



## Queen's Inclosure Primary School

### Relationship and Sex Education Policy

**Status of Policy:** Statutory

**Responsible Committee:** Learning

#### 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

#### 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](#).

Guidance from the Relationships and Sex Education Guidance 2020 states:

*'The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.'*

Whilst developing this policy we have also considered guidance from the Equality Act (2010) which states:

*'In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristic'*

At QI 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.

The aim of RSE starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching will also include family relationships. These lessons will be addressed with sensitivity and teachers will judge teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

## 5. Curriculum

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare learners for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self awareness to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within relationships.
- Communicate effectively by developing appropriate terminology for relationship and sex issues.

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.

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 1.

## 6. Delivery of RSE

RSE is taught within the personal development learning (PDL) 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 staff and supported where necessary by a trained health professional e.g. School nurses.

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

In addition to the Statutory Science Curriculum the Sex Education will focus upon how a baby is conceived and born. 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).

## **Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Students with Special Needs*

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our learners, taking specialist advice where necessary.

## **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.

The governing board will hold the headteacher to account for the implementation of this policy.

### **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 non-science 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.

The PDL leader is responsible for ensuring that the RSE is taught efficiently within school.

### **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-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative provision 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 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PDL leader through:

Planning Scrutiny

Learning Walks

Pupil Conferencing

Lesson Observations

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

This policy will be reviewed by the PDL Leader every 3 years.

At every review, the policy will be approved by the headteacher and the Governing Body.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural (SMSC) development of learners. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, training and delivery.

Review 2023

Appendix 1 – Curriculum overview of each unit. Units are taught throughout the year and parents will be informed of these on the Year Group newsletter.

Unit:	1 Me and My Relationships	2 Valuing Difference	3 Keeping myself safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
Year F	<p><a href="#">All about me</a></p> <p><a href="#">What makes me special</a></p> <p><a href="#">Me and my special people</a></p> <p><a href="#">Who can help me?</a></p> <p><a href="#">My feelings</a></p> <p><a href="#">My feelings (2)</a></p>	<p><a href="#">I'm special, you're special</a></p> <p><a href="#">Same and different</a></p> <p><a href="#">Same and different families</a></p> <p><a href="#">Same and different homes</a></p> <p><a href="#">Kind and caring (1)</a></p> <p><a href="#">Kind and caring (2)</a></p>	<p><a href="#">What's safe to go onto my body</a></p> <p><a href="#">Keeping Myself Safe - What's safe to go into my body (including medicines)</a></p> <p><a href="#">Safe indoors and outdoors</a></p> <p><a href="#">Listening to my feelings (1)</a></p> <p><a href="#">Keeping safe online</a></p> <p><a href="#">People who help to keep me safe</a></p>	<p><a href="#">Looking after my special people</a></p> <p><a href="#">Looking after my friends</a></p> <p><a href="#">Being helpful at home and caring for our classroom</a></p> <p><a href="#">Caring for our world</a></p> <p><a href="#">Looking after money (1): recognising, spending, using</a></p> <p><a href="#">Looking after money (2): saving money and keeping it safe</a></p>	<p><a href="#">Bouncing back when things go wrong</a></p> <p><a href="#">Yes, I can!</a></p> <p><a href="#">Healthy eating (1)</a></p> <p><a href="#">Healthy eating (2)</a></p> <p><a href="#">Move your body</a></p> <p><a href="#">A good night's sleep</a></p>	<p><a href="#">Seasons</a></p> <p><a href="#">Life stages - plants, animals, humans</a></p> <p><a href="#">Life Stages: Human life stage - who will I be?</a></p> <p><a href="#">Where do babies come from?</a></p> <p><a href="#">Getting bigger</a></p> <p><a href="#">Me and my body - girls and boys</a></p>
Year 1	<p><a href="#">Why we have classroom rules</a></p> <p><a href="#">Thinking about feelings</a></p> <p><a href="#">Our feelings</a></p> <p><a href="#">Feelings and bodies</a></p> <p><a href="#">Our special people balloons</a></p> <p><a href="#">Good friends</a></p> <p><a href="#">How are you listening?</a></p>	<p><a href="#">Same or different?</a></p> <p><a href="#">Unkind, tease or bully?</a></p> <p><a href="#">Harold's school rules</a></p> <p><a href="#">Who are our special people?</a></p> <p><a href="#">It's not fair!</a></p>	<p><a href="#">Healthy me</a></p> <p><a href="#">Super sleep</a></p> <p><a href="#">Who can help? (1)</a></p> <p><a href="#">Harold loses Geoffrey</a></p> <p><a href="#">What could Harold do?</a></p> <p><a href="#">Good or bad touches?</a></p>	<p><a href="#">Harold's wash and brush up</a></p> <p><a href="#">Around and about the school</a></p> <p><a href="#">Taking care of something</a></p> <p><a href="#">Harold's money</a></p> <p><a href="#">How should we look after our money?</a></p> <p><a href="#">Basic first aid</a></p>	<p><a href="#">I can eat a rainbow</a></p> <p><a href="#">Eat well</a></p> <p><a href="#">Catch it! Bin it! Kill it!</a></p> <p><a href="#">Harold learns to ride his bike</a></p> <p><a href="#">Pass on the praise!</a></p> <p><a href="#">Harold has a bad day</a></p>	<p><a href="#">Inside my wonderful body!</a></p> <p><a href="#">Taking care of a baby</a></p> <p><a href="#">Then and now</a></p> <p><a href="#">Who can help? (2)</a></p> <p><a href="#">Surprises and secrets</a></p> <p><a href="#">Keeping privates private</a></p>
Year 2	<p><a href="#">How are you feeling today?</a></p> <p><a href="#">Bullying or teasing?</a></p> <p><a href="#">Don't do that!</a></p> <p><a href="#">Types of bullying</a></p> <p><a href="#">Being a good friend</a></p> <p><a href="#">Let's all be happy!</a></p>	<p><a href="#">What makes us who we are?</a></p> <p><a href="#">How do we make others feel?</a></p> <p><a href="#">My special people</a></p> <p><a href="#">When someone is feeling left out</a></p> <p><a href="#">An act of kindness</a></p> <p><a href="#">Solve the problem</a></p>	<p><a href="#">Harold's picnic</a></p> <p><a href="#">How safe would you feel?</a></p> <p><a href="#">What should Harold say?</a></p> <p><a href="#">I don't like that!</a></p> <p><a href="#">Fun or not?</a></p> <p><a href="#">Should I tell?</a></p> <p><a href="#">Some secrets should never be kept</a></p>	<p><a href="#">Getting on with others</a></p> <p><a href="#">When I feel like erupting</a></p> <p><a href="#">Feeling safe</a></p> <p><a href="#">How can we look after our environment?</a></p> <p><a href="#">Harold saves for something special</a></p> <p><a href="#">Harold goes camping</a></p>	<p><a href="#">You can do it!</a></p> <p><a href="#">My day</a></p> <p><a href="#">Harold's postcard - helping us to keep clean and healthy</a></p> <p><a href="#">Harold's bathroom</a></p> <p><a href="#">My body needs...</a></p> <p><a href="#">What does my body do?</a></p>	<p><a href="#">A helping hand</a></p> <p><a href="#">Sam moves house</a></p> <p><a href="#">Haven't you grown!</a></p> <p><a href="#">My body, your body</a></p> <p><a href="#">Respecting privacy</a></p> <p><a href="#">Basic first aid</a></p>
Year 3	<p><a href="#">As a rule</a></p> <p><a href="#">My special pet</a></p> <p><a href="#">Tangram team challenge</a></p> <p><a href="#">Looking after our special people</a></p> <p><a href="#">How can we solve this problem?</a></p> <p><a href="#">Dan's dare</a></p> <p><a href="#">Thanks</a></p>	<p><a href="#">Family and friends</a></p> <p><a href="#">My community</a></p> <p><a href="#">Respect and challenge</a></p> <p><a href="#">Our friends and neighbours</a></p> <p><a href="#">Let's celebrate our differences</a></p> <p><a href="#">Zeb</a></p>	<p><a href="#">Safe or unsafe?</a></p> <p><a href="#">Danger or risk?</a></p> <p><a href="#">The Risk Robot</a></p> <p><a href="#">Alcohol and cigarettes: the facts</a></p> <p><a href="#">Super Searcher</a></p> <p><a href="#">None of your business!</a></p> <p><a href="#">Raisin challenge (1)</a></p>	<p><a href="#">Our helpful volunteers</a></p> <p><a href="#">Helping each other to stay safe</a></p> <p><a href="#">Recount task</a></p> <p><a href="#">Harold's environment project</a></p> <p><a href="#">Can Harold afford it?</a></p> <p><a href="#">Earning money</a></p>	<p><a href="#">Derek cooks dinner! (healthy eating)</a></p> <p><a href="#">Poorly Harold</a></p> <p><a href="#">For or against?</a></p> <p><a href="#">I am fantastic!</a></p> <p><a href="#">Getting on with your nerves!</a></p> <p><a href="#">Body team work</a></p> <p><a href="#">Top talents</a></p>	<p><a href="#">Relationship Tree</a></p> <p><a href="#">Body space</a></p> <p><a href="#">Secret or surprise?</a></p> <p><a href="#">My changing body</a></p> <p><a href="#">Basic first aid</a></p>

	<u>Friends are special</u>		<u>Help or harm?</u>			
<b>Year 4</b>	<u>An email from Harold!</u> <u>Ok or not ok? (part 1)</u> <u>Ok or not ok? (part 2)</u> <u>Human machines</u> <u>Different feelings</u> <u>When feelings change</u> <u>Under pressure</u>	<u>Can you sort it?</u> <u>Islands</u> <u>Friend or acquaintance?</u> <u>What would I do?</u> <u>The people we share our world with</u> <u>That is such a stereotype!</u>	<u>Danger, risk or hazard?</u> <u>Picture Wise</u> <u>How dare you!</u> <u>Medicines: check the label</u> <u>Know the norms)</u> <u>Keeping ourselves safe</u> <u>Raisin challenge (2)</u>	<u>Who helps us stay healthy and safe?</u> <u>It's your right</u> <u>How do we make a difference?</u> <u>In the news!</u> <u>Safety in numbers</u> <u>Logo quiz</u> <u>Harold's expenses</u> <u>Why pay taxes?</u>	<u>What makes me ME!</u> <u>Making choices)</u> <u>SCARF Hotel )</u> <u>Harold's Seven Rs</u> <u>My school community (1)</u> <u>Basic first aid</u>	<u>Moving house</u> <u>My feelings are all over the place!</u> <u>All change!</u> <u>Period positive</u> <u>Secret or surprise?</u> <u>Together</u>
<b>Year 5</b>	<u>Collaboration Challenge!</u> <u>Give and take</u> <u>How good a friend are you?</u> <u>Relationship cake recipe</u> <u>Being assertive</u> <u>Our emotional needs</u> <u>Communication</u>	<u>Qualities of friendship</u> <u>Kind conversations</u> <u>Happy being me</u> <u>The land of the Red People</u> <u>Is it true?</u> <u>It could happen to anyone</u>	<u>'Thinking' about habits</u> <u>Jay's dilemma</u> <u>Spot bullying</u> <u>Ella's diary dilemma</u> <u>Decision dilemmas</u> <u>Play, like, share</u> <u>Drugs: true or false?</u> <u>Smoking: what is normal?</u> <u>Would you risk it?</u>	<u>What's the story?</u> <u>Fact or opinion?</u> <u>Rights, responsibilities and duties</u> <u>Mo makes a difference</u> <u>Spending wisely</u> <u>Lend us a fiver!</u> <u>Local councils</u>	<u>Getting fit</u> <u>It all adds up!</u> <u>Different skills</u> <u>My school community (2)</u> <u>Independence and responsibility</u> <u>Star qualities?</u> <u>Basic first aid</u>	<u>How are they feeling?</u> <u>Taking notice of our feelings</u> <u>Dear Hetty</u> <u>Changing bodies and feelings</u> <u>Growing up and changing bodies</u> <u>It could happen to anyone</u> <u>Dear Ash</u> <u>Stop, start, stereotypes</u>
<b>Year 6</b>	<u>Working together</u> <u>Let's negotiate</u> <u>Solve the friendship problem</u> <u>Assertiveness skills)</u> <u>Behave yourself</u> <u>Dan's day</u> <u>Don't force me</u> <u>Acting appropriately</u> <u>It's a puzzle</u>	<u>OK to be different</u> <u>We have more in common than not</u> <u>Respecting differences</u> <u>Tolerance and respect for others</u> <u>Advertising friendships!</u> <u>Boys will be boys? - challenging gender stereotypes</u>	<u>Think before you click!</u> <u>Traffic lights</u> <u>To share or not to share?</u> <u>Rat Park</u> <u>What sort of drug is...?</u> <u>Drugs: it's the law!</u> <u>Alcohol: what is normal?</u> <u>Joe's story (part 1)</u> <u>Joe's story (part 2)</u>	<u>Two sides to every story</u> <u>Fakebook friends</u> <u>What's it worth?</u> <u>Jobs and taxes</u> <u>Action stations!</u> <u>Project Pitch (parts 1 &amp; 2)</u> <u>Happy shoppers</u> <u>Democracy in Britain 1 - Elections</u> <u>Democracy in Britain 2 - How (most) laws are made</u>	<u>Five Ways to Wellbeing project</u> <u>This will be your life!</u> <u>Our recommendations</u> <u>What's the risk? (1)</u> <u>What's the risk? (2)</u> <u>Basic first aid</u>	<u>Helpful or unhelpful?</u> <u>Managing change</u> <u>I look great!</u> <u>Media manipulation</u> <u>Pressure online</u> <u>Is this normal?</u> <u>Dear Ash</u> <u>Making babies</u>

*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>
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>