</p> <p>Know the law related to equalities act and the protected characteristics</p> <p>Know what a stereotype is and how stereotypes can be unfair, negative or destructive, make links to bullying and the law with respect to hate crime Know how to keep myself safe in a variety of situations in my community and online</p> <p>How information and data is shared and used online</p>
	Summer	<p>My changing body</p> <p>Changes that boys and girls undergo in puberty – this session is taught in single gender classes Transition to High School</p>