



New Earswick Primary School
"To have the best, to do our best, to be the best that we can be."

Relationship and Sex Education Policy

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Statement of intent

At New Earswick Primary School, we understand the importance of educating pupils about sex and relationships, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Sex and Relationship Education Guidance', defines this programme as: "Learning about physical, moral and emotional development; understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and health."

The programme will be taught objectively and does not intend to promote any form of sexual orientation.

Aims and objectives

The sex education and relationship programme is an opportunity for pupils to:

- Develop an understanding of sex, sexuality and relationships.
- Develop a range of appropriate personal skills.

The aims will be achieved through developing an understanding of:

- A range of values and moral issues including the importance of family life.
- The biological facts related to human growth and development, including reproduction.
- The importance of healthy relationships.

1. Legislation

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

2. Roles and responsibilities

2.1. The **Local governing Committee** is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The **headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.

- Reporting to the governing board on the effectiveness of this policy.
 - Reviewing this policy on an **annual** basis.
- 2.3. The **relationships, sex and health education subject leader** is responsible for:
- Overseeing the delivery of the subjects.
 - Ensuring the subjects are age-appropriate and high-quality.
 - Ensuring teachers are provided with adequate resources to support teaching of the subjects.
 - Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
 - Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
 - Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
 - Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

3. Organisation of the Curriculum

- 3.1. Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 3.2. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 3.3. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 3.4. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.
- 3.5. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

- 3.6. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 3.7. The programme will be designed as to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 3.8. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 3.9. The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.
- 3.10. Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.
- 3.11. At all points of delivery of this programme, parents/carers will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.
- 3.12. External experts may be invited to assist from time-to-time with the delivery of the sex and relationship education programme, but will be expected to comply with the provisions of this policy.
- 3.13. The relationship and sex education programme will be developed in conjunction with the views of teachers, pupils and parents by the PSHE coordinator, in accordance with DfE recommendations.
- 3.14. The majority of the programme will be delivered through the personal, social, health and economic (PSHE) education in the SCARF program, with statutory sex education aspects taught via the science curriculum.
- 3.15. At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.
- 3.16. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 3.17. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention

measures taken to ensure this are outlined in the school's [E-safety Policy](#).

- 3.18. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 3.19. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 3.20. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 3.21. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 3.22. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 3.23. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

4. Consultation with parents

- 4.1. The school understands that the teaching of some aspects of the programme may be of concern to parents/carers.
- 4.2. The school will ensure that no teachers express their personal views or beliefs when delivering the programme.
- 4.3. Parents/carers will be regularly consulted on the content of the programme, through meetings and letters, and the programme will therefore be planned in conjunction with parents/carers.
- 4.4. The school respects the legal right of parents/carers to withdraw their child from all or part of the sex and relationship education programme, except for those statutory parts included in the science national curriculum.

- 4.5. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in [Appendix 2 – Science national curriculum.](#)

5. Relationships Education Overview

YEAR 1

<p>Autumn 1. Families and Friendships</p> <p>Who are our special people?</p> <p>Our special people balloons</p> <p>Same or different?</p> <p>Surprises and secrets</p> <p>Good or bad touches?</p>	<p>Autumn 2. Safe Relationships</p> <p>Who can help? (1)</p> <p>Who can help? (2)</p> <p>Harold has a bad day</p> <p>It's not fair!</p> <p>Why we have classroom rules</p> <p>Harold's school rules</p>	<p>Autumn 3. Respecting Ourselves and Others</p> <p>Good friends</p> <p>Keeping privates private</p> <p>Unkind, tease or bully?</p>
<p>Spring 1. Belonging to a Community</p> <p>Taking care of something</p> <p>Around and about the school</p> <p>How are you listening?</p> <p>Pass on the praise!</p>	<p>Spring 2. Media Literacy and Digital Resilience</p> <p>Sharing pictures</p>	<p>Spring 3. Money and Work</p> <p>Harold's money</p> <p>How should we look after our money?</p>
<p>Summer 1. Physical Health and Mental Wellbeing</p> <p>Eat well</p> <p>Harold's wash and brush up</p> <p>Catch it! Bin it! Kill it!</p> <p>I can eat a rainbow</p> <p>Super sleep</p> <p>Healthy me</p> <p>Inside my wonderful body!</p>	<p>Summer 2. Growing and Changing</p> <p>Thinking about feelings</p> <p>Our feelings</p> <p>Feelings and bodies</p> <p>Harold loses Geoffrey</p> <p>Harold learns to ride his bike</p> <p>Then and now</p>	<p>Summer 3. Keeping Safe</p> <p>What could Harold do?</p> <p>Taking care of a baby</p> <p>Basic first aid</p>

YEAR 2

Autumn 1. Families and Friendships
Being a good friend
Getting on with others
My special people
Let's all be happy!
An act of kindness

Autumn 2. Safe Relationships
Should I tell?
I don't like that!
Bullying or teasing?
Don't do that!
Types of bullying
Feeling safe

Autumn 3. Respecting Ourselves and Others
Solve the problem
A helping hand
How are you feeling today?
How do we make others feel?
What makes us who we are?

Spring 1. Belonging to a Community
Our ideal classroom (1)
Our ideal classroom (2)
How can we look after our environment?
When I feel like erupting
When someone is feeling left out

Spring 2. Media Literacy and Digital Resilience
Playing games

Spring 3. Money and Work
Harold saves for something special
Harold goes camping

Summer 1. Physical Health and Mental Wellbeing
<u>Harold's postcard - helping us to keep clean and healthy</u>
My day
Harold's bathroom
My body needs...
What does my body do?

Summer 2. Growing and Changing
You can do it!
Sam moves away
Haven't you grown!
My body, your body
Respecting privacy
Fun or not?

Summer 3. Keeping Safe
How safe would you feel?
What should Harold say?
Harold's picnic
Basic first aid
Some secrets should never be kept

YEAR 3

Autumn 1. Families and Friendships
Family and friends
Looking after our special people
Our friends and neighbours

Autumn 2. Safe Relationships
Secret or surprise?
Zeb
Helping each other to stay safe
Safe or unsafe?

Autumn 3. Respecting Ourselves and Others
Respect and challenge
How can we solve this problem?
Getting on with your nerves!
Friends are special
For or against?
Tangram team challenge
Thanks

Spring 1. Belonging to a Community
As a rule
Let's have a tidy up!
My community
Our helpful volunteers
Harold's environment project

Spring 2. Media Literacy and Digital Resilience
Super Searcher
None of your business!
Relationship Tree
Recount task

Spring 3. Money and Work
Can Harold afford it?
Earning money
Top talents
I am fantastic!

Summer 1. Physical Health and Mental Wellbeing
Derek cooks dinner! (healthy eating)
My special pet
Body team work
Poorly Harold
Help or harm?
Alcohol and cigarettes: the facts

Summer 2. Growing and Changing
Let's celebrate our differences
Body space
My changing body
Raisin challenge (1)

Summer 3. Keeping Safe
The Risk Robot
Danger or risk?
Dan's dare
Basic first aid

YEAR 4

Autumn 1. Families and Friendships	Autumn 2. Safe Relationships	Autumn 3. Respecting Ourselves and Others
Ok or not ok? (part 1)	An email from Harold!	Human machines
Ok or not ok? (part 2)	Who helps us stay healthy and safe?	The people we share our world with
Friend or acquaintance?	Different feelings	Islands
	Secret or surprise?	What makes me ME!
	Under pressure	What would I do?
	How dare you!	Can you sort it?
		Making choices
Spring 1. Belonging to a Community	Spring 2. Media Literacy and Digital Resilience	Spring 3. Money and Work
Harold's Seven Rs	Picture Wise	Harold's expenses
Logo quiz	That is such a stereotype!	Why pay taxes?
Volunteering is cool	In the news!	It's your right
How do we make a difference?	Raisin challenge (2)	
My school community (1)		
Summer 1. Physical Health and Mental Wellbeing	Summer 2. Growing and Changing	Summer 3. Keeping Safe
SCARF Hotel	Moving house	Danger, risk or hazard?
All change!	My feelings are all over the place!	Keeping ourselves safe
Basic first aid	Together	Medicines: check the label
When feelings change	Period positive	Know the norms
Safety in numbers		

YEAR 5

Autumn 1. Families and Friendships
Qualities of friendship
How good a friend are you?
Being assertive
Relationship cake recipe

Autumn 2. Safe Relationships
Independence and responsibility
Taking notice of our feelings
Dear Ash
Help! I'm a teenager - get me out of here!
How are they feeling?

Autumn 3. Respecting Ourselves and Others
Happy being me
Kind conversations
It could happen to anyone
Collaboration Challenge!
The land of the Red People

Spring 1. Belonging to a Community
Local councils
<u>Rights, responsibilities and duties</u>
My school community (2)
Mo makes a difference

Spring 2. Media Literacy and Digital Resilience
Star qualities?
Spot bullying
Communication
Fact or opinion?
Play, like, share

Spring 3. Money and Work
Different skills
Boys will be boys? - challenging workplace gender stereotypes
Give and take
Spending wisely
Lend us a fiver!

Summer 1. Physical Health and Mental Wellbeing
Smoking: what is normal?
Would you risk it?
Drugs: true or false?
It all adds up!
'Thinking' about habits
Getting fit
What's the story?

Summer 2. Growing and Changing
Stop, start, stereotypes
Is it true?
Growing up and changing bodies
Changing bodies and feelings

Summer 3. Keeping Safe
Basic first aid
Ella's diary dilemma
Our emotional needs
Decision dilemmas
Jay's dilemma

YEAR 6

<p>Autumn 1. Families and Friendships</p> <p>Don't force me</p> <p>Dear Ash</p> <p>Advertising friendships!</p>	<p>Autumn 2. Safe Relationships</p> <p>Solve the friendship problem</p> <p>OK to be different</p> <p>Behave yourself</p> <p>Assertiveness skills (formerly Behave yourself - 2)</p> <p>Acting appropriately</p> <p>What's the risk? (1)</p>	<p>Autumn 3. Respecting Ourselves and Others</p> <p>Dan's day</p> <p>Respecting differences</p> <p>Working together</p> <p>Let's negotiate</p>
<p>Spring 1. Belonging to a Community</p> <p><u>Boys will be boys? - challenging gender stereotypes</u></p> <p>Media manipulation</p> <p>We have more in common than not</p> <p>Tolerance and respect for others</p>	<p>Spring 2. Media Literacy and Digital Resilience</p> <p>It's a puzzle</p> <p>Think before you click!</p> <p>Traffic lights</p> <p>Two sides to every story</p> <p>Fakebook friends</p> <p>To share or not to share?</p> <p>I look great!</p>	<p>Spring 3. Money and Work</p> <p>What's it worth?</p> <p>Jobs and taxes</p> <p>This will be your life!</p>
<p>Summer 1. Physical Health and Mental Wellbeing</p> <p>Five Ways to Wellbeing project</p> <p>Joe's story (part 1)</p> <p>Our recommendations</p>	<p>Summer 2. Growing and Changing</p> <p>Is this normal?</p> <p>Helpful or unhelpful? Managing change</p> <p>Making babies</p> <p>What's the risk? (2)</p> <p>What is HIV?</p>	<p>Summer 3. Keeping Safe</p> <p>Rat Park</p> <p>What sort of drug is...?</p> <p>Drugs: it's the law!</p> <p>Alcohol: what is normal?</p> <p>Pressure online</p>

Families and people who care for me

5.1. By the end of primary school, pupils will know:

- That families are important for them 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

5.2. By the end of primary school, pupils will know:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

5.3. By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

5.4. By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

5.5. By the end of primary school, pupils will know:

- 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.
- 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) who 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 and 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 seek advice, for example, from their family, their school and other sources.

6. Health Education Overview

- 6.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

- 6.2. By the end of primary school pupils will know:
- That mental wellbeing is a normal part of daily life, in the same way as physical health.
 - That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
 - The scale of emotions that humans experience in response to different experiences and situations.
 - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
 - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
 - The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.

- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

6.3. By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

6.4. By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

6.5. By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

6.6. By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

6.7. By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

6.8. By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

6.9. By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

7. Sex Education through the curriculum

Elements of the topics for key stage 1 and 2 are statutory in accordance with the [science national curriculum](#) and therefore must be taught.

Key stage 1

7.1. Pupils in Year 1 are taught:

- About the different ways in which they have changed since they were a baby, including the changes to their bodies.
- Biological names for various body parts including penis, vagina, testicles and breasts.
- The different words families may have for these body parts.

7.2. Pupils in Year 2 are taught:

- To match the correct body parts to a male and female.
- The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
- About the process of aging and the fact that this cannot be controlled.

Key stage 2

7.3. Pupils in Year 3 are taught:

- That humans reproduce and produce offspring.
- That women have babies and that in most animals, it is also the female that has babies.
- About the way a baby grows in its mother's uterus.
- About the word "puberty", and that this is used to explain when a child's body turns into an adult.
- About the importance of hygiene.
- The biological terminology used to describe changes in boys' and girls' bodies as they go through puberty.
- That puberty is necessary in order for the body to be able to make babies.
- About stereotypical ideas regarding parenting and family roles.

7.4. Pupils in Year 4 are taught:

- That a baby is made when sperm from a man and a woman's egg joins.
- That they were made by a sperm and an egg and therefore have some of the characteristics of each of their parents.
- That girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
- To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
- About the importance of relationships, focussing on the development of friendships.

7.5. Pupils in Year 5 are taught:

- More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.
- About 'self-image' and the idea that how they see themselves is not necessarily how others see them.
- That attraction to others of the opposite or same sex is a natural part of growing up.
- About what terms such as "gay" mean, as and when these terms arise.
- About different situations and scenarios represented in the world around them (e.g. same sex parents).
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- That the legal age for sexual consent is 16.

7.6. Pupils in Year 6 are taught:

- That babies are made during sexual intercourse.

- That having a baby is a choice which responsible adults make when they are with someone they love.
 - Strategies for the development of positive self-image and self-esteem.
 - To use their knowledge to answer questions their peers may have about getting older.
 - The importance of looking after themselves physically and emotionally.
 - The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.
 - About what to expect in secondary school and to discuss any worries that they might have about this transition.
- 7.7. During Year 6 classes, pupils may be taught in gender-segregated groups dependent upon the nature of the topic being taught.

8. Working with external experts

In Upper Key Stage 2, Year 5 and Year 6 are offered sessions with Nurse Practitioners and Health Professionals on the following themes:

Year 5	Growing up and our changing bodies
Year 6	Reproduction, personal health and contraception

9. Equal opportunities and accessibility

- 9.1. The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

- 9.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 9.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, **sex** and health education, and the programme will be designed to be inclusive of all pupils.
- 9.4. The school is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.
- 9.5. The SCARF program enables staff to access SEND resources right through from Reception to Age 11.
- 9.6. Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 9.7. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 9.8. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 9.9. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, **sex** and health curriculum, rather than delivered as a standalone unit or lesson.
- 9.10. Pupils will be taught about LGBTQ+ in **Year 6**; however, we will always consider the development and maturity of pupils before teaching this topic.
- 9.11. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

- 9.12. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 9.13. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

10. Curriculum links

- 10.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 10.2. Relationships, sex and health education will be linked to the following subjects in particular:
- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
 - **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
 - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
 - **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
 - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

11. Withdrawing from the subjects

- 11.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- 11.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.
- 11.3. The headteacher will automatically grant withdrawal requests in accordance with point 14.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

- 11.4. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 11.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 11.6. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- 11.7. The parent will be informed in writing of the headteacher's decision.
- 11.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

12. Behaviour

- 12.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 12.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 12.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.
- 12.4. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.
- 12.5. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

13. Staff training

- 13.1. All staff members at the school will undergo training on a termly basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.
- 13.2. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

- 13.3. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

14. Confidentiality

- 14.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 14.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- 14.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 14.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

15. Monitoring quality

- 15.1. The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 15.2. The relationships, sex and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:
- Self-evaluations
 - Lesson observations
 - Topic feedback forms
 - Learning walks
 - Work scrutiny
 - Lesson planning scrutiny
- 15.3. The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.
- 15.4. The relationships, sex and health education subject leader will work regularly and consistently with the headteacher and RSE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

16. Monitoring and review

- 16.1. This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is date.
- 16.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 16.3. The governing board is responsible for approving this policy.
- 16.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

New Earswick Marking Policy

Appendix 1 – Letter to parents/carers

School name

Address line one

Address line two

Address line three

Postcode

Dear Parent/carer,

RE: Sex and relationship education

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide a sex and relationship education programme.

At New Earswick Primary School, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the School's Sex and Relationship Education Policy, which can be accessed on our school website or in hard copy via our school office.

Though schools must provide sex and relationship education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore as parents/carers, you are entitled to request that your child be removed from sex and relationship education lessons.

Such requests should be submitted to myself, the headteacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Mrs A Oswald

Headteacher

New Earswick Marking Policy

Appendix 2 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none">• That animals, including humans, move, feed, grow, use their senses and reproduce.• To recognise and compare the main external parts of the bodies of humans.• That humans and animals can produce offspring, and they grow into adults.• To recognise similarities and differences between themselves and others.• To treat others with sensitivity.
Key stage 2	<ul style="list-style-type: none">• That nutrition, growth and reproduction are common life processes for humans and other animals.• About the main stages of the human life cycle.