

MANOR PARK SCHOOL AND NURSERY

RELATIONSHIP AND SEX EDUCATION POLICY



The Relationship and Sex education Policy in respect of Manor Park Primary School has been discussed and adopted by the Governing Body

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APPROVED:	
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1. Aims

The aims of relationships and sex education (RSE) at Manor Park School and Nursery 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
- › Ensure pupils at Manor Park are fully aware of the protected characteristics of the Equalities Act
- › Ensure sensitivity to context of the Manor Park community

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 the 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 Manor Park 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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Pupil consultation – we investigated how pupils responded to resource materials and what learning needs they have within RSE (taking place Autumn 2020)
3. The draft policy was put out for consultation within our parent community for the school to consider amendments
4. Ratification – once amendments were made, the policy was shared with governors and ratified (yet to take place)
5. This policy is available on our school website and paper copies may be obtained free of charge via our school office. (in draft form until Autumn 2020)

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is about the teaching of equality, respect for diversity and the legal choices available in Britain.

RSE is not about the promotion of sexual activity or any particular lifestyles of preferences.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to meet the needs of our pupils and fulfil the changing requirements as laid out by the Department for Education.

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 which can make them vulnerable to misinformation. Teachers will endeavour to answer questions as honestly as possible but if

faced with a question they do not feel comfortable answering within the statutory guidance, or a question that takes the pupils beyond the learning of the primary age range, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from the PSHE coordinator or senior pastoral lead.

Primary sex education at Manor Park will focus on the statutory content:

- Preparing boys and girls for the changes that adolescence brings
- Human reproduction; how a baby is conceived and born

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 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, these may be delivered by a trained health professional.

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/PSHE curriculum, see Appendices 1 and 2.

As the statutory guidance outlines, 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 The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school. Parents do have the right to withdraw pupils from sex education which is non-statutory/non-science components of RSE. Relationships education is statutory for all pupils (see section 8), as such, parents have no right to withdraw from any element of the content taught at Manor Park as the only content which will be delivered is that which is statutory.

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

- › Modelling positive attitudes to RSE
- › Monitoring progress of pupils
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils who raise questions about the content of the RSE curriculum in line with this policy and sharing this information with parents
- › Responding to parents who raise concerns about the content of the RSE curriculum, this may involve referring to senior staff

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.

At Manor Park, the subject lead for RSE is Mrs N Durban.

Relationships education is taught by all teaching staff through PSHE lessons. Where discrete lessons take place for Healthy Relationships and for education about puberty, these may be taught by specialist agencies where available and the School Nurse team.

7.4 Pupils

As with all curriculum subjects, 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

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. At Manor Park, no non statutory sex education is taught.

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 healthy relationships professionals, to provide support and training to staff teaching RSE where appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by senior leaders in school through a variety of monitoring methods; learning walks, pupil interviews, book checks, planning checks.

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

This policy will be reviewed by the RSE lead annually. At every review, the policy will be approved by Learning and Teaching Sub Committee. When DFE guidance is revised every three years, parents will also be consulted.

11.

Context of our Community and LGBTQ content

Every effort will be made to deliver the RSE curriculum in a sensitive manner, understanding the concerns of our local community. It is the desire of the working party who have been developing this policy, that the RSE curriculum will be clear in supporting pupils' understanding of the protected characteristics under the Equalities Act.

We want children to understand the context of their learning. They will learn about the rule of law and that same sex marriage is legal in Britain. They will learn about the many different types of families and different adult choices about relationships and that all of these must be shown respect. We want all of our children to understand the importance of valuing the choices of others. This includes the choices and teachings of the

religious community that they or others belong to, as an additional protected characteristic, and how all people making these different choices can live together harmoniously and respectfully.

Crucially, we want children to understand the harm that offensive language related the LGBTQ community causes and to understand the importance and value of kindness in the way we address and talk about people who are different to ourselves. Children will learn about homophobic bullying within the context of many forms of different bullying. They will learn about the inappropriate use of terms to denote sexual preferences and where these are used as insults, they would be classed as examples of homophobia.

12. Resources

At Manor Park, we will be using themed narrative texts to explore issues within the RSE curriculum. These books are categorised into key themes and will be used as starters to new topics in classes.

Our book list can be seen in the appendix. Books will be taught as part of a guided shared reading session, and not for general use in the library. This will ensure children are well supported with any questions they may have, and that class teachers can be aware of any questions which arise which may be referred to parents.

13. Implementation of the Policy

It is important to note, that in year 1 of the policy, from September 2020, teachers will use assessment to gauge pupils' prior understanding of year group expectations and it may be necessary to cover earlier objectives from the mapped curriculum in order to backfill key knowledge.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
EYFS	Autumn	To know I must respect others, even when they are different from me. To know people around me can be different; physical, character, personality. To use my manners My family and relationships, know how I can choose my friends Understanding my family offer me safety and security Learning that families love and care for one another	
	Spring		

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn	Mental wellbeing – know that we experience a range of emotions	
	Spring	Know that friendships make us feel happy and secure Know what sorts of boundaries are appropriate in friendships with peers and other (including online) About concept of privacy and implications for children and adults, including it is not always right to keep secrets if they relate to being safe	
	Summer	To know I must respect others, even when they are different from me. To know people all make different choices. To understand about positive choices To know the importance of manners To know that people can communicate online as well as face to face, but manners and respect are just as important online To know people sometimes behave differently online, including pretending to be someone they are not Know who can help me if I am sad or lonely Families – learning that families can be different, learning that even though families are different, they are a source of support, protection and it is important to spend time together as a family	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn	<p>Know the characteristics of friendship; mutual respect, kindness, trust</p> <p>Truthfulness, loyalty, generosity</p> <p>How to respond appropriately to adults, including online and those they do not know</p> <p>Know how to report feelings of being unsafe or feeling bad about any adults</p> <p>To know how to ask for advice or help</p> <p>Know how to report concerns of abuse and the vocabulary to do so</p>	
	Spring	<p>Know about different types of bullying including cyber bullying and homophobic bullying</p> <p>To know that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others even online and when we are anonymous</p> <p>To know the rules and principles of keeping safe online, how to recognise risks, harmful content and contact and how to report them</p> <p>Know about the impact of bullying and the responsibilities of bystanders to report to an adult for support and how to get help</p>	
	Summer	<p>Know that stable, caring relationships, which can be of different types, are at the heart of happy families</p> <p>My changing body: How boys' and girls' bodies change as we grow up, and how these changes affect us</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Autumn	<p>Know the characteristics of friendship; mutual respect, kindness, trust</p> <p>Truthfulness, loyalty, generosity, sharing interests, support problems</p> <p>Know that healthy friendships do not make others feel excluded</p> <p>Know how to report concerns of abuse and the vocabulary to do so</p>	
	Spring	<p>To know where to get advice eg family/ school/ other sources</p> <p>Know about different types of bullying including cyber bullying and my responsibilities as a bystander</p> <p>Know that marriage represents a formal and legalised commitment of two people which is intended to be lifelong</p>	
	Summer	<p>To know the rules and principles of keeping safe online, how to recognise risks, harmful content and contact and how to report them</p> <p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</p> <p>The importance of respecting others who are different from me</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn	<p>Healthy Relationships; understand that most relationships have ups and downs and that these can often be worked through so that the friendship is repaired or strengthened and resorting to violence is never right</p> <p>Understanding what makes a relationship healthy/ unhealthy</p> <p>Know what a stereotype is and how stereotypes can be unfair, negative or destructive</p>	Fort Alice Sessions
	Spring	<p>Know how to report concerns of abuse and the vocabulary to do so</p> <p>To know where to get advice eg family/ school/ other sources</p> <p>Understanding how to keep myself safe online</p> <p>Understanding that some people misrepresent themselves online and may not be who they say they are</p>	
	Summer	<p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p> <p>The dangers of drug and alcohol misuse</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn	The importance of sleep Know how to report concerns of abuse and the vocabulary to do so To know where to get advice eg family/ school/ other sources	Rise Above – Public Health England Real Love Rocks – Dr Barnardos Crucial Crew trip
	Spring	Knowing that some relationships can be unhealthy – know how to recognise who to trust and who not to trust, how to judge when a friendship makes them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek advice from others The importance of permission seeking and giving in relationships with friends, peers and adults	School Nurse Sessions
	Summer	Know the law related to equalities act and the protected characteristics Know what a stereotype is and how stereotypes can be unfair, negative or destructive, make links to bullying and the law with respect to hate crime Know how to keep myself safe in a variety of situations in my community and online How information and data is shared and used online My changing body Changes that boys and girls undergo in puberty – this session is taught in single gender classes Transition to High School	Rise Above – Public Health England

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
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

TOPIC	PUPILS SHOULD KNOW
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
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