

Relationship and Sex Education Policy



Status	Date
Date issued	September 2021
Prepared by	Andy Lamb
Review date	September 2023
Date adopted by Governing Body	To be adopted 19/10/21

Together, We Nurture, Inspire, Achieve

Myton Park Primary School

Relationship and Sex Education Policy

1. Aims

The aims of relationships and sex education (RSE) at Myton Park Primary 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.

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](#). In accordance with the guidance, parents/carers have been consulted on the RSE curriculum, both its statutory and non-statutory elements. Regarding the non-statutory elements of the RSE curriculum, parents/carers have the right to withdraw their child/children, and can do so via our Microsoft Forms facility, which can be accessed on the school website. At Myton Park Primary School we teach RSE as set out in this policy.

3. Definition

At Myton Park, we provide a thorough, well-structured curriculum based on relationships education. Aspects of the sex education curriculum are taught within the science curriculum. 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, all of which are essential to the development of every child. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

4. 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. To further support the development of relationship and sex education at Myton Park, children will access 'Yasmine and Tom'; an online platform encompassing 3 age-related modules based on the statutory RSE curriculum objectives. In addition to the statutory RSE curriculum taught at Myton Park, children in year 6 will have the opportunity to learn about Life Cycles, which is module three within Yasmine and Tom. Three of the lessons within this module are non-statutory and parents have the option to withdraw their child/children.

5. Delivery of RSE

At Myton Park, RSE is delivered through Yasmine and Tom. Yasmine and Tom lessons are taught in age related modules, and divided across year groups. The lessons taught within each year group are taught and built upon throughout the school year and are linked to the PSHE whole school objectives. Biological aspects of RSE are taught within the science curriculum. 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

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). As stated in section 4 of the policy, the year 6 module entitled 'Life Cycles' includes three non-statutory lessons. In addition, the statutory RSE curriculum at Myton Park also includes areas that are not taught within science including *Menstruation* (Module 3, Lesson 8) and *Wet Dreams and Masturbation* (Module 3, Lesson 9).

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

6. Roles and responsibilities

The Governing Body

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

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 7).

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 teacher, Mrs. J. Williams.

Pupils

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

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Yasmine and Tom modules one and two are compulsory, making up the statutory requirements for the RSE curriculum. However, parents do have the right to withdraw their children from the non-statutory components of sex education within RSE. As stated in section 2 of this document, requests for withdrawal from the non statutory elements of RSE should be done so via our Microsoft form, available on the school website. Alternative work will be given to pupils who are withdrawn from the non-statutory elements of sex education.

8. Training

New staff will be trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The head teacher 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.

Relevant CPD opportunities have, and will continue to be provided to all staff on the delivery of the RSE curriculum. The delivery of this content has been supported by the Relationship and Health Education Coordinator for Stockton on Tees Borough Council.

9. Monitoring Arrangements

The delivery of RSE is monitored by Andy Lamb (PSHE Subject Coordinator) through:

- Planning scrutiny
- Learning walks
- Pupil Voice
- Staff Voice

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

This policy will be reviewed by Andy Lamb (PSHE Subject Coordinator) biennially. At every review, the policy will be approved by the governing board.

10. Review of the Policy

The governing body to review this policy every 3 years. They may however review this policy earlier if the government produces new regulations, or if it receives recommendations on how this policy might be improved.

Appendix 1 - Relationship and Sex Education Curriculum Mapping

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn 1	<p>Relationships - Ourselves and Others: similarities and differences; individuality; our bodies.</p> <ul style="list-style-type: none"> • How they are similar or different to others, and what they have in common. • To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.
Year 1	Autumn 2	<p>Relationships - Ourselves and Others: people who care for us; groups we belong to; families.</p> <ul style="list-style-type: none"> • That family is one of the groups they belong to, as well as, for example, school, friends, clubs • About the different people in their family / those that love and care for them • What their family members, or people that are special to them, do to make them feel loved and cared for • How families are all different but share common features – what is the same and different about them • About different features of family life, including what families do / enjoy together
Year 2	Autumn 2	<p>Relationships Behaviour: bullying; words and actions; respect for others.</p> <ul style="list-style-type: none"> • How words and actions can affect how people feel. • How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. • Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. • How to respond if this happens in different situations. • How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Spring 2	<p>Health and Wellbeing Keeping Safe: recognising risk; rules.</p> <ul style="list-style-type: none"> • How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. • How not everything they see online is true or trustworthy and that people can pretend to be someone they are not. • How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.
Year 2	Summer 2	<p>Health and Wellbeing Feelings: mood; times of change; loss and bereavement; growing up.</p> <ul style="list-style-type: none"> • How to recognise, name and describe a range of feelings. • What helps them to feel good, or better if not feeling good. • How different things / times / experiences can bring about. • Different feelings for different people (including loss, change and bereavement or moving on to a new class/year group). • How feelings can affect people in their bodies and their behaviour. • Ways to manage big feelings and the importance of sharing their feelings with someone they trust. • • How to recognise when they might need help with feelings and how to ask for help when they need it.
Year 3	Autumn 1	<p>Relationships Friendship: making positive friendships, managing loneliness, dealing with arguments.</p> <ul style="list-style-type: none"> • How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. • How to recognise if others are feeling lonely and excluded and strategies to include them. • How to build good friendships, including identifying qualities that contribute to positive friendships. • That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences. • How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Autumn 2	<p>Health and Wellbeing Keeping Safe: at home and school; our bodies; hygiene; medicines and household products.</p> <ul style="list-style-type: none"> • That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable. • How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online). • How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly).
Year 3	Spring 1	<p>Relationships Families: family life; caring for each other.</p> <ul style="list-style-type: none"> • How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents). • How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays. • How marriage represents a formal and legally recognised commitment of two people, which is intended to be lifelong. • How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.
Year 4	Autumn 2	<p>Relationships Respect for Self and Others: courteous behaviour; safety; human rights</p> <ul style="list-style-type: none"> • How people's behaviour affects themselves and others, including online • How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • About the relationship between rights and responsibilities • About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • The rights that children have and why it is important to protect these* • That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.
Year 4	Spring 2	<p>Health and Wellbeing Growing and Changing: puberty and how bodies change during puberty.</p> <ul style="list-style-type: none"> • How puberty can affect emotions and feelings • How personal hygiene routines change during puberty • How to ask for advice and support about growing and changing and puberty

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Autumn 1	<p>Health and Wellbeing – Identity: personal attributes and qualities; similarities and differences; individuality; stereotypes.</p> <ul style="list-style-type: none"> • How to recognise and respect similarities and differences between people and what they have in common with others • That there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • How individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • How to challenge stereotypes and assumptions about others.
Year 5	Spring 2	<p>Relationships Friendships: relationships; becoming independent; online safety.</p> <ul style="list-style-type: none"> • About the different types of relationships people have in their lives • How friends and family communicate together; how the internet and social media can be used positively • That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing. • How knowing someone online differs from knowing someone face-to-face • How to recognise risk in relation to friendships and keeping safe • Recognising the importance of permission seeking and giving in relationships with friends, peers and adults. • About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • How to respond if a friendship is making them feel worried, unsafe or uncomfortable
Year 6	Autumn 1 and 2	<p>Health and Wellbeing, Looking after Ourselves: growing up; becoming independent; taking more responsibility.</p> <ul style="list-style-type: none"> • How mental and physical health are linked • How positive friendships and being involved in activities such as clubs and community groups support wellbeing • How and why to balance time spent online with other activities • How to manage the influence of friends and family on health choices.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Summer 1 and 2	<p>Relationships: different relationships, changing and growing, adulthood, independence, moving to secondary school.</p> <ul style="list-style-type: none"> • That people have different kinds of relationships in their lives, including romantic or intimate relationships • That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • That adults can choose to be part of a committed relationship or not, including marriage or civil partnership • That marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • How puberty relates to growing from childhood to adulthood • How menstrual wellbeing including the key facts about the menstrual cycle. • About the reproductive organs and process - how babies are conceived and born and how they need to be cared for • That there are ways to prevent a baby being made. • How growing up and becoming more independent comes with increased opportunities and responsibilities • How friendships may change as they grow and how to manage this • How to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

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"> • 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
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
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

DRAFT