



Relationships and Sex Education Policy

Chandag Infant School

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1. Aims

The aims of relationship and sex education (RSE) within the Futura Learning Partnership (the trust) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils/students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils/students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils/students the correct vocabulary to describe themselves and their bodies

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 Chandag Infant School we teach RSE as set out in this policy.

3. Policy development

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

1. Futura Learning Partnership Policy – The trust Executive Leader for Safeguarding and a trust primary RSE specialist collated all relevant information including relevant national and local guidance. A template policy for all trust schools to adapt to the school context was then created.
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 give their views on the content of the policy
4. Pupil/student consultation – we investigated what exactly pupils/students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors.

4. Definition

As a Futura Learning Partnership infant school we provide relationships education as part of our PHSE curriculum, in addition to what is covered in the Science curriculum.

RSE is about the emotional, social and cultural development of pupils/students, 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 A 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.

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

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 religious education (RE).

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 A and B.

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).

7. Roles and responsibilities

7.1 Governance

Approval of this policy is the responsibility of the trust Executive Leadership Team (MELT). The local governing bodies of each academy will hold the Headteacher/Principal to account for the implementation of this policy.

7.2 Headteacher/Principal

The Headteacher/Principal is responsible for ensuring that RSE is taught consistently across each academy, and for managing requests to withdraw pupils/students from non-statutory components of RSE (see section 7).

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/students
- Responding appropriately to pupil/students whose parents/carers 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/Principal.

7.4 Pupils/Students

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

8. Parents/Carers' rights to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the 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.

9. Training

Staff are trained on the delivery of RSE as part of ongoing professional development.

The Headteacher/Principal 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 RSE is monitored by Mrs A Seal through pupils' development in RSE and is monitored by class teachers as part of our internal assessment systems.



Appendix A – Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
EYFS	5/6	Relationships – Life cycle Changing Me – Names of body parts
1	5/6	Relationships – Appropriate physical contact Changing Me – Names of body parts (differences between boys and girls including genitalia) - Life Cycles
2	5/6	Relationships - Appropriate physical contact Changing Me – Names of body parts (differences between boys and girls including genitalia) - Life Cycles



Appendix B

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Health and wellbeing	<ul style="list-style-type: none">• to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences• about change and loss and the associated feelings (including moving home, losing toys, pets or friends)• how some diseases are spread and can be controlled and responsibilities they have for their own health and that of others• about the process of growing from young to old and how people's needs change• about growing and changing and new opportunities and responsibilities that increasing independence may bring• the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls• rules for always of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety)• to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
Relationships	<ul style="list-style-type: none">• to recognise what is fair and unfair, kind and unkind, what is right and wrong• 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)• that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)• to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say• that there are different types of teasing and bullying, that these are wrong and unacceptable• how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help



TOPIC	PUPILS SHOULD KNOW
Living in the widerworld	<ul style="list-style-type: none">• that they belong to various groups and communities such as family and school• what improves and harms their local, natural and built environments and about some of the ways people look after them• that money comes from different sources and can be used for different purposes, including the concepts of spending and saving• about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices



Appendix C – Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	