



RELATIONSHIP AND SEX EDUCATION POLICY

The Downs Primary School and Nursery
Part of the Passmores Co-operative Learning Community
April 2021

Relationships and Sex Education Policy (RSE)

Introduction

This RSE policy outlines the purpose, nature and management of the RSE taught at The Downs Primary School and Nursery. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. It addresses the legal requirements, national strategies and government guidance with particular attention given to the requirements of DCSF Sex and Relationship Guidance. Implementation of this policy is the responsibility of the Head Teacher and all the teaching staff.

Aims

We aim to provide a graduated, age-appropriate RSE programme emphasising the social and emotional aspects of relationships. This table show our aims for both Key Stage One and Key Stage Two:

Key Stage One	Key Stage Two
<ul style="list-style-type: none">• for children to value themselves• for children to recognise and communicate their feelings• for children to form friendships and relationships	<ul style="list-style-type: none">• to understand the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth• to understand the range of their own and others' feelings and emotions• to understand the importance of personal safety and what to do or to whom to go to when feeling unsafe

Content

An overview of the objectives for each year group can be found in Appendix A. All referred page numbers refer to lessons plans and guidance in the PSHE Education Planning Toolkit for Key Stages 1 & 2 available from the PSHE Association. Ask the school to see an electronic version of this document. All government guidance about RSE can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

Entitlement

All children will have equal access to RSE education regardless of age, race, disability, gender, sexual orientation or religion. However, any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex education in school other than sex education contained within the statutory national curriculum (for example in PSHE and science).

All parents are informed in writing of their right to withdraw their children from any forthcoming relationships and sex education lessons and will be given an outline of the lessons in advance so they are able to make an informed decision. We will give parents of KS2 children the opportunity to come in to school and view the lesson materials if they wish to. All parents will also be required to meet with the headteacher to discuss their reasons for withdrawal.

Implementation

Class teachers are responsible for their own class organisation and teaching style in relation to RSE, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

Disclosures

If any adults are disclosed any information or overhear conversations about situations that they deem inappropriate for the child's age, these should be recorded on My Concern. These will then be read and acted upon accordingly by the Designated Safeguarding Leads.

Review

This policy and the teaching of RSE will be reviewed and evaluated on a regular basis. The Headteacher will bring it to the Standards Committee of the Governing Body for discussion and amendment if necessary and it will go to the full Governing Body for approval at least every 3 years.

Appendix A

All page numbers refer to lessons plans and guidance in the PSHE Education Planning Toolkit for Key Stages 1 & 2 available from the PSHE Association. This can be viewed electronically in school.

Year 1

The learner will be able to:

- Use the correct names for the main parts of the body of boys and girls **Page 27**
- Know about privacy in different contexts **Page 31**
- Know about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid **Page 35**
- Know about appropriate and inappropriate touch **Page 40**

Year 2

The learner will be able to:

- Use the correct names for the main parts of the body of boys and girls **Page 62**
- Know about privacy in different contexts **Page 66**
- Know about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid **Page 70**
- Know about appropriate and inappropriate touch **Page 75**

Year 3

The learner will be able to:

- Know about the changes that happen at puberty **Page 102**
- Know about the concept of keeping something confidential or secret **Page 111**
- Know about when they should or should not agree to keeping a secret **Page 111**
- Know about the importance of keeping personal boundaries and the right to privacy **Page 119**

Year 4

The learner will be able to:

- Know about the changes that happen at puberty **Page 150**
- Know about the concept of keeping something confidential or secret **Page 160**
- Know about when they should or should not agree to keeping a secret **Page 160**

Year 5

The learner will be able to:

- Know about the changes that happen at puberty **Page 199**
- Know about human reproduction in the context of the human lifecycle **Page 200**
- Know how a baby is made and how it grows **Page 200**

- Know about roles and responsibilities of parents and carers **Page 200**
- Know that pregnancy can be prevented **Page 200**
- Know about the right they have to protect their body **Page 201**
- Know that female genital mutilation (FGM) is physical abuse and is illegal **Page 201**
- Know about the importance of speaking out about FGM **Page 201**
- Know about different types of relationships (friends, families, couples, marriage, civil partnership) **Page 208**
- Know about what constitutes a positive, healthy relationship **Page 208**
- Know about the skills to maintain positive relationships **Page 208**
- Recognise when a relationship is unhealthy **Page 209**
- Know about committed loving relationships (including marriage and civil partnership) **Page 210**
- Know that marriage, arranged marriage and civil partnership is between two people who *willingly* agree **Page 211**
- Know that to force anyone into marriage (forced marriage) is illegal **Page 211**
- Know about the importance speaking out about forced marriage **Page 211**
- Know about judging whether physical contact is acceptable or unacceptable **Page 214**
- Know about times when it appropriate and necessary to break a confidence **Page 215**

Year 6

The learner will be able to:

- Know about human reproduction in the context of the human lifecycle **Page 255**
- Know how a baby is made and how it grows **Page 255**
- Know about roles and responsibilities of parents and carers **Page 255**
- Know that pregnancy can be prevented **Page 255**
- Know about the right they have to protect their body **Page 256**
- Know that female genital mutilation (FGM) is physical abuse and is illegal **Page 256**
- Know about the importance of speaking out about FGM **Page 256**
- Know about different types of relationships (friends, families, couples, marriage, civil partnership) **Page 263**
- Know about what constitutes a positive, healthy relationship **Page 263**
- Know about the skills to maintain positive relationships **Page 263**
- Recognise when a relationship is unhealthy **Page 264**
- Know about committed loving relationships (including marriage and civil partnership) **Page 265**
- Know that marriage, arranged marriage and civil partnership is between two people who *willingly* agree **Page 266**
- Know that to force anyone into marriage (forced marriage) is illegal **Page 266**
- Know about the importance speaking out about forced marriage **Page 266**
- Know about judging whether physical contact is acceptable or unacceptable **Page 269**
- Know about times when it appropriate and necessary to break a confidence **Page 270**