

# ICKWORTH PARK PRIMARY SCHOOL



## Relationships & Sex Education Policy

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<b>PRINT NAME</b>	
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<b>DATE</b>	
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<b>COMMITTEE TO APPROVE</b>	Full Governing

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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 Nurture, Belong, Challenge and Inspire
- 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 1Decision learning 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 1Decision 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,

Primary sex education at Ickworth Park will focus on the scientific element of the curriculum:

At Ickworth park we have taken the decision not to teach the non-compulsory Sex Education elements of the curriculum.

- Children are taught about the life cycle of animals and humans including reproduction. They learn about changes that happen in humans from birth to old age. Teaching includes age appropriate learning with regard to what happens in puberty, including periods.

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 1 Decision 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 Miss E Pearson

### **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.

At Ickworth Park we are only teaching the science aspects of the RSE curriculum and therefore parents do not have the right to withdraw their child from lessons. 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 Senior Leadership Team and a member of the governing body through learning walks and questioning of all stakeholders, 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 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 curriculum map-

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KEEPING/STAYIN G SAFE	KEEPING/STAYIN G SAFE	KEEPING/STAYIN G SAFE	KEEPING/STAYIN SAFE	KEEPING/STAYIN G SAFE	KEEPING/STAYIN G SAFE
Assessment- Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning out of windows Assessment- Summative	Assessment- Baseline Cycle Safety	Peer Pressure Adults' & children's Views	Water Safety Assessment- Summative
KEEPING/STAYIN G HEALTHY	KEEPING/STAYIN G HEALTHY	KEEPING/STAYIN G HEALTHY	KEEPING/STAYIN HEALTHY	KEEPING/STAYIN G HEALTHY	KEEPING/STAYIN G HEALTHY
Assessment- Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment- summative	Assessment- Baseline Healthy Living	Smoking Adults' & Children's views	Alcohol Assessment- Summative
RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS	GROWING & CHANGING	GROWING & CHANGING	GROWING & CHANGING
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment- Summative	Assessment- Baseline Appropriate touch(relationships )	Puberty Adults' & Children's views	Reproduction Assessment- Summative
BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
Assessment- Baseline Water Spillage	Practice makes perfect Helping someone in need	Stealing Assessment- Summative	Assessment- Baseline Coming home on time	Looking out for others Adults' & Children's views	Stealing Assessment - Summative
FEELINGS & EMOTIONS	FEELINGS & EMOTIONS	FEELINGS & EMOTIONS	FEELINGS & EMOTIONS	FEELINGS & EMOTIONS	FEELINGS & EMOTIONS
Assessment – Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment – Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment- summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment- Baseline Online Bullying	Image sharing	Making friends online Computer safety Documentary Assessment- Summative	Assessment – Baseline Online Bullying	Image sharing Adults' & Children's Views	Making Friends online Assessment - Summative
	MONEY MATTERS	MONEY MATTERS	MONEY MATTERS	MONEY MATTERS	MONEY MATTERS
	Assessment – Baseline Money Matters	Assessment- Summative	Assessment – Baseline Chores at home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
HAZARD WATCH This module is suggested for Y3 and can be delivered where suitable			WORLD WITHOUT JUDGEMENT	WORLD WITHOUT JUDGEMENT	WORLD WITHOUT JUDGEMENT
Assessment-Baseline Is it Safe to eat or drink? Is it safe to play with? Assessment-Summative			Assessment- Baseline Breaking Down Barriers	Inclusion & Acceptance Adults' & Children's Views	Assessment - Summative

## 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"> <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 KS1 & KS2
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW KS1 & KS2
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

