



# William Ransom Primary School

## Relationships and Sex Education

Developed by all stakeholders Spring 2022  
To be reviewed Spring 2024

### **MISSION STATEMENT**

At William Ransom we are committed to providing our pupils with a safe and nurturing environment that will enable all children to reach their potential, academically, socially, physically and emotionally.  
Our children are encouraged to be confident, self-motivated, resilient and independent learners and to develop a life-long zest for learning.

## **Our school aims:**

Our aim is that every child will develop according to their individual potential in all areas of both the national and the wider curriculum.

Alongside academic knowledge and skills, we teach the children to communicate effectively and to grow into kind, empathetic and resilient members of the community.

We aim to provide a learning environment that promotes self-motivation and builds self-esteem.

We are a Values Based School which means that we recognise the important values in life; we present and work on them with all children, to encourage their development as compassionate, caring and responsible members of the community.

We expect all children to work hard and give their best effort in every aspect of school life.

We have four rules within school: **Respect, Effort, Kindness and Safety** and these are used to promote the aims of the school in the following way:

- By helping children to develop lively and enquiring minds and the ability to question and research
- By developing the resilience, self-confidence and self-discipline to apply themselves to the tasks and demands of life, within and outside of school.
- By creating a secure and supportive environment, within which, the children and their learning will flourish.
- By developing creativity and encouraging participation in the wider curriculum with learning outside of the classroom and involvement in a wide range of activities, including sports and the performing arts.
- By providing a healthy environment for minds and bodies.
- By promoting the enjoyment of learning in an exciting atmosphere, which takes account of individual needs.
- By promoting friendship, co-operation and mutual understanding amongst all members of the school community.
- By fostering a strong partnership between parents, the school and the wider community.
- By offering a broad and balanced curriculum which will foster high expectations of all pupils.
- By giving equal opportunities to all children to enjoy success in their achievements.
- By helping children to grow into independent, resilient, kind and respectful members of the community.
- By encouraging children to be environmentally aware and to take responsibility for the environment.

Our school ethos is fully embedded in our school motto: '**Work and Respect.**' We set high expectations for learning, behaviour, play and social development because we believe that excellence is achieved when children are motivated to attain the highest standards of which they are capable, in a climate of caring support.

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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

### 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 William Ransom School we teach RSE as set out in this policy.

### 3. Policy development

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

1. Review – the Headteacher 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 the different resources to use and asked to make recommendations
3. This information and recommendations were shared with governors.
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the curriculum and the content.
5. Ratification – once the policy was finalized it 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.

#### **5. Curriculum**

Our curriculum follows 1Decision, a PSHE resource which encompasses an interactive bank of life skill resources, 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 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
- 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).

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

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 body:**

The governing body 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 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

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.

All Class teachers are responsible for the delivery of PSHE and RSE within their classes even if it is delegated to another member of staff.

The subject leaders for PSHE and RSE are:

**Amy Swinburne and Lara Mitchell**

### **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**

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.

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 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 the subject leaders through:

Planning scrutinies, learning walks and pupil voice.

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

This policy will be reviewed by the full governing body on a biennial basis.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

<b>Suggested for years 1 5-8 Resources</b>	<b>Suggested for years 2 5-8 Resources</b>	<b>Suggested for years 3 5-8 Resources</b>	<b>Suggested for year 4 8-11 Resources</b>	<b>Suggested for year 5 8-11 Resources</b>	<b>Suggested for year 6 8-11 Resources</b>
<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative
<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
<b>RELATIONSHIPS</b>	<b>RELATIONSHIPS</b>	<b>RELATIONSHIPS</b>	<b>GROWING AND CHANGING</b>	<b>GROWING AND CHANGING</b>	<b>GROWING AND CHANGING</b>
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' & Children's Views	Conception Assessment - Summative
<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>
Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' & Children's Views	Stealing Assessment - Summative
<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>
Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>
Assessment - Baseline Online Bullying	Image Sharing	Making Friends Online Computer Safety Documentary Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
	<b>MONEY MATTERS</b>	<b>MONEY MATTERS</b>	<b>THE WORKING WORLD</b>	<b>THE WORKING WORLD</b>	<b>THE WORKING WORLD</b>
	Assessment - Baseline Money Matters	Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
<b>HAZARD WATCH</b> This module is suggested for years 1-3 and can be delivered where suitable			<b>A WORLD WITHOUT JUDGEMENT</b>	<b>A WORLD WITHOUT JUDGEMENT</b>	<b>A WORLD WITHOUT JUDGEMENT</b>
Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative			Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values Assessment - Summative

## 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>
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>



TOPIC	PUPILS SHOULD KNOW
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>
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>

### 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	