



# **Morland Area CE Primary School**

## **Relationships and Sex Education Policy**

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<b>Approved by:</b>	Mrs. Donnelly Stott	<b>Date:</b> 25/04/24
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<b>Next review due by:</b>	March 2027
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## **1. Aims**

At Morland Area CE Primary school we aim to promote learning that is about physical, moral and emotional development. We aim to provide a framework in which sensitive discussions can take place. Prepare pupils for puberty, give them an understanding of sexual development and the importance of health and hygiene. We aim to help pupils develop feelings of self-respect, confidence and empathy. We will create a positive culture around issues of sexuality and relationships. Our aim is to teach pupils the correct vocabulary to describe themselves and their bodies. The governing body aims to work closely with parents/carers and governors to create an ethos that ensure all pupils receive appropriate, accurate and honest answers to their questions about RSE.

## 2. Statutory requirements

We must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). Primary Schools are required to teach the elements of sex education that are contained in the Science Curriculum.

In teaching SRE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Morland Area Primary School we teach RSE as set out in this policy, through PHSE, relationships, Science and Health and Well-being (kidsafe.)

## 3. Policy development

This policy has been developed in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to read (and contribute if appropriate) to the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
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.

## 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 will focus on:

- Preparing boys and girls for some of the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map at the end of the document.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in health and well-being.

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, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing body will approve the RSE policy, and hold Mrs Donnelly Stott – the head teacher, to account for its implementation.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

All 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

All teaching staff are responsible for the teaching of SRE through PHSE, Science and Health and Well-being.

### **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**

At Morland Area Primary School

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.

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

## **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 sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of SRE is monitored by Becky Johnson as Science Co-ordinator through: Observations such as planning scrutinies, learning walks, etc.

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

This policy will be reviewed by Becky Johnson annually. At every review, the policy will be approved by the governing committee, Joyce Berry, chair of governors and the head teacher Mrs Donnelly Stott.

## Appendix 1 Curriculum map RSE

	PHSE/Relationships	Science – CUSP	Kids safe/online safety Health /well being
YR	<ul style="list-style-type: none"> <li>• People who help us</li> <li>• Taking responsibility</li> <li>• Understanding adult responsibility</li> <li>• Qualities of a good friend</li> <li>• How am I special?</li> <li>• How each of us is unique</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of our body</li> <li>• Understanding our basic needs</li> </ul>	<ul style="list-style-type: none"> <li>• Brushing our teeth</li> <li>• Personal hygiene</li> </ul>
1&2	<ul style="list-style-type: none"> <li>• Speaking about our feelings</li> <li>• Understanding who takes care of us</li> <li>• Exploring different relationships</li> <li>• Understanding personal/parental responsibilities</li> <li>• Being unique and special</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing what private means</li> <li>• Growing up</li> <li>• Naming parts of the body</li> <li>• Exploring gender differences</li> <li>• Understanding that humans produce babies</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping our selves safe</li> <li>• Positive touch</li> <li>• Developing resilience</li> <li>• Keeping clean</li> </ul>
3&4	<ul style="list-style-type: none"> <li>• Identifying who we can speak to about our feelings.</li> <li>• Unique and special</li> <li>• Exploring parental responsibilities</li> <li>• Understanding different relationships (Parents friends, teachers etc.)</li> <li>• Different types of love</li> <li>• Love and trust within a marriage/ established relationships</li> <li>• Understanding healthy/unhealthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding gender differences</li> <li>• Understanding physical changes and managing them</li> <li>• Keeping clean</li> </ul>	<ul style="list-style-type: none"> <li>• Making ourselves feel happy</li> <li>• Positive touch</li> <li>• Keeping clean</li> <li>• Developing resilience</li> </ul> <p>PHSE K/S Life skill culture/ethos in school Sports</p>
5&6	<ul style="list-style-type: none"> <li>• Managing feelings</li> <li>• Understanding healthy/unhealthy relationships K/S</li> <li>• Exploring how behaviours affect our feelings K/S</li> <li>• Understanding changes in relationships (parents boyfriends/girlfriends etc)</li> <li>• Peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Stages in the human life cycle</li> <li>• How babies are made</li> <li>• Changes in puberty</li> <li>• Knowing names and functions of male/female reproduction</li> <li>• Exploring gender differences</li> <li>• Keeping clean</li> </ul>	<ul style="list-style-type: none"> <li>• Managing feelings</li> <li>• Understanding self-worth</li> <li>• Developing resilience</li> <li>• Understanding self-worth</li> <li>• Exploring media influences</li> <li>• Body image PHSE –</li> <li>• Appropriate touch</li> </ul>