



Corsham Regis Primary Academy

Relationships and Sex Education policy (from 1st September 2020)

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Approved by:	Chris Denton (Chair of Governors)	Date: 14 th July 2020
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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
- › 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
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

2. Statutory requirements

As a primary academy 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 Corsham Regis Primary Academy 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 working group (PSHRE leader and Headteacher) pulled together all relevant information including relevant national and local guidance following training
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 review the policy and submit questions (a face to face meeting was not possible due to Coronavirus)
4. Pupil consultation – we asked children about what they wanted from their RSE (a face to face meeting was not possible due to Coronavirus)
5. Ratification – once 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.

Guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 defines sex education as:

‘Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age’.

Sex and Relationship Education Guidance (DfEE 0116/2000)

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 is not compulsory in primary schools; Corsham Regis Primary Academy has determined not to teach any sex education beyond the content of the science curriculum and the Relationships Education and Physical and Mental Health guidance as set out by the DfE:

www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

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

6. Delivery of RSE

At Corsham Regis Primary Academy RSE is taught within the wider PSHRE curriculum; we call this the Personal, Social, Health and Relationships Education (PSHRE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and assemblies.

All teachers and HLTAs deliver the age appropriate PSHRE curriculum using the Learn for Life Education resource materials, provided by Wiltshire Council, to support its delivery, as well as supplementary materials and resources as recommended by the Wiltshire Council Personal Development Adviser. This involves termly units delivered through a spiral 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).

Beyond the planned programme for PSHRE education, the curriculum provides children with a variety of experiences that have the potential to promote their personal, social, health and relationships education.

These include:

- Assemblies of Celebration
- Circle time
- Sports clubs and participating in inter-school and county tournaments & competitions
- Drama and music activities and productions
- Residential visits and day trips
- Clubs - singing, drama, art & craft
- Social and fund raising events
- Theme days/events, for example Children in Need, World Book Day, Subject days
- Mini enterprise projects
- Charity events
- Leadership opportunities, for example Playground Leaders, Academy Council, Eco-Council, House Captains

Early Years Foundation Stage:

PSHRE in the EYFS is mainly delivered through the Personal, Social and Emotional Development (PSED) Early Learning goals. This prime area of the EYFS curriculum supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

Special Educational Needs:

PSHRE education is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

Aspects of RSE will be taught within the science curriculum and focuses on:

- Labelling parts of the body
- noticing that animals, including humans, have offspring which grow into adults
- finding out how different parts of the body have special functions
- Observing our changing bodies

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

7. Roles and responsibilities

7.1 The governing board

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

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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 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.

All teachers and HLTAs are responsible for teaching RSE in our school. Mrs Sarah Harris is responsible for leading PSHRE in Corsham Regis Primary Academy.

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. However, Corsham Regis Primary Academy does not deliver non-statutory components of the RSE curriculum.

Staff will always alert parents to the content of the PSHRE curriculum in advance of delivery, through curriculum/project maps. Any concerns that parents may have will be addressed sensitively by the class teacher in the first instance and then by the Headteacher if required.

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 other professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHRE Lead and Governor Responsible (see appendix) through:

- Planning scrutiny
- Learning walks
- Lesson observations
- Questionnaires

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

This policy will be reviewed by the designated member of staff annually – [see Appendix 4](#). At every review, the policy will be approved by both the governing body and the head teacher.

Appendix 1: Curriculum map

Milestones in black type are from Learn4Life Curriculum content relating to RSE L4L Unit
 Milestones in Purple are from the RSE Framework (Mandatory from September 2020)

Relationships education, Relationships and Sex Education (RSE)		
Year A: Autumn Term		
Years 1&2 Milestone 1	Years 3&4 Milestone 2	Years 5&6 Milestone 3
<p>The conventions of courtesy and manners. I have thought about how to keep myself safe Out and About (Getting On & Falling Out) Each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 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>	<p>I know something about everyone in my class Our Happy School (New Beginnings) I can work in a cooperative way with others Our Happy School (New Beginnings) What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 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. I can spot dangers in the home including dangers online including that that people sometimes behave differently online, including by pretending to be someone they are not. Out and About (Getting On & Falling Out) 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. I have thought about how to stay safe Out and About (Getting On & Falling Out)</p>	<p>I know that different ways of behaving are appropriate in different types of relationships Out and About (Getting On & Falling Out) Practical steps they can take in a range of different contexts to improve or support respectful relationships. I can protect my personal safety Out and About (Getting On & Falling Out) 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. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>
Year A: Spring Term		
Years 1&2 Milestone 1	Years 3&4 Milestone 2	Years 5&6 Milestone 3

<p>I know who my friends and family are My Friends and Family (Relationships)</p> <p>I can make people I care about happy My Friends and Family (Relationships)</p> <p>I have thought about people who are important to me and how I feel about them My Friends and Family (Relationships)</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>	<p>I know how others can help me achieve my goals and how I can help others Looking Forward (Going For Goals)</p> <p>I have thought about the importance of teamwork Looking Forward (Going For Goals)</p> <p>I know that families can be different from one another My Friends and Family (Relationships)</p> <p>I can say no to peer pressure My Friends and Family (Relationships)</p> <p>I have thought about the importance of caring for myself and keeping myself clean My Friends and Family (Relationships)</p>	<p>I can describe some of the physical changes of puberty My Friends and Family (Relationships)</p> <p>I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings My Friends and Family (Relationships)</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>
Year A: Summer Term		
Years 1&2 Milestone 1	Years 3&4 Milestone 2	Years 5&6 Milestone 3
<p>I know my friends can help me and I can help them in times of change Ready, Steady, Go (Changes)</p> <p>I know that some changes are natural and “happen by themselves” Ready, Steady, Go (Changes)</p> <p>I have thought about working with other people to overcome obstacles. Ready, Steady, Go</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>	<p>I have thought about how to keep my body healthy Healthy Bodies, Healthy Minds (Good To Be Me)</p> <p>I know some people who I can turn to for help at difficult times Ready, Steady, Go (Changes)</p> <p>I know that everybody goes through many sorts of change all the time Ready, Steady, Go</p> <p>I have thought about ways of keeping myself safe including how to contact Childline Ready, Steady, Go (Changes)</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>I know that alcohol is a drug Healthy Bodies, Healthy Minds (Good To Be Me)</p> <p>I can describe the Eat Well plate and a balanced diet Healthy Bodies, Healthy Minds (Good To Be Me)</p> <p>I can stand up for what I think after listening to others and making my own choice Healthy Bodies, Healthy Minds (Good To Be Me)</p> <p>I have thought about how I can have a healthy mind and body by..... Healthy Bodies, Healthy Minds (Good To Be Me)</p> <p>I know how people often respond to difficult changes Ready, Steady, Go (Changes)</p> <p>I can take responsibility for my own safety Ready, Steady, Go (Changes)</p> <p>I have thought about how to deal with difficult feelings to do with loss Ready, Steady, Go (Changes)</p>
Year B: Autumn Term		

Years 1&2 Milestone 1	Years 3&4 Milestone 2	Years 5&6 Milestone 3
<p>I have thought about how my behaviour can affect others Our Happy School (New Beginnings)</p> <p>I know about stranger danger including meeting strangers online Out and About (Getting On & Falling Out)</p> <p>I can work well in a group Out and About (Getting On & Falling Out)</p> <p>I have thought about what I should do if I meet dangerous situations Out and About (Getting On & Falling Out)</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>	<p>I know what it feels like to be unwelcome Our Happy School (New Beginnings)</p> <p>I can work with others to achieve a shared goal Our Happy School (New Beginnings)</p> <p>I can use peaceful problem solving to sort out difficulties Out and About (Getting On & Falling Out)</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>I have thought about ways to manage difficult feelings Out and About (Getting On & Falling Out)</p>	<p>I know how to work well in a group Our Happy School (New Beginnings)</p> <p>I can listen to and show respect for other people's views when working in a group Our Happy School (New Beginnings)</p> <p>I have thought about what makes a group function well so that we can learn together Our Happy School (New Beginnings)</p> <p>I know how to protect myself on-line Out and About (Getting On & Falling Out)</p> <p>I can use my skills for solving problems peacefully to help other people resolve conflict Out and About (Getting On & Falling Out)</p> <p>I have thought about strategies I can use to stay safe when faced with risky situations Out and About (Getting On & Falling Out)</p>
Year B: Spring Term		
Years 1&2 Milestone 1	Years 3&4 Milestone 2	Years 5&6 Milestone 3
<p>I know the stages of a life cycle My Friends and Family (Relationships)</p> <p>I can identify some of the people who care for me My Friends and Family (Relationships)</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>	<p>I know the names for male and female body parts My Friends and Family (Relationships)</p> <p>I can take responsibility for what I choose to do My Friends and Family (Relationships)</p> <p>I have thought about how and why my body will change My Friends and Family</p>	<p>I know some of the feelings that people have when someone close dies or leaves My Friends and Family (Relationships)</p> <p>I can recognise and challenge stereotyping and discrimination My Friends and Family (Relationships)</p> <p>I have thought about how the media can influence the way we think and feel about people and situations My Friends and Family (Relationships)</p>
Year B: Summer Term		
Years 1&2 Milestone 1	Years 3&4 Milestone 2	Years 5&6 Milestone 3

<p>I know how to cope with changes that can be exciting or worrying Ready, Steady, Go (Changes)</p> <p>I can plan to overcome obstacles that might get in the way Ready, Steady, Go (Changes)</p> <p>I have thought about how to make sensible choices Ready, Steady, Go (Changes)</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>	<p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</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>I have thought about how to make sensible choices Healthy Bodies, Healthy Minds (Good To Be Me)</p> <p>I know some ways of dealing with changes that make me feel uncomfortable Healthy Bodies, Healthy Minds (Good To Be Me)</p> <p>I know some ways of dealing with the feelings that arise from changes Healthy Bodies, Healthy Minds (Good To Be Me)</p> <p>I have thought about ways to keep myself safe when I am out with my friends Healthy Bodies, Healthy Minds (Good To Be Me)</p>	<p>I have thought what I can do when I feel pressured such as... Healthy Bodies, Healthy Minds (Good To Be Me)</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> <p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially Ready, Steady, Go (Changes)</p> <p>I can look for the positives in big changes I am facing Ready, Steady, Go (Changes)</p>
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Appendix 2: By the end of primary school pupils should know (Relationships Education: Primary)

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</p>	<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

TOPIC	PUPILS SHOULD KNOW
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
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
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

Appendix 3: DFE Understanding Relationships and Health Education in your child's primary school: a guide for parents)

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

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

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

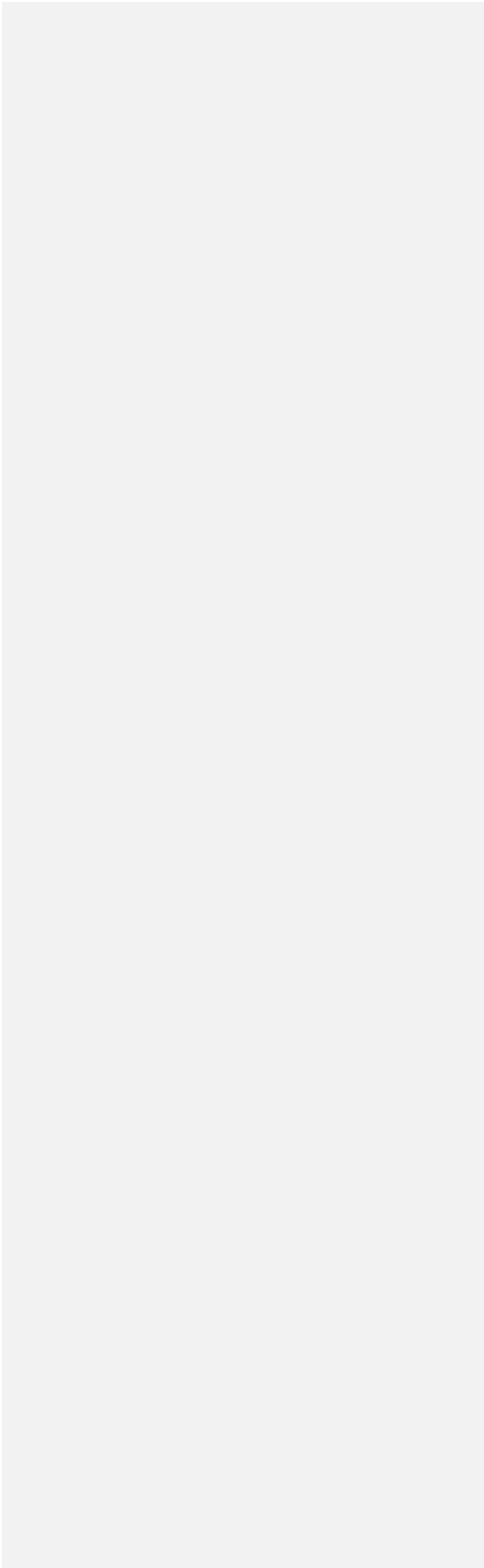


By the end of primary school, pupils will have been taught content on:

- 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

You can find further detail by searching **'relationships and health education'** on GOV.UK.

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Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



[Appendix 4: Personnel](#)

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[PSHRE Lead: Mrs Sarah Harris](#)

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[Responsible Governor: Mr Chris Denton](#)

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