

ICKWORTH PARK PRIMARY SCHOOL



Relationships & Sex Education Policy

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1. Aims

The aims of relationships and sex education (RSE) at Ickworth Park Primary school are to deliver a well-planned and flexible RSE programme which caters to the changing needs of all of our pupils by:

- Providing a framework in which sensitive discussions can take place as children grow up
- Preparing pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Helping pupils develop essential life skills in order to build and maintain positive relationships with others through exploring feelings of confidence, empathy and respect for self and others
- Creating a positive culture around issues of sexuality and relationships
- Teaching pupils the correct vocabulary to describe themselves and their bodies
- Reinforcing the school values of Respect, Challenge, Resilience and Confidence
- Enabling children to develop skills to keep themselves and others safe in all environments including those online.
- Providing teachers with up to date and relevant materials, training and support in order to deliver RSE within our school.

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. (See Appendix 1)

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](#). (See Appendix 2)

At Ickworth Park Primary we teach RSE as set out in this policy using the Klearning resource scheme of work.

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 and a governor 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/pupil/stakeholder consultation – parents and any interested parties were invited to comment online about the policy
4. Ratification – once agreed 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.

5. Curriculum

Our curriculum is set out as per Appendix 3 but we may need to adapt it as and when necessary. It is based upon the Kapow materials and may be taught alongside other resources used in school. Where appropriate, the learning will be linked to other curriculum areas e.g. science

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. We will work in partnership with parents to ensure that questions are answered in an age appropriate and respectful manner. We will continue to respond and adapt our policy after consultation with pupils.

Primary sex education is not compulsory in primary schools however from September 2024 we will be delivering some of the non- statutory sex education elements of the curriculum as set out in the Kapow scheme of work (see appendix 3). Parents will be informed of their right to withdraw their children from these lessons if they wish, however they will be encouraged to discuss their concerns first with the Headteacher.

For more information about our curriculum, see our curriculum map in Appendix 3.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. At Ickworth Park we follow the Kapow scheme of work. 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 Appendix 4 at the end of this policy.

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 approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for dealing with any parental enquiries.

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

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 person responsible for leading teaching of RSE at Ickworth Park is Mrs L Murray.

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. They do, however, have the right to withdraw their children from some of the non-statutory sex education lessons and they will be informed by the class teacher about when these lessons are to be taught so they can discuss any concerns they may have. We are always happy to share teaching content with parents on request.

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or other professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the subject leader, Senior Leadership Team and a member of the governing body through learning walks and questioning of all stakeholders, and visits to the school by governors.

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

This policy will be reviewed by the governing body every two years. At every review, the policy will be approved by the governing body

Appendix 1- Education Act 1996 Section 403.

Sex education: manner of provision.

(1) The F1 governing body and head teacher shall take such steps as are reasonably practicable to secure that where sex education is given to any registered pupils at a maintained school, it is given in such a manner as to encourage those pupils to have due regard to moral considerations and the value of family life.

[F2(1A)The Secretary of State must issue guidance designed to secure that when sex education is given to registered pupils at maintained schools—

(a) they learn the nature of marriage and its importance for family life and the bringing up of children, and

(b) they are protected from teaching and materials which are inappropriate having regard to the age and the religious and cultural background of the pupils concerned.

(1B) In discharging their functions under subsection (1) governing bodies and head teachers must have regard to the Secretary of State's guidance.

(1C) Guidance under subsection (1A) must include guidance about any material which may be produced by NHS bodies for use for the purposes of sex education in schools.

(1D) The Secretary of State may at any time revise his guidance under subsection (1A).]

(2) In [F3this section] “maintained school” includes [F4a community or foundation special school] established in a hospital [F5and “NHS body” has the same meaning as in [F6the National Health Service Act 2006 (see section 275(1) of that Act)] .]

Appendix 2- DFE Guidance from Child Social Work Act 2017

CHAPTER 4

Relationships, sex and PSHE education

34. Education relating to relationships and sex

(1)The Secretary of State must by regulations make provision requiring—

(a)Relationships education to be provided to pupils of compulsory school age receiving primary education at schools in England;

(b)Relationships and sex education to be provided (instead of sex education) to pupils receiving secondary education at schools in England.

(2)The regulations must include provision—

(a)requiring the Secretary of State to give guidance to proprietors of schools in relation to the provision of the education and to review the guidance from time to time;

(b)Requiring proprietors of schools to have regard to the guidance;

(c)Requiring proprietors of schools to make statements of policy in relation to the education to be provided, and to make the statements available to parents or other persons;

(d)About the circumstances in which a pupil (or a pupil below a specified age) is to be excused from receiving relationships and sex education or specified elements of that education.

(3)The regulations must provide that guidance given by virtue of subsection (2)(a) is to be given with a view to ensuring that when relationships education or relationships and sex education is given—

(a)the pupils learn about—

(i)safety in forming and maintaining relationships,

(ii)the characteristics of healthy relationships, and

(iii)how relationships may affect physical and mental health and well-being, and

(b)the education is appropriate having regard to the age and the religious background of the pupils.

(4)The regulations may make further provision in connection with the provision of relationships education, or relationships and sex education.

(5)Before making the regulations, the Secretary of State must consult such persons as the Secretary of State considers appropriate.

(6)The regulations may amend any provision (including provision conferring powers) that is made by or under—

(a)section 342 of the Education Act 1996;

(b)Chapter 4 of Part 5 of the Education Act 1996;

(c)Schedule 1 to the Education Act 1996;

(d)Part 6 of the Education Act 2002;

(e)Chapter 1 of Part 4 of the Education and Skills Act 2008;

(f)the Academies Act 2010.

(7)Any duty to make provision by regulations under subsection (1) may be discharged by making that provision by regulations under another Act, so long as the Secretary of State consults such persons as the Secretary of State considers appropriate before making the regulations under that Act.

(8)The provision that may be made by regulations under subsection (1) by virtue of section 67 includes, in particular, provision amending, repealing or revoking any provision made by or under any Act or any other instrument or document (whenever passed or made).

(9)Regulations under subsection (1) which amend provision made by or under an Act are subject to the affirmative resolution procedure.

(10)Other regulations under subsection (1) are subject to the negative resolution procedure.

(11)Expressions used in this section, where listed in the left-hand column of the table in section 580 of the Education Act 1996, are to be interpreted in accordance with the provisions of that Act listed in the right-hand column in relation to those expressions.

35Other personal, social, health and economic education

(1)The Secretary of State may by regulations make provision requiring personal, social, health and economic education (beyond that required by virtue of section 34) to be provided—

- (a)to pupils of compulsory school age receiving primary education at schools in England;
- (b)to pupils receiving secondary education at schools in England.

(2)The regulations may include—

- (a)provision requiring the Secretary of State to give guidance to proprietors of schools in relation to the provision of the education;
- (b)provision requiring proprietors of schools to have regard to that guidance;
- (c)provision requiring proprietors of schools to make statements of policy in relation to the education to be provided, and to make the statements available to parents or other persons;
- (d)further provision in connection with the provision of the education.

(3)Before making the regulations, the Secretary of State must consult such persons as the Secretary of State considers appropriate.

(4)The regulations may amend any provision (including provision conferring powers) that is made by or under—

- (a)section 342 of the Education Act 1996;
- (b)Chapter 4 of Part 5 of the Education Act 1996;
- (c)Schedule 1 to the Education Act 1996;
- (d)Part 6 of the Education Act 2002;
- (e)Chapter 1 of Part 4 of the Education and Skills Act 2008;
- (f)the Academies Act 2010.

(5)The provision that may be made by regulations under subsection (1) by virtue of section 67 includes, in particular, provision amending, repealing or revoking any provision made by or under any Act or any other instrument or document (whenever passed or made).

- (6)Regulations under subsection (1) which amend provision made by or under an Act are subject to the affirmative resolution procedure.
- (7)Other regulations under subsection (1) are subject to the negative resolution procedure.
- (8)Expressions used in this section, where listed in the left-hand column of the table in section 580 of the Education Act 1996, are to be interpreted in accordance with the provisions of that Act listed in the right-hand column in relation to those expressions.
- (9)A power to make provision under this section does not limit any power to make provision of the same kind under another Act.

Appendix 3: Curriculum map

Relationships and sex education and PSHE curriculum map and unit summaries



Suggested long-term plan RSE & PSHE - Overview (EYFS and Key Stage 1)

Please click on each year group to see the break down of lessons for that year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Reception	Self regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	Introduction lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson
Year 2	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition lesson

Please click on each year group to see the break down of lessons for that year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship	Economic wellbeing Transition lesson
Year 4	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body	Citizenship	Citizenship Economic wellbeing Transition lesson
Year 5	Introductory lesson Family and relationships	Family and relationships Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Transition lesson: Roles and responsibilities
Year 6	Introductory lesson Family and relationships	Health and wellbeing	Health and wellbeing Safety and the changing body	Safety and the changing body Citizenship	Citizenship Economic wellbeing	Economic wellbeing Identity Transition lesson: Dealing with change

Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.

Transition lesson: Helping Year 1 pupils with the transition to a new year and the changes that come with it.

Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs.

Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
<p>Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.</p>	<p>Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.</p>	<p>Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.</p>	<p>Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.</p>	<p>Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and stereotypes.</p>

Transition lesson: Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this.

Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
<p>Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.</p>	<p>Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.</p>	<p>Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.</p>	<p>Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.</p>	<p>Exploring: choices associated with spending; what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices.</p>

Transition lesson: Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.

Year 5

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
<p>Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.</p>	<p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.</p>	<p>Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p>	<p>An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.</p>	<p>Developing understanding about income and expenditure, borrowing, risks with money, career choices, finance and feelings, stereotypes in the workplace.</p>

Transition lesson: Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

Year 6

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
<p>Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.</p>	<p>Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.</p>	<p>Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.</p>	<p>Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.</p>	<p>Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available.</p> <p>Identity</p> <p>Two lessons on the theme of personal identity and body image.</p>

Appendix 4: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW KS1 & KS2
Families and people who care about me	<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 marriage 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
Caring friendships	<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

TOPIC	PUPILS SHOULD KNOW KS1 & KS2
Respectful relationships	<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 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 What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not 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 The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW KS1 & KS2
Being safe	<ul style="list-style-type: none"> • 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

