



George Dixon Primary School

Relationship and Sex Education

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This policy is due to be reviewed:	Autumn term 2023

Chair of Board of Governors:

Signature: 

Print Name: Lynda Donaldson

Date: 13.010.201

**Consideration
Courage**

**Co-operation
Communication**

Care

Courtesy

Commitment

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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
- Help pupils develop feelings of self-respect, confidence and empathy
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

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 George Dixon Primary School 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 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 attend a meeting about the policy. This will include families giving school feedback from their children
4. 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.

Our RSE curriculum is primarily focused on positive relationships, we teach sex education in line with the guidance from the Science National Curriculum.

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 the changes that adolescence brings
- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals

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).

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).

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, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE, upholding our school values
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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.

Our RSE lead is Mr. Darby, and he is supported by our PHSE lead, Mrs. Gordon, and our SENCo, Mrs Hussain.

7.4 Pupils

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

8. PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from relationships 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 RSE is monitored by Mr. Darby through:

Pupil interviews, looking at books and in conversations with teachers

Pupils' development in RSE is monitored by class teachers as part of our formative PSHE assessments.

This policy will be reviewed by the senior leadership team annually. At every review, the policy will be approved by the governing board. Where changes are suggested to the policy, during the review phase, they will be put to community consultation again.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	OTHER NOTES
Reception	Autumn	<p>Myself and others:</p> <ul style="list-style-type: none">• Learning about personal space• How to say yes and no to things in a kind way <p>Likes and Dislikes:</p> <ul style="list-style-type: none">• Everybody likes and dislikes different things• How to share things we, and other people, like• Staying friends even when we like different things	
	Spring	<p>Family Networks:</p> <ul style="list-style-type: none">• Who are my family• Naming members of my family that aren't as close• Knowing that some friends can feel like family• Knowing some families look different from my own <p>Similarities and Differences:</p> <ul style="list-style-type: none">• What have I got in common with the people around me• In which ways are we different?• It is ok to have differences, even with our friends	
	Summer	<p>Body awareness:</p> <ul style="list-style-type: none">• Making sure I know the correct names for parts of my body (in an age appropriate)• Knowing about my own personal space and respecting it in others <p>Hygiene:</p> <ul style="list-style-type: none">• Why it is important to be clean• Being able to communicate needs like using the toilet, feeling unclean, needing to wash hands	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	OTHER NOTES
Year 1	Autumn	<p>Myself and others:</p> <ul style="list-style-type: none"> • Knowing that even best friends fall out sometimes • How to build relationships with other people and find things in common • Showing kindness and respect to other people <p>Body Parts:</p> <ul style="list-style-type: none"> • Recapping and extending, to age appropriate levels, children's use of correct vocabulary for parts of their body 	
	Spring	<p>Family:</p> <ul style="list-style-type: none"> • Knowing that our family are often our first set of friends too • Knowing the names of extended family members <p>Families – Same but Different:</p> <ul style="list-style-type: none"> • Not all families look the same, no one way of being a family is more 'right' than another 	
	Summer	<p>Friendships:</p> <ul style="list-style-type: none"> • Things that cause conflict between me and my friends • Resolving conflicts in a restorative way <p>Choices:</p> <ul style="list-style-type: none"> • Knowing that there is always a choice • We choose our behaviour • Our choices affect other people 	
Year 2	Autumn	<p>Differences: Boys and Girls:</p> <ul style="list-style-type: none"> • Understanding and respecting basic biological differences • Making sure everyone treats each other as equals, with care and kindness <p>Differences: Male and Female:</p> <ul style="list-style-type: none"> • Understanding and respecting basic biological differences • Making sure everyone treats each other as equals, with care and kindness 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	OTHER NOTES
	Spring	<p>Naming Body Parts:</p> <ul style="list-style-type: none"> • Recapping the correct names of body parts at an age-appropriate level <p>Making Choices:</p> <ul style="list-style-type: none"> • Learning to choose the right thing, even if the wrong thing seems fun, or if your friends are doing it 	
	Summer	<p>Everybody Needs Care:</p> <ul style="list-style-type: none"> • Knowing how to show care for other people • Knowing that different people need different kinds of care • Understanding when I need to care for myself and other people <p>Looking After The Body:</p> <ul style="list-style-type: none"> • Basic good health, including diet, exercise and hygiene 	
Year 3	Autumn	<p>Looking After The Body:</p> <ul style="list-style-type: none"> • Basic good health, including diet, exercise and hygiene • Knowing that the human body needs the same basic things as all other living things <p>Challenging Gender Stereotypes:</p> <ul style="list-style-type: none"> • Rejecting the ideas boys and girls, should like certain sports, hobbies, or colours • Knowing that your gender does not define the sort of dreams and aspirations you should have 	
	Spring	<p>Differences: Male and Female:</p> <ul style="list-style-type: none"> • Understanding and respecting basic biological differences • Making sure everyone treats each other as equals, with care and kindness <p>Family Differences:</p> <ul style="list-style-type: none"> • There's no 'right way' to be a family • Learning that lots of families look different • Knowing that family are the people who love and care for you 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	OTHER NOTES
	Summer	<p>Decision Making:</p> <ul style="list-style-type: none"> • Being able to make decisions that are right even if other people are doing the wrong thing • Articulating the difference between right and wrong <p>Safety:</p> <ul style="list-style-type: none"> • Recognising situations where we might be or feel unsafe • Knowing which adults to go to for help if you ever feel unsafe 	
Year 4	Autumn	<p>Growing and Changing:</p> <ul style="list-style-type: none"> • A basic overview that as humans and other animals move from childhood, to adolescence and then adulthood, their bodies grow and change <p>Body Changes:</p> <ul style="list-style-type: none"> • A sensitively handled think about the differences between their own bodies now and in the future 	
	Spring	<p>What is Puberty?:</p> <ul style="list-style-type: none"> • Knowing that different things happen to boys and girls • Knowing that it is all normal, and part of growing up <p>Thinking, Feeling, Doing – changing relationships:</p> <ul style="list-style-type: none"> • Knowing that our behaviours are closely linked to what we are thinking and how we are feeling • Knowing we are responsible for our actions even when we're thinking or feeling negative thoughts/feelings 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	OTHER NOTES
	Summer	<p>Assertiveness:</p> <ul style="list-style-type: none"> • Practicing saying no without getting angry or upset • Learning how and when to speak your own mind, and when to listen <p>Your Questions Answered:</p> <ul style="list-style-type: none"> • Within reason, and if appropriate to do so, answering the children's questions based on the topics covered during the year 	
Year 5	Autumn	<p>Talking About Puberty:</p> <ul style="list-style-type: none"> • A more detailed discussion about the changes of puberty, why they happen, the primary focus is safeguarding <p>Becoming Men and Women:</p> <ul style="list-style-type: none"> • From a biology point of view, learning about the changes that take place during adolescence, preparing them for adulthood 	<p>This may be taught to boys and girls separately</p> <p>This is likely to be taught to boys and girls separately</p>
	Spring	<p>Puberty and Hygiene:</p> <ul style="list-style-type: none"> • Knowing that hygiene plays a more and more important role as children turn into young adults, how to wash, how often to wash, knowing the differences between, anti-perspirants, deodorants, and body sprays <p>Emotional Changes We Experience In Puberty:</p> <ul style="list-style-type: none"> • Knowing that during adolescence it is likely that they will experience mood swings, feel moody, prefer the company of friends to family, become easily angered or tearful, and to know this is perfectly normal and healthy and to make sure they have people to talk to 	<p>This is likely to be taught to boys and girls separately</p>
	Summer	<p>Professionals Who Provide Support To families:</p> <ul style="list-style-type: none"> • Knowing that sometimes we all need a bit of help to support us getting things right, which applies in school and in the wider community, these might be police officers, fire fighters, social workers, family support workers, or NHS staff <p>Building good Relationships:</p> <ul style="list-style-type: none"> • Knowing ways of building relationships that are rooted in mutual respect and trust, and how to maintain those relationships once they are established 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	OTHER NOTES
Year 6	Autumn	<p>Building Good Relationships:</p> <ul style="list-style-type: none"> • Spending more time thinking about the ways we can build and maintain relationships with key friends and family, so that we have a good network of trusted people around us <p>Safe Relationships:</p> <ul style="list-style-type: none"> • How to recognise situations that don't feel safe, in real life and online 	
	Spring	<p>Physical And Emotional Changes During Puberty:</p> <ul style="list-style-type: none"> • Revisiting the science of adolescence and the importance of good personal hygiene <p>Being A Parent:</p> <ul style="list-style-type: none"> • Knowing that becoming a parent is a huge responsibility and that it changes your life 	This is likely to be taught to boys and girls separately
	Summer	<p>Your Questions Answered:</p> <ul style="list-style-type: none"> • Within reason, and where appropriate to do so, answering the children's questions and turning their ideas into circle times, or PHSE lessons. Based on their other learning through the year(s) <p>Aspirations For The Future:</p> <ul style="list-style-type: none"> • In regards to transition, helping the children prepare for secondary school • Thinking about what they want to be, or to do with their lives and getting children thinking about how they might actually get their 	

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
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

