



Relationships and Sex Education

Date adopted: 16th May 2011

Review date: October 2021

History of most recent policy reviews

Date	Review	Who is Responsible?
January 2013		Standards Committee
Reapproved 02.12.13		Standards Committee
25th November 2014	Changes to reflect staff member responsible for SRE	Standards Committee
November 2015	Changed reference from 'GLB' to 'LGBT' removed reference to annual report	Standards Committee
December 2017	Full review in line with statutory guidance and model policy framework	Standards Committee
February 2020	Full review in line with 2020 statutory changes	Standards Committee

Policy Overview

The purpose of this policy is to:

- Clarify the statutory requirement and responsibilities of the school.
- Clarify the schools approach to relationships and sex education (RSE) for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the RSE education programme.

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](#). We also 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](#).

Aims

The aims of RSE at Air Balloon Hill Primary School are to:

- Provide an unbiased framework in which sensitive discussions can take place.
- Create a positive learning environment around issues of relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- Support pupils' emotional, social and cultural development so that they develop feelings of self-respect, confidence and empathy.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach pupils the importance of health and hygiene.
- Prepare pupils for puberty, and the changes that adolescence brings.
- Give pupils an understanding of sexual development and how a baby is conceived and born.
- Ensure that the teaching of RSE upholds part of the school ethos that states '**everyone belongs**'.

RSE is not about the promotion of sexual activity.

Curriculum

RSE is taught through:

3D PSHE: the school's PSHE scheme of work that ensures all statutory requirements for the teaching of relationships, as specified by the DfE, are appropriately and consistently taught across the school.

Science Curriculum: the school's curriculum ensures that the statutory requirements for the teaching of biology and sex education, as specified by the DfE, are appropriately and consistently taught across the school.

SKR weeks: six identified weeks across the school year where the whole school focuses on specific issues related to the school's shared expectations of everyone being safe, kind and respectful.

Additional resources: the school has the right to select resources that it feels are sensitive and appropriate for teaching any aspect of the RSE curriculum effectively. Resources specific to non-statutory RSE lessons will be shared with parents in advance.

This ensures that the school delivers the DfE expectations of what children should know upon leaving primary school related to:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

Roles and responsibilities

School Governors

The governing body will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Standards Committee.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught and for managing requests to withdraw pupils from non-statutory components of RSE.

Staff

The school's 'well-being' leader is responsible for coordinating the implementation of the school's PSHE scheme of work (3D PSHE) across the school and for monitoring the effectiveness of the school's RSE curriculum.

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
- Sharing specific non-statutory sex education resources to parents before they are taught
- 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.

Pupils

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

External Agencies

The school may use professionals from outside the school (eg school nurse) to support in the delivery of specific aspects of the RSE curriculum.

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.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher.

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

Monitoring arrangements

The delivery of RSE is monitored by the school's 'well-being' leader through a combination of:

- Planning scrutiny
- Work scrutiny
- Learning walks
- Pupil conferencing

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the school's senior leadership team and well-being leader annually. At every review, the policy will be approved by governing body upon the recommendation of the school's Standards Committee.

Equal opportunities

The school's RSE curriculum is 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).

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

Boys and girls

Some girls reach puberty at primary age and need support within the school. Pupils should also have female members of staff to whom they can go to for emotional and practical support. Boys also may require pastoral support and should know who to approach for help.

Sensitive and appropriate grouping within Sex and Relationship Education is extremely important if equal access for all is to be offered. It may be appropriate to use both mixed and single sex groups for different pupils at different times. An environment should be created that is relaxed and the groupings conducive to a participatory approach.

Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds

We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexual orientation

The RSE Programme allows children to explore all aspects of relationships and sex at an appropriate level. This includes discussions surrounding same sex relationships. We recognise that children within our community have LGBT parents/carers, brothers or sisters, other family members and/or friends. As they grow older, it is likely that our students will meet and work with LGBT people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. Whilst children are entitled to hold their own personal views, at Air Balloon Hill Primary School we make it very clear that homophobic bullying and/or discrimination is not acceptable and will not be tolerated.

Special educational needs and disabilities

We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

Sexual Harassment

Sexual harassment includes name calling and sexual innuendoes as well as actions such as unwelcome touching. This should not be ignored.

Pubertal provision

Sanitary bins are placed in various places around the school. Sanitary products will be kept in the First Aid Room and are available from any member of staff (the child has the right to obtain these from a member of staff they feel comfortable in asking). The first aid room is available to children who may require changing facilities. Intimate care for children with disabilities will be provided by a designated member of staff if required (as detailed in the individual care plan).

Appendix 1 – Overview of relationships education taught through 3D PSHE (statutory)

Key Stage 1 (Year 1 & 2)		
Unit	Lesson	Outcomes
Communication	Feelings	To recognise and communicate feelings to others
	Responses	To recognise and communicate feelings to others To listen to, reflect on and respect other people's views and feelings
	Opinions	To understand that it is important to share their opinions and to be able to explain their views To learn to listen to other people and play and work co-operatively
	Co-operation 1	To recognise the importance of listening to other people To understand the importance of being able to work cooperatively To understand the concept of negotiation
	Co-operation 2	To understand the importance of being able to play and work cooperatively To work independently and in groups, taking on different roles and collaborating towards common goals
	Co-operation 3	To take part in a simple debate about topical issues To share opinions and explain their views To reflect on the similarities and differences between people
	Good Manners	To know the conventions of courtesy and manners
Bullying	Definition	To learn about bullies and bullying behaviour To understand the difference between impulsive and considered behaviour
	Unkindness	To understand that name-calling is hurtful and avoidable To recognise how their behaviour affects other people
	Behaviour 1	To understand what is and what is not bullying behaviour To understand the difference between impulsive and considered behaviour To recognise the difference between good and bad choices
	Behaviour 2	To recognise how their behaviour affects other people To recognise how their behaviour affects other people To recognise how attitude and behaviour, including bullying, may affect others To recognise how their behaviour and that of others may influence people both positively and negatively
	Behaviour 3	To understand who can help if someone is affected by bullying To recognise that there are people who care for and look after them To understand that bullying is wrong and know how to get help to deal with bullying To seek help from an appropriate adult when necessary
Fairness	Fair and Unfair	To recognise what is fair and unfair To learn to take part in discussions with the whole class
	Comparisons	To learn about others To reflect on the similarities and differences between people To recognise and respect similarities and differences between people
	Behaviour	To understand that family and friends should care for each other To recognise how their behaviour affects other people To recognise how their behaviour and that of others may influence people both positively and negatively
	Right and Wrong	To understand the difference between right and wrong To recognise right and wrong, what is fair and unfair and explain why
	Teasing	To learn strategies to cope with unfair teasing To understand that there are different types of teasing and bullying To understand that bullying is wrong and know how to get help to deal with bullying
Family and Friends	Kindness	To recognise what is kind and unkind behaviour To understand that family and friends should care for each other To recognise how their behaviour and that of others may influence people both positively and negatively
	Friendship 1	To learn how to develop positive relationships with peers To identify different relationships that they have and why these are important
	Friendship 2	To understand the importance of making friends To identify and respect the differences and similarities between people To develop positive relationships through work and play
	Friendship 3	To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships
	Family 1	To learn about the importance of family To recognise that family and friends should care for each other To recognise that there are people who care for and look after them
	Family 2	To identify their special people and what makes them special To identify different relationships that they have and why these are important

Lower Key Stage 2 (Year 3 & 4)		
Unit	Lesson	Outcomes
Communication	Clear Messages	To recognise that there are many ways to communicate To understand the need to communicate clearly
	How to Listen	To understand why it is important to listen to others
	Responding to Others	To talk about their views on issues that affect themselves and their class
	Expressing Opinions	To know how to communicate their opinions in a group To listen to and show consideration for other people's views
	Working Together 1	To work co-operatively, showing fairness and consideration to others
	Working Together 2	To understand why it is important to work collaboratively To take the lead, prioritise actions and work independently and collaboratively towards goals
	Shared Goals	To know how to identify ways to improve the environment To know how to spot problems and find ways of dealing with them
Bullying	Reactions	To know how to recognise the difference between isolated hostile incidents and bullying To recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying
	Self-Worth	To understand what self-esteem is and why it is important
	Persistence and Resilience	To understand the terms 'resilience' and 'persistence' and why these character traits are important To face new challenges positively and know when to seek help
	Negative Persistence	To know how to recognise bullying behaviour To recognise right and wrong, what is fair and unfair and explain why To understand the nature and consequences of negative behaviours such as bullying, aggressiveness
Fairness	Connections	To understand how we are all connected by our similarities To recognise and respect similarities and differences between people
	Family Links	To know and understand how the make-up of family units can differ To empathise with another viewpoint
	Religious Views 1	To understand and appreciate the range of different cultures and religions represented within school To learn about the need for tolerance for those of different faiths and beliefs
	Religious Views 2	To understand the term 'diversity' and appreciate diversity within school To recognise and challenge stereotyping and discrimination
Family and Friends	Friendship 1	To know and understand the features of a good friend To understand why it is important to be positive in relationships with others
	Friendship 2	To know how to communicate their opinions in a group setting To work co-operatively, showing fairness and consideration to others
	Friendship 3	To know 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 To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
	Friendship 4	Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties To understand why it is important to be positive in relationships with others

Upper Key Stage 2 (Year 5 & 6)		
Unit	Lesson	Outcomes
Communication	Confidentiality	To recognise that there are many different ways to communicate To understand the need for confidentiality in certain situations
	Listening	To know and understand the importance of listening to others To understand the role of the listener in any relationship
	Responding	To recognise that there are many ways to communicate To understand the need to both listen and speak when communicating with others
Collaboration	Teamwork	Understand that there are many situations in which collaboration is necessary To understand the need to develop team work skills
	Shared Goals	To recognise that there are many roles within a community To understand the need to collaborate in a group situation
	Community Spirit	To recognise that there are many roles within a community To understand the need to collaborate in a group situation
Similarities & Differences	Race and Ethnicity	To learn about racial discrimination and its impact on societies, past and present
	Gender Stereotypes	To learn about gender discrimination and its impact To challenge stereotyping and discrimination
	Culture	To learn about the importance of family in different cultures To recognise and respect similarities and differences between people
Healthy Relationships	Physical Contact	To know about and understand the importance of touch in a range of contexts To know the difference between appropriate and inappropriate touches
	Support and Care	To know that relationships can change as a result of growing up
	Marriage	To know that marriage (and civil partnership) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
	Mental Wellbeing	To know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
	Online Relationships	To know 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 To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

Overview of school's SKR weeks delivered through the school's safeguarding team

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Being safe	Anti-bullying	E-safety	Heroes	Mental health	Staying safe
Trusted adults School systems PANTS	School policy Equality Tolerance	Cyber-bullying Digital footprint Reporting	Diversity Hidden disabilities Achievements	Stress Well-being Support	FGM Radicalisation Life-skills

Appendix 2 – Overview of science biology and sex education (statutory & non-statutory)

Statutory Sex Education (Biology outcomes related to humans and/or sex education taught through science)	
Year	Outcomes
1	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	<ul style="list-style-type: none"> 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
3	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement.
4	<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.
5	<ul style="list-style-type: none"> Describe the life process of reproduction in some plants and animals. Find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Describe the changes as humans develop to old age. Draw a timeline to indicate stages in the growth and development of humans. Learn about the changes experienced in puberty.
6	<ul style="list-style-type: none"> 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 and how to maintain good health. Explore questions to understand how the circulatory system enables the body to function. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Be introduced to the idea that characteristics are passed from parents to their offspring.

Non-Statutory Sex Education (Additional lessons taught through the school's sex education)	
Year	Outcomes
UKS2	<ul style="list-style-type: none"> Know how and understand why close relationships are formed, especially during adolescence. Understand why friendship is important in the establishment of close relationships. Know about and understand the physical, mental and emotional changes that take place during puberty Learn about sex (and bust some myths!) Understand why friendship is important in the establishment of close relationships. Know the features of a healthy relationship. Understand what an unhealthy relationship is and know how to deal with relationship issues.

Appendix 3 – DfE guidance as to what children should know by the end of primary school

<p>Families and people who care for me</p>	<p>Pupils should know</p> <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 marriage¹ 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <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.

Appendix 4 – Parent request form for withdrawal of son/daughter from RSE lessons

Air Balloon Hill Primary School parent request for son/daughter withdrawal from RSE lessons

Parents **do not** have the right to withdraw their children from relationships education.

Parents **do have** the right to withdraw their children from the **non-statutory** components of sex education.

An overview of the statutory/non-statutory elements of our RSE education can be found in the school's RSE policy.

Requests for withdrawal should be put in writing using the form below and addressed to the Headteacher.

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

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 5 – RSE delivery guidance for teachers and parents

This has been produced following the parent and staff consultation and provides guidance for how the school's RSE curriculum should be delivered by staff and how staff should respond to children's questions.

How much information should parents and carers receive about upcoming statutory RSE curriculum content?

Teachers should share an overview of upcoming RSE content prior to it being taught through the school newsletter. This should comprise of an overview of the theme and learning objectives from the 3D PSHE scheme of work. It is likely that this will also include additional PSHE content. Parents are entitled to have sight of the lesson plans and resources that are to be used and this can be arranged through the class teacher. Please note that these materials cannot be widely distributed or removed from school due to copyright.

How much information should parents and carers receive about upcoming non-statutory RSE curriculum content?

Before non-statutory RSE content is taught, teachers should have offered to share lesson plans and resources with parents and carers. This is so parents and carers can ask questions and make informed choices about whether they wish their child to be included in these lessons. If parents wish to withdraw their child from non-statutory RSE lessons, they should complete a request form (appendix 4) and send it to the headteacher. Teachers are responsible for ensuring that alternative work is provided for pupil if they are withdrawn from any non-statutory RSE lessons.

How will staff respond if the school's RSE curriculum is not in line with a family's personal beliefs?

The school understands that there are many different family types within the school community and that across the community there may be a variety of different beliefs which can shape opinions regarding relationships and sex education. Teachers use the 3D PSHE scheme of work to ensure that all children receive a consistent RSE education which is in line with the school's vision of 'everyone belongs' and our expectation is that every member of the school community is 'respectful' towards others.

Our RSE curriculum is designed so that all children can see themselves, and their family type, represented in our curriculum. This is so that all children feel included. No child should be made to feel that their life-experiences, family backgrounds, family beliefs are wrong. Our RSE curriculum promotes an understanding that our society consists of a wide variety of beliefs, values and families and, more importantly, an understanding that all of these can be respected even when they are different to you own.

Will staff share their personal beliefs/life choices with the children?

All staff who deliver our RSE curriculum will do so following the 3D PSHE scheme of work. This ensures consistency of RSE teaching across the school. Whilst we recognise that it may be appropriate for staff to share aspects of their life-experiences with children to help build positive relationships and to demonstrate empathy, this does not mean that staff will teach RSE through the filter of their personal beliefs.

How will teachers respond to children's questions?

Staff will always respond to children's questions respectfully. Staff understand that children often see the world through their own experiences and that some children's questions (about how other people live their lives) will be based on how they currently see the world. Staff will always seek to provide answers that are honest whilst being appropriate. There may be times when children's understanding of relationships will be broadened as they become more aware of the diversity within the school and wider community. Children will never be told that their family's beliefs are wrong but everyone will be expected to be safe, kind and respectful towards others and embrace the school value that everyone belongs.