



ALP RELATIONSHIPS AND SEX EDUCATION POLICY

1. Purpose and Aims

The aims of relationships and sex education (RSE) curriculum/provision within the Ashington Learning Partnership (ALP - Central and Bothal Primary Schools).

- 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, friendships and relationships.
- Explicitly teach pupils the correct vocabulary to describe themselves and their bodies.
- Support the development of pupil's Skills for Life, with specific reference to Being Safe, resilience and problem solving.
- Support the promotion of the Core Values, with specific reference to respect, responsibility, equality and safety.
- Support the whole-school curriculum passports model by contributing new knowledge and skills to the Healthy Citizens passport.

2. Additional Sources of Reference

- As maintained primary schools we must provide relationships education to all pupils as per sections 34 and 35 of the [Children and Social work act 2017](#).
- We do not have a statutory duty to provide sex education for Primary-age children. However, we do need to teach the elements of sex education contained in the National Curriculum for Science.
- 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 the Ashington Learning Partnership, we teach RSE as set out in this policy.

3. Development

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

- Review – the Curriculum Lead for PSHE pulled together all relevant information including relevant national and local guidance and conducted a curriculum audit.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to view the policy through the curriculum section of the website and give feedback. Parents then received a breakdown of curriculum content, and do so each year.
- Pupil consultation – we investigated what exactly pupils want from their RSE.
- 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, friendships, 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 RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary to meet the needs of children.

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 independently online.

Primary health education (relevant to RSE) will focus on:

- How boys and girls bodies change as they grow, including puberty.
- The importance of hygiene and safety in taking care of oneself.
- The menstruation cycle and its impact on people's physical and mental health.
- The impact of growth on mental health.

Primary relationships education will focus on:

- Different types and forms of relationships.
- The diversity of relationships found in the UK.
- The role and significance of families, including their diversity.
- The role and significance of friendships, including their diversity.
- How to form and maintain relationships that are safe and respectful.
- The dangers of manipulative relationships and how to seek help.

Primary sex education will focus on:

- The function of egg and sperm cells.
- How babies grow from conception to birth.

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

6. Delivery

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. This PSHE provision is split into health, relationships and sex education aspects.

Some health aspects of RSE are taught within the science curriculum, and some 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.

Health education aspects of RSE taught through the science curriculum include:

- Human growth from baby to old age including puberty.

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

The Governing Body will approve the RSE policy, and hold school leaders to account for its implementation.

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

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 Curriculum Lead for PSHE or the Head of School.

Our RSE curriculum is taught through PSHE lessons, which are delivered by class teachers where possible and practical.

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 Science lessons, PSHE lessons, health education, or relationships education.
- Parents have the right to withdraw their children from the non-statutory 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 their PSHE induction and it is included in our continuing professional development calendar.

The school may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as needed.

10. Compliance, Monitoring and Review

The delivery of RSE is monitored by the Curriculum Lead for PSHE through departmental monitoring and assessment arrangements.

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

This policy will be reviewed by the Curriculum lead for PSHE in line with other ALP Trust policies. At every review, the policy will be approved by the Governing Body.

The QAG will monitor the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The work of the subject leader will also be subject to review by the SLT as part of our appraisal arrangements.

11. Other Documents

Read in conjunction with curriculum and Teaching & Learning Policy.

Created X Reviewed <input type="radio"/>	
Signed: 	Name: Aaron Spence, Author
Role: Assistant Head of School	Date: April 2022
Adopted	
Signed: 	Name: Gemma Craik
Role: Chair of Governors	Date: April 2021
Impact Assessment : Completed	Date 21 April 2021



Appendix 1: Curriculum overview

Relationships and sex education curriculum overview

Year group	New Key Concepts (Note: previous key concepts are also repeated and reinforced)	Relationship's knowledge	Sex Education Knowledge	Health Education Knowledge (that is relevant to RSE)
Nursey & Little Learners	Sharing	Children learn about sharing toys with others and taking turns.	Not taught	None relevant
Reception	Friendship	Children learn about friendships and how they are formed and kept. They practise taking turns and sharing and playing games together.	Not taught	None relevant
Year 1	Privacy Families	Children learn more about friendships. They learn what families are and that adults care for children.	Not taught	Children learn that some things and parts of their bodies are private.
Year 2	Secrets Gender Seeking help	Children build on knowledge of families to explore methods of seeking help. They learn about	Not taught	Children learn about the physical differences between boys and girls.

		secrets and how to keep themselves and others safe.		
Year 3	Growing up Types of relationships Diverse families	Children learn about types of relationships, from friendships to romance. They learn about how these relationships impact their safety and mental health. They also learn about the diversity of family structures and what makes families special is love.	Not taught	Children learn about how children grow and how this can make people feel. They learn about who they can turn to for support with this. Note: This content does not include explicit teaching of puberty
Year 4	Puberty Menstruation Changing Relationships	Children learn about how relationships (friendships, familial or romantic) change over time. They think about the reasons why this can happen and who can help them when it impacts them.	Not taught	Children learn about the concept of puberty and that their bodies will change as they grow older. They learn about menstruation and why this occurs as girls grow up.
Year 5	Sperm/egg cells Loss Changing families	Children learn about loss and how this can impact a person. They learn about ways in which people deal with loss and who can help them with this. Children learn about changes that occur within families (marriages, re-marriages, deaths, births, breakups) and how these can impact people.	Children learn the functions of egg and sperm cells.	Children build on prior knowledge of puberty and how their bodies will change as they grow older. They retrieve knowledge of the menstrual cycle and why this occurs as girls grow up.

Year 6	Gestation Online relationships	Children learn about online relationships and how this can impact them. They learn about how people interact with others online and how to keep themselves and others safe.	Children learn about gestation and the growth of a baby from conception to birth.	Children build on prior knowledge of puberty and how their bodies will change as they grow older. They retrieve knowledge of the menstrual cycle and why this occurs as girls grow up.
--------	-----------------------------------	---	---	--

Appendix 2: By the end of primary school pupils should know



TOPIC	BODY OF KNOWLEDGE - INTENDED LEARNING
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> <p>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.</p>
Respectful relationships	<p>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.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>

	<p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>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.</p> <p>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>The rules and principles for 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>How information and data is shared and used online.</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>

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.

Appendix 3: 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	
Signed	