



**Le Cateau**  
Community Primary School

# Relationships and Sex Education Policy

<b>Approved by:</b>	Governing Body	<b>Date:</b> 13 <sup>th</sup> July 2021
<b>Last reviewed on:</b>	November 2023 by F.Tait	
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### 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

Our school ethos and values are reflected in all of our learning in our mission to create well educated young people who set and maintain high expectations for themselves.

### 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](#).

At Le Cateau Community Primary School 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 complete a survey and make recommendations, due to COVID restrictions.

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

**Relationships Education** teaches the fundamental building blocks and characteristics of healthy, respectful, positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. Relationships education will enable pupils to make and maintain relationships with others in a range of contexts, including online.

**Health Education** provides pupils with the essential knowledge, skills and understanding of how to be healthy. This includes teaching pupils about mental wellbeing, physical wellbeing, internet safety, healthy eating, basic first aid, health and prevention elements and puberty. Health education will provide pupils with the knowledge and skills they need to make well informed and safe choices linked to their health and lifestyles.

**Sex Education** is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. Relationships Education and Sex Education is not about the promotion of sexual activity.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Sex Education involves education about reproduction, that stands outside of; relationships education, health education and the science curriculum. This is taught in Years 5 and 6.

## 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
- 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, 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).

## **7. Roles and responsibilities**

### **7.1 The governing body**

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

The governing body has delegated the approval of this policy to the Headteacher.

### **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-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 headteacher.

### **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.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work 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 Senior Leadership Team through:

Learning Walks, Book Scrutinies, Pupil Discussions

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

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by The Governing Body and Headteacher.



### Appendix 1: Curriculum map

#### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
FS	Summer Term	In the moment teaching as need arises/ pre-teaching of RSE curriculum.
Year 1	Summer Term	Health and Wellbeing, Relationships/RSE: The difference between a surprise and a secret.
Year 2	Summer Term	Relationships: <ul style="list-style-type: none"><li>• Things that cause conflict between me and my friends</li><li>• What I do when my friend makes me upset</li><li>• Naming body parts</li><li>• Changing Year groups</li></ul>
Year 3	Summer Term	My changing body: <ul style="list-style-type: none"><li>• How boys' and girls' bodies change as we grow up, and how these changes affect us □ Body parts</li><li>• Personal strengths and achievements</li></ul>

Year 4	Summer Term	<p>My changing body:</p> <ul style="list-style-type: none"> <li>• Emotions and feelings</li> <li>• Personal Hygiene</li> <li>• Support with puberty</li> </ul>
Year 5	Summer Term	<p>My changing body:</p> <ul style="list-style-type: none"> <li>• Menstruation and Wet Dreams</li> <li>• Changes during puberty</li> <li>• Female Genital Mutilation</li> <li>• Family types</li> </ul>
<b>YEAR GROUP</b>	<b>TERM</b>	<b>TOPIC/THEME DETAILS</b>
Year 6	Summer Term	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• How babies are made</li> <li>• Changing and becoming independent</li> <li>• Female Genital Mutilation</li> </ul>

## 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>
TOPIC	PUPILS SHOULD KNOW

<p>Respectful relationships</p>	<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 □ 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>
<p>Online relationships</p>	<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

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice e.g. family, school and/or other sources

<b>Year Group</b>	<b>Vocabulary that may arise:</b>	<b>New Vocabulary that will be taught continuing from the previous year groups:</b>
<b>Year 1</b>	pregnancy, birth	love, relationships, family, marriage, support, roles, community, male, female, feelings, emotions, change, care
<b>Year 2</b>	pregnancy, scrotum, womb, gay, lesbian	vagina, vulva, penis, testicles, birth, life-cycle, nipples, breasts, breastfeed, baby, private, consent
<b>Year 3 + Year 4</b>	transgender, gay, lesbian, homosexual, sperm, egg, ovary, womb, wet dream, ejaculate, pubic hair	cells, puberty, pregnancy, foreskin, scrotum, erection, reproduction, gender, hormones, voice 'breaks', period, bra, spots/acne, discharge, hygiene, stereotype
<b>Year 5</b>	transgender, gay, lesbian, homosexual, homophobic, masturbation, circumcised, womb, uterus	sexuality, menstruation, genitals, pubic hair, sanitary wear, sanitary towels/pads, tampons, wet dream, ejaculate/ejaculation, semen, sperm, sperm duct, urethra, egg, ovum, ovary, fallopian tube, bacteria, infection, pores,
<b>Year 6</b>	transgender, transsexual, gay, lesbian, homosexual, homophobic, heterosexual, transphobic, bisexual, IVF, caesarean,	reproductive organs, sex, sexual intercourse, making love, masturbation, pleasure, clitoris, anus, cervix, labia, womb, uterus, conception, fertilisation, pregnant, pregnancy, implantation, embryo, foetus, umbilical cord, amniotic fluid, placenta, amniotic sac, contractions, labour, immune system, vaginal fluids, HIV, Aids, sexual disease, virus, contraception, condom, contraceptive pill, female genital mutilation (FGM)



# Le Cateau

## Community Primary School

### Appendix 3: Parent form: withdrawal from sex education within RSE

#### TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

#### TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	

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