



Bright Futures

EDUCATIONAL TRUST

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ELMRIDGE PRIMARY SCHOOL

Relationships and Sex Education Policy

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
April 2020	1.1	A new policy to reflect the schools' vision and new curriculum	Ruth Law
September 2021	1.2	Removal of references to the Dunham Trust	Mark Edmundson

This policy will be reviewed every 12 months in light of local and Government legislation.

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School Mission and Aims

“Empowering children to shape the world of tomorrow”

Elmridge strives to ensure that all its pupils meet their full academic, social, emotional and physical potential through building solid foundations during this first chapter of their lifelong learning journey.

Our goal is to develop confident, understanding, global citizens with a love of learning and respect for each other and the world around them.

Introduction

Relationship and Sex education (RSE) is an important element in promoting the well-being and development of children. The Department for Education (DfE) states that all maintained schools must have an RSE policy, which must be shared with parents. While schools within the Bright Futures Trust are independent, the Governing Bodies of each school recognise the importance of this area and propose to adopt these measures.

Relationship and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships.

Curriculum intent

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

Moral and Values Framework

Relationship and sex education will reflect the values of PSHE and Citizenship programmes within the context of a Christian framework. RSE will be taught in the context of relationships.

In addition RSE will promote self-esteem and emotional health and well-being and help pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Elmridge Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – Parents were consulted about the policy via a letter and provided with time to review the policy and ask any questions. The Local Governing Body were consulted a year in advance on the school's new policy and were fully informed about the changes to the RSE curriculum.
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 at Elmridge Primary School is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles and diversity.

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

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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

For more information about our curriculum, see our curriculum map in Appendix 1.

Curriculum implementation

6. Delivery of RSE

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).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationship and Health Education.

While our teachers will teach the majority of our RSE programme, the school will seek to make use of suitably-qualified visitors, such as School Nurses where they complement our provision and extend our children's knowledge.

A range of teaching methods which involve children's full participation are used to teach Relationship and Health Education. These include use of video, discussion, looking at case studies, drama and role-play.

Relationship and Health Education is usually delivered in mixed gender groups however, there may be occasions where single-gender groups are more appropriate and relevant.

Child Protection / Confidentiality

All teachers will participate in professional development and continuing training in this important area of the school's curriculum. Teachers will be aware that effective Relationship and Health Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a Child Protection issue.

In such a rare event, the teacher will inform the Designated Safe Guarding Officer, in line with Trafford Council's procedures for child protection.

School staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Teachers will set out clear 'ground rules' to provide an agreed structure to answering sensitive or difficult questions. This framework will make use of an anonymous question box as a distancing technique for children to ask difficult questions.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs.

Curriculum Impact

Monitoring

Discussions with Foundation, Key Stage 1 and 2 teachers and PSHE co-ordinator - which will include a review of their assessment.

Monitoring of standards of children's achievements and the quality of teaching is the responsibility of the subject coordinator supported by the Head of School and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils work
- subject lesson observations
- pupil discussions and questionnaires
- audit of subjects
- scrutiny of planning
- general curriculum discussions through staff meetings

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

This policy will be reviewed by annually by PSHE subject leader. At every review, if the policy differs, it will be approved by the governing board and/or the head of school.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises.

Members of staff have copies of the relevant year group lessons through the GoGiver subscription and curriculum plan on Common.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Head of School

The Head of School 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 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-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 Head of School.

All class teachers are responsible for teaching RSE as part of the PSHE curriculum. PSHE lessons take place weekly as a discreet lesson. All staff are responsible for the development of children's understanding of healthy and happy relationships.

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-statutory components of sex education within RSE.

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 Head of School will also invite visitors from outside the school, such as school nurses or NSPCC workers, to provide support and training to staff teaching RSE.

10. Monitoring and review

The implementation of this policy will be monitored by the Heads of School, who will make an annual report to the Local Governing Body of that school.

End of policy statement

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Spring	<p>The Selfish Little Red Hen</p> <p><i>Pupils will read and discuss the tale of the Selfish Little Red Hen who does not offer her friend any help as she prepares for a party. Following the story, pupils will think about the people who help them and what help they can offer in return.</i></p> <p>Recipe for friendship</p> <p><i>Children look at what is needed to make a good friendship. Children create the perfect friendship through baking.</i></p> <p>Being sorry</p> <p><i>Discussing what the word sorry means and how it is important to feel and say sorry after doing something wrong. Children will understand how this makes another person feels.</i></p>
Year 1	Summer	<p>People who are special to me</p> <p><i>Pupils will think about the 'special people' in their lives such as family, friends and carers. Pupils will be encouraged to recognise and respect the diversity found in different families and support networks, developing an appreciation that all 'special people' are characterised by their loving and caring qualities.</i></p> <p>Caring for Pets</p> <p><i>A simple story that helps children to explore what responsibilities come with owning a pet.</i></p>
Year 2	Autumn	<p>Friendships: More than one friend</p> <p><i>Pupils will follow the story of Digby who is upset when his best friend Anna starts spending a lot of time with someone else. Pupils will think about feelings which arise when someone is left out and consider the benefits of working and playing together</i></p> <p>TWINKL: Buddy the dog's internet safety story</p> <p><i>To teach young children how to use the Internet safely in a fun way! The story specifically focuses on the safe use of tablets and smartphones</i></p>
	Spring	<p>Good and bad relationships</p> <p><i>What are the qualities of good and bad relationships?</i></p> <p>We are all different</p> <p><i>A short story which looks at what makes people individual e.g. things they like/dislike, their families, their talents.</i></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Autumn	<p>Peer Pressure: It's your choice.</p> <p><i>To know how and why rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</i></p> <p><i>To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</i></p>
	Spring	<p>Keeping Safe in Cyberspace</p> <p><i>To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities. Unit is based on online activity.</i></p>
	Summer	<p>Respect: It's my body</p> <p><i>Exploring how to keep and healthy body and mind and understanding why this is important</i></p>
Year 4	Autumn	<p>Meditation: resolving conflict</p> <p><i>To know that it is possible for everyone to benefit after considering each other's needs.</i></p> <p><i>To resolve differences by looking at alternatives, making decisions and explaining choices.</i></p> <p><i>To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</i></p>
	Summer	<p>Homophobia: Respecting all our differences</p> <p><i>To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</i></p> <p><i>To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</i></p> <p><i>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</i></p>
Year 5	Autumn	<p>Respect</p> <p><i>Children explore what the word respect means and consider different types of behaviour and whether they are respectful or not</i></p>
	Spring	<p>Jealousy</p> <p><i>To know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</i></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer	<p>Internet deceivers <i>To know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</i></p> <p>Belonging to groups <i>To recognise the role of voluntary, community and pressure groups</i></p>
Year 6	Autumn	<p>Bullying: Prepare to stand up and stand out <i>To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.</i></p> <p><i>To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.</i></p> <p><i>To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.</i></p> <p>Righting wrongs: discrimination against gay people <i>to take part in a simple debate about topical issues e.g. homophobia. to recognise choices they can make, and recognise the difference between right and wrong.</i></p>
	Summer	<p>Challenging stereotypes <i>pupils will develop an understanding of the term 'stereotype', identify examples of stereotypical opinions</i></p> <p>Body changes, puberty and hygiene</p>

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>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>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</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>

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>