

*“Be Brave, Be Bright and Be YOU!”*



**Monkwray  
Junior School**

# **Relationships and sex education policy (from 2020)**

Monkwray Junior School

<b>Approved by:</b>	Pamela Telford	<b>Date:</b> 31.01.22
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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
- › 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

At Monkway, RSE is an important part of our curriculum and values. Within our curriculum, when teaching RSE, we aim to help children be brave, be bright and be themselves.

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in our science curriculum.

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

At Monkway, 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 member of staff 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. Governor consultation – all school governors were given the opportunity to look at the policy and make recommendations
4. Parent and Carers– parents and any interested parties were invited to attend a meeting about the policy
5. Pupil consultation – we investigated what exactly pupils want from their RSE
6. Ratification – once amendments were made, the policy was shared with staff, governors and ratified

### 4. Definition

At Monkway, RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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, governors, 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 the changes that adolescence brings](#). This learning is covered within Year 5 science lessons (during "Humans to Old Age" topic) but is recapped again during PSHEE lessons for Year 6 children. At Monkway, we are also aware that this learning focus requires some flexibility to ensure that we meet the needs of our children; thus, if staff believe that a cohort or small group require this information sooner than Year 5, then teachers are able to cover this learning during Year 4 (or where appropriate).

- How a baby is conceived and born. Conception is taught during the Year 6 science topic “Evaluation and Inheritance”. Gestation and birth is covered within Year 5’s “Life Cycle” topic and is revisited when Year 6 study “Evolution and Inheritance”.

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

## 6. Delivery of RSE

RSE is taught within the personal, social, health, emotional and economic (PSHEE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and Information Communication Technology (ICT).

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

Within PSHEE lessons, some of the learning foci above is covered with Kidsafe sessions with qualified Kidsafe trained staff or within Barnardo’s Real Love Rocks (Year 6 only).

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).

Within each class, the RSE focuses will be taught how each teacher feels is necessary for their children: this may be with practical sessions, discussions and debates, using technology or with written work/activities. Children with SEND are supported following their individual IEP plans and catering to their individual needs – form of differentiation may include, but are not limited to, adult support, scaffolding, modified tasks/resources, use of ICT or increased discussion time.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the headteacher.

### 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/non-science 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 non-statutory/non-science components of RSE (of which, Monkway have none).

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 or PSHEE lead.

Staff responsible for teaching RSE:

Mrs Harker- PSHEE lead, Kidsafe Teacher and Class Teacher

Mrs Graffin – Learning Mentor and Kidsafe Teacher

Mrs Tomlinson, Mrs Lamb, Mrs Willis, Mrs Hodgson and Miss Styles- Class Teachers

## 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

Monkway Junior 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/non-science components of sex education within RSE. However, at Monkway we do not cover any non-statutory 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 to provide support and training to staff teaching RSE.

## 10. Monitoring arrangements

The delivery of RSE is monitored by Mrs L Harker (PSHEE lead) through:

Mrs Harker will conduct regular "book looks", learning walks and frequent pupil voice interviews/questionnaires. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Telford (Head Teacher) annually. At every review, the policy will be approved by the governing board

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn Term	<p><b><u>Relationships as part of “Health and Wellbeing”</u></b></p> <ul style="list-style-type: none"> <li>• Health choices and habits; what affects feelings; expressing feelings</li> <li>• Personal strengths and achievements; managing and reframing setbacks including friendships</li> </ul> <p><b><u>Being Safe and Online Relationships as part of “Health and Wellbeing”</u></b></p> <ul style="list-style-type: none"> <li>• Risks and hazards; safety in the local environment and unfamiliar places and online safety and relationships</li> </ul>	<p>Scarf</p> <p>PSHEE Association</p> <p>Philosophy for Children</p> <p>Kidsafe Programme 1</p> <p>Purple Mash</p>
Year 4	Autumn Term	<p><b><u>Relationships as part of “Health and Wellbeing”</u></b></p> <ul style="list-style-type: none"> <li>• Personal strengths and achievements; managing and reframing setbacks including friendships</li> </ul> <p><b><u>Sex Education as part of “Health and Wellbeing”</u></b> (this coverage is optional for Year 4 if the class teacher and PSHEE lead feel as though it is necessary particular cohort for a. It may be taught to a small group or individual children based on needs. This learning focus will be taught to the full class in Year 5).</p> <ul style="list-style-type: none"> <li>• Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</li> </ul> <p><b><u>Being Safe and Online Relationships as part of “Health and Wellbeing”</u></b></p> <ul style="list-style-type: none"> <li>• Medicines and household products; drugs common to everyday life</li> <li>• Online Safety</li> </ul>	<p>Scarf</p> <p>PSHEE Association</p> <p>Philosophy for Children</p> <p>Kidsafe Programme 1</p> <p>Purple Mash</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn Term	<p><b><u>Sex Education as part of “Health and Wellbeing”</u></b> This learning may take place in Summer term to fit in with the Year 5 Science topic of “Humans to Old Age”.</p> <ul style="list-style-type: none"> <li>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</li> </ul> <p><b><u>Being Safe and Online Relationships as part of “Health and Wellbeing”</u></b></p> <ul style="list-style-type: none"> <li>Sun safety; medicines, vaccinations, immunisations and allergies</li> <li>Keeping safe in different situations, including responding in emergencies and first aid.</li> </ul> <p><b><u>Relationships as part of “Health and Wellbeing”</u></b></p> <ul style="list-style-type: none"> <li>Personal identity; recognising individuality and different qualities; mental wellbeing</li> </ul>	<p>Scarf PSHEE Association Philosophy for Children Purple Mash</p>
Year 6	Autumn Term	<p><b><u>Relationships as part of “Health and Wellbeing”</u></b></p> <ul style="list-style-type: none"> <li>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</li> <li>Personal strengths and achievements; managing and reframing setbacks</li> </ul> <p><b><u>Sex Education as part of “Health and Wellbeing”</u></b> (This may be covered alongside Year 6 science and therefore may be covered in Spring or Summer term).</p> <ul style="list-style-type: none"> <li>Human reproduction and birth;</li> <li>Increasing independence though puberty; managing transition</li> </ul> <p><b><u>Being Safe as part of “Health and Wellbeing”</u></b></p> <ul style="list-style-type: none"> <li>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</li> </ul>	<p>Scarf PSHEE Association Philosophy for Children Purple Mash</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Spring Term	<p><b><u>Relationships – Families and those who care for us, Caring Friendships and Respectful relationships</u></b></p> <ul style="list-style-type: none"> <li>• What makes a family; features of family life</li> <li>• Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> <li>• Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul>	<p>Scarf PSHEE Association Philosophy for Children Kidsafe Purple Mash</p>
Year 4	Spring Term	<p><b><u>Relationships –Caring Friendships and Respectful relationships</u></b></p> <ul style="list-style-type: none"> <li>• Positive friendships, including online</li> <li>• Responding to hurtful behaviour; managing confidentiality; recognising risks online</li> <li>• Respecting differences and similarities; discussing difference sensitively</li> </ul>	<p>Scarf PSHEE Association Philosophy for Children Kidsafe Purple Mash</p>
Year 5	Spring Term	<p><b><u>Relationships –Caring Friendships and Respectful relationships</u></b></p> <ul style="list-style-type: none"> <li>• Managing friendships and peer influence</li> <li>• Physical contact and feeling safe</li> <li>• Responding respectfully to a wide range of people; recognising prejudice and discrimination</li> </ul>	<p>Scarf PSHEE Association Philosophy for Children Kidsafe Programme 2 Purple Mash</p>
Year 6	Spring Term	<p><b><u>Relationships – Families and those who care for us, Caring Friendships and Respectful relationships</u></b></p> <ul style="list-style-type: none"> <li>• Attraction to others; romantic relationships; civil partnership and marriage</li> <li>• Recognising and managing pressure; consent in different situations</li> <li>• Expressing opinions and respecting other points of view, including discussing topical issues</li> </ul>	<p>Scarf PSHEE Association Philosophy for Children Kidsafe Purple Mash Real Love Rocks</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer Term	<p><b><u>Being Safe Online as part of “Living In The Wider World”</u></b></p> <ul style="list-style-type: none"> <li>• How the internet is used; assessing information online</li> </ul> <p><b><u>Respectful Relationships as part of “Living In The Wider World”</u></b></p> <ul style="list-style-type: none"> <li>• Different jobs and skills; job stereotypes</li> </ul>	<p>Scarf</p> <p>PSHEE Association</p> <p>Philosophy for Children</p> <p>Kidsafe</p> <p>Purple Mash</p>
Year 4	Summer Term	<p><b><u>Families And Those Who Look After Us as part of “Living In The Wider World”</u></b></p> <ul style="list-style-type: none"> <li>• What makes a community; shared responsibilities</li> </ul> <p><b><u>Being Safe Online as part of “Living In The Wider World”</u></b></p> <ul style="list-style-type: none"> <li>• How data is shared and used</li> </ul> <p><b><u>Being Safe as part of “Living In The Wider World”</u></b></p> <ul style="list-style-type: none"> <li>• Making decisions about money; using and keeping money safe</li> </ul>	<p>Scarf</p> <p>PSHEE Association</p> <p>Philosophy for Children</p> <p>Kidsafe</p> <p>Purple Mash</p>
Year 5	Summer Term	<p><b><u>Respectful Relationships as part of “Living In The Wider World”</u></b></p> <ul style="list-style-type: none"> <li>• Protecting the environment; compassion towards others</li> <li>• workplace stereotypes</li> </ul> <p><b><u>Being Safe Online as part of “Living In The Wider World”</u></b></p> <ul style="list-style-type: none"> <li>• How information online is targeted; different media types, their role and impact</li> </ul>	<p>Scarf</p> <p>PSHEE Association</p> <p>Philosophy for Children</p> <p>Kidsafe</p> <p>Purple Mash</p>
Year 6	Summer Term	<p><b><u>Respectful Relationships as part of “Living In The Wider World”</u></b></p> <ul style="list-style-type: none"> <li>• Valuing diversity; challenging discrimination and stereotypes</li> </ul> <p><b><u>Being Safe Online as part of “Living In The Wider World”</u></b></p> <ul style="list-style-type: none"> <li>• Evaluating media sources; sharing things online</li> </ul> <p><b><u>Being Safe as part of “Living In The Wider World”</u></b></p> <ul style="list-style-type: none"> <li>• Influences and attitudes to money; money and financial risks</li> </ul>	<p>Scarf</p> <p>PSHEE Association</p> <p>Philosophy for Children</p> <p>Kidsafe Programme 2 with extensions</p> <p>Purple Mash</p>

**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"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• 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</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

