



Relationships and sex education policy (from 2020)

Northern Parade Federated Schools

*Eager
to
learn*

Vision and Value Statement



A creative community working together to motivate, challenge and build resilience in our independent learners.'



**Approved by: Chair of
Governors**

Date: 01/05/21

Last reviewed on: 01/05/21

Next review due by: 1/05/22

Contents

1. Aims	3
2. Statutory requirements	4
3. Definition	4
4. Curriculum	4
5. Delivery of RSE	5
6. Roles and responsibilities	6
7. Parents' right to withdraw	7
8. Training	8
9. Monitoring arrangements.....	8
10.Safeguarding and child protection.....	8
Appendix 1: Curriculum map	10
Appendix 2: By the end of primary school pupils should know	18
Appendix 3: Parent form: withdrawal from sex education within RSE.....	220

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
- 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

This policy covers Northern Parade Schools approach to Relationships and Sex Education (RSE). We believe that RSE is essential for the personal, social and emotional development of our pupils. It provides children with the key information, skills and values they need to have safe, respectful and healthy relationships and allows them to take responsibility for their health and well-being. Northern Parade Schools believes that all children have a right to a tailored RSE curriculum. We believe that by ensuring high quality RSE, we are upholding the values of our school and its commitment to equality and celebration of difference. This policy was produced in consultation with our staff, board of governors, pupils and parents. We will guarantee that the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. The consultation and policy development process involved the following steps:

1. Review – PSHE leads gathered relevant information to create a policy, which reflects the school’s pupils, needs and values.
2. Staff consultation – all school staff were given the opportunity to look at the policy and offer feedback.
3. Parent consultation – parents and carers were provided with information about the RSE curriculum (in person/via electronic presentation)
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with Proprietors and ratified

2. Statutory requirements

As a primary academy school 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 Northern Parade School's, we teach RSE as set out in this policy.

If you would like to see the guidance from the government, please visit:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

3. 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.

4. Curriculum

Our RSE curriculum is embedded within our PSHE curriculum (set out as per Appendix 1) following the Twinkl Life Scheme. However, we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with staff, governors, pupils and parents, 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.

Northern Parade School's RSE curriculum reflects the ethos and culture of our school community. Each lesson provides an opportunity to promote the six dragon values (teamwork, resilience, challenge, creativity, safety and independence)

and embed them further into the children's' learning. This allows them to develop the necessary skills and understanding to become confident in their knowledge

Primary sex education will focus on:

- Preparing boys and girls for the physical and emotional changes that adolescence brings
- The influences of social media and the idea that there is no such thing as an ideal body.
- Understanding the term "sexual relationship" and who can have a sexual relationship.
- Naming male and female body parts
- Understanding that menstruation and wet dreams are a normal part of growing up.

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

5. 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 religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by class teachers.

In key stage 1 and key stage 2, 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

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

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).

If parents or carers still have any questions relating to the delivery of SRE, they are strongly encouraged to contact their child's class teacher, or the Head of School, who will respond directly.

6. Roles and responsibilities

6.1 The governing board

The governing board has delegated the approval of this policy to Warren Beadell and Rachel Carlyle (Headteachers)

6.2 The headteachers

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

6.3 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 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 headteacher.

Key Staff:

PSHE Leads:

Caroline Stoneman (KS2), Steph Beck (Year 3), Josie Cooperthwaite (KS1), Ruby Walker (EYFS)

6.4 Pupils

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

School Council

Our school council is vital in reflecting the views and opinions of our school community. We use regular meetings as an opportunity to discuss and evaluate the relevance of RSE to their needs. We encourage members of the school council to represent their peers and provide an insight into the effectiveness of their RSE learning and understanding of its teachings.

We encourage the school council to share these views in a respectful manner, with an understanding that we are an inclusive and diverse school.

7. Parents' right to withdraw

Northern Parade Schools believe that the successful teaching of RSE is reliant on schools working together with parents/carers. We recognise that parents/ carers can play an important role in the RSE of their children through exploring discussions at home that have taken place in school.

If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, please contact Head of PSHE.

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/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

**Parental Right to Withdrawal	
Subject	Primary
Relationships Education	No
Sex Education	Yes
RE	Yes
Science	No
Collective Worship	Yes

8. 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 PSHE leaders 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.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE leaders through:

Learning walks, pupil work scrutinies and a pupil focus group and feedback from the school council .

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

This policy will be reviewed by the PSHE Leads annually. At every review, the policy will be approved by the headteachers.

10. Safeguarding and child protection

Northern Parade School acknowledges that RSE is crucial for creating a culture of safeguarding and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.

RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.

We recognise that when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.

Northern Parade recognises that some children may be vulnerable and uncomfortable with certain aspects of the RSE content due to ongoing or previous safeguarding concerns. Additional support will be provided for those children to prevent any further distress.

Dragon's Den will provide additional resources and interventions for children in small groups or whole classes. NSPCC Pants will be used to teach all about consent and what is not appropriate touching.

NSPCC PANTS is all about giving child-friendly practical and reassuring advice. We don't want to upset or scare families and we definitely don't want to make children feel they can't accept a hug or a kiss from an adult.

We want to make talking about sexual abuse and keeping safe as easy as teaching your child about crossing the road safely.

All the information the NSPCC provide has been developed with parents and experts in parenting and child protection. And with Pantosaurus and their exciting activities, children can learn in a fun way

While Northern Parade Schools wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. At School we do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.



Appendix 1: Curriculum map

Relationships and sex education curriculum map

Year Group	Term	Topic/Theme Details
Foundation Stage		<ul style="list-style-type: none"> • Making Relationships: <ul style="list-style-type: none"> • Playing cooperatively with others by taking turns and negotiating ideas and understanding the feelings of others. • Show an understanding towards the opinions, feelings and ideas of others. • Confidently initiates conversations with others and ask appropriate questions in response.
Year 1	Autumn 1	<ul style="list-style-type: none"> • Relationships: <ul style="list-style-type: none"> • Groups you belong to – Develop an understanding of the different groups and communities that they can belong to. • Being a good listener – Learn to listen to other people whilst playing and working cooperatively. • The importance of kindness – Begin to recognise what is fair and unfair and the importance of being kind to others and the impact this may have on their relationship. • Working as a team – Recognise the traits of a positive learner and the impact this has on their progress. • Bullying and teasing – Recognise when people are being unkind either to them or others and develop strategies by thinking about how to respond and who to tell.
Year 2	<ul style="list-style-type: none"> • Autumn 1 • • • • • 	<ul style="list-style-type: none"> • Relationships: <ul style="list-style-type: none"> • Special people – Identify the important people in their lives and understand the importance of this relationship. • Families – Recognise the people who look after them, their family networks and why families are important.

	<ul style="list-style-type: none"> • • • • • Spring 1 • • Summer 1 • • • • • • • Summer 2 	<ul style="list-style-type: none"> • Friends – Describe what makes someone a good friend and recognise how others show feelings whilst learning how to respond to these without damaging their relationship. • Strategies to resolve arguments – Identify ways to help work out arguments and disagreements. • • Health and Wellbeing (Physical): <ul style="list-style-type: none"> • When to say yes or no – Recognise when to say yes, no, I’ll ask or I’ll tell. Including knowing they do not have to keep secrets. • Physical contact – Understand that their body belongs to them and how to respond if they feel uncomfortable or unsafe. Recognise the difference between secrets and nice surprises and the importance of not keeping a secret that makes them feel anxious or afraid. • Staying safe online – Explain the rules for and ways of keeping themselves safe when using technology. • Pants rule • • Living in the wider world: <ul style="list-style-type: none"> • What are rights? – Define and describe what rights are and identify rights that all people share. • Respecting others – Show respect for the rights of others and understand why this is important, along with showing respect for the difference between people. • • Relationships (RSE): <ul style="list-style-type: none"> • Growing and Changing – Describe how they have changed since they were a baby and predict how they will change as they get older thinking about opportunities and responsibilities. • Changes in life – Describe things that might change in a person’s life ad how this might make them feel and act. • Introduction to STOP (Several Times On Purpose) to highlight differences between relationship conflict and bullying.
--	--	---

Year 3	<ul style="list-style-type: none"> • Autumn 1 • Autumn 2 • Summer 1 • Summer 2 	<ul style="list-style-type: none"> • Relationships: <ul style="list-style-type: none"> • Together Everyone Achieves More – To know that their actions affect themselves and others whilst working collaboratively. • Being considerate – To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise. To recognise and respond to a wider range of feelings in others. • Responsibilities – To know that their actions affect themselves and others. • • Living in the Wider World (Britain): <ul style="list-style-type: none"> • Liberty – To understand that there are basic human rights shared by all peoples and all societies and that these rights are there to protect everyone. • Tolerance and Respect – To understand the differences and similarities between people arise from several factors. To appreciate the range of national, regional, religious, and ethnic identities in the United Kingdom. • • Health and Wellbeing – Aiming High: <ul style="list-style-type: none"> • No Limit! – To recognise and challenge stereotypes, understanding that gender does not limit us in becoming what we want to be in the future. • • Health and Wellbeing – It’s My Body: <p>My Body, My Choice – To learn about taking care of their body, understanding that they have a right to protect their body from inappropriate and unwanted contact. Understand that actions can constitute as abuse and are a crime. Develop skills and strategies required to get support if they have fears for themselves or their peers. To judge what kind of physical contact is acceptable, comfortable, unacceptable, and uncomfortable and how to respond (including who to tell and how to tell them). The concept of keeping something confidential or secret when they should or should not agree to this and when it is right to break confidence or share a secret.</p>
Year 4	<ul style="list-style-type: none"> • Autumn 2 • • 	<ul style="list-style-type: none"> • Living in the Wider World – Respecting Rights: <ul style="list-style-type: none"> • To understand that there are basic human rights shared by all people and all societies and that children have their own special rights.

		<ul style="list-style-type: none"> • Bullying – Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help.)
Year 5	<ul style="list-style-type: none"> • Autumn 1 • • • • • • • • • Autumn 2 • • • • • • • • • Summer 1 • • • Summer 2 	<ul style="list-style-type: none"> • Relationships – Team: <ul style="list-style-type: none"> • Together Everyone Achieves More – To know their actions affect themselves and others. • Communicate – To accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. • Compromise – To compromise to ensure a task is completed. • Care – To reflect on the need to care for individuals within a team. • Shared Responsibilities – To know why and how rules and laws that protect themselves and others are made and enforces. • • Health and Wellbeing – It’s My Body: <ul style="list-style-type: none"> • To know that their body belongs to them and that they have control over what happens to it. • Taking Care of Our Changing Bodies – To understand what positively and negatively affects their physical, mental and emotional health. To know how to take care of their changing body. • How We Think and Feel About Our Bodies – To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. Understand positive body image. • • Health and Wellbeing – Aiming High: <ul style="list-style-type: none"> • Equal Opportunities – To recognise and challenge stereotypes whilst understanding that gender does not determine what jobs people can do. • • Relationships – Growing up: <ul style="list-style-type: none"> • Human Reproduction – To learn about human reproduction.

	Summer 1	<ul style="list-style-type: none"> • Identities – Talk about the range of faiths and ethnicities in Britain and identify ways of showing respect. •
	Summer 2	<ul style="list-style-type: none"> • Living in the Wider World – Respecting Rights: <ul style="list-style-type: none"> • Know Your Rights – Understand that children have their own rights. • Do Human Rights Apply to Everyone? – Understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are. • Are You Rights-Respecting? – Explain how I can respect other people’s rights and I understand why this is important. • • Relationships – Growing up: <ul style="list-style-type: none"> • Changing Bodies – Learn how their body will change as they approach and go through puberty. Understand they have the right to protect their body from inappropriate and unwanted contact. • Emotional changes – To learn about the ways in which puberty can affect us emotionally. • Just The Way You Are – Understand the influences around us that affect body image and the way we see ourselves. • Relationships – To learn about the differences between sex, gender identity and sexual orientation and the terms associated with these.

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

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

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with parents