



Relationships and Sex Education policy

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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 culture of understanding, tolerance and respect for all different types of relationships.
- Teach pupils 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 Sacks Morasha Jewish 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. Consultation with staff, parents, governors and trustees - the draft policy was sent to these stakeholders to review and comment within a one-month period.
2. Pupil consultation – we met with a group of Year 6 pupils to invite discussion of what they have been taught previously and what they would have liked to learn more or less about.
3. 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, healthy lifestyles, diversity and personal identity.

RSE involves teaching sex education as far as puberty and being aware of different types of sexuality.

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

RSE is not about the promotion of sexual activity. We do not teach reproduction or about sexual activity.

RSE is taught in an open and safe environment to ensure children feel able to discuss their responses to these lessons, either in the classroom or in another space within the school.

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.
- Being aware of different types of sexuality.

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. Additional sessions, intended to augment the existing lessons, are delivered by Streetwise, a youth educational group created by a partnership between the Community Security Trust and Maccabi GB.

Year 5 and 6 pupils also receive stand-alone sessions on Puberty and changes that adolescence brings, delivered by class and Kodesh teachers.

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 non-statutory 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 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.

Responsibility for teaching RSE lies with the Chol teachers, led by the Headteacher and Pastoral Lead.

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 sex education components within RSE – namely the specific changes that adolescence brings.

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 CPD. the Headteacher and Pastoral Lead through monitoring of planning, learning walks and 'book looks'.

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

This policy will be reviewed by all stakeholders annually. At every review, the policy will be approved by the Local Governing Body.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

We currently use the Dimensions '3D PSHE' curriculum for teaching PSHE lessons. We deliver bespoke lessons to Years 5 and 6 under the title of 'RSE', which are either delivered by the relevant Chol and Kodesh teachers and augmented by workshops delivered by Streetwise.

RELATIONSHIPS EDUCATION			
YEAR GROUP	UNIT NUMBER	NAME AND	WALTS
Year 1	Relationships Unit 1	Communication	<ul style="list-style-type: none"> How to communicate to others, share feelings, listen to other people's opinions, working cooperatively and sharing opinions and differing viewpoints. Reflecting on similarities and differences amongst people.
	Unit 2 - Bullying		<ul style="list-style-type: none"> To understand what bullying is and the difference between impulsive and considered behaviour. To understand name calling is hurtful and how behaviour can affect other people. To recognise good and bad choices and understand what is/isn't bullying.
	Living in Wider World Unit 2 – Community Fairness		<ul style="list-style-type: none"> To understand role in community, understand belonging to groups and communities. To be part of wider community. To learn how to develop positive relationships with peers. To identify different relationships that they have and why these are important. To understand the importance of making friends. To identify and respect the differences and similarities between people. To develop positive relationships through work and play. To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships. To learn about the importance of sharing as part of friendship and kindness. To recognise the difference between right and wrong and what is fair and unfair. To learn about the importance of family. To recognise that family and friends should care for each other. To identify their special people and what makes them special. To identify different relationships that they have and why these are important.

RELATIONSHIPS EDUCATION

YEAR GROUP	UNIT NAME AND NUMBER	WALTS
	<p><u>Changing and Growing</u> Unit 2 Lessons 4-5</p> <p>Growing and Changing</p>	<ul style="list-style-type: none"> To think about themselves, learn from experiences and recognise what they are good at and to recognise choices that they can make and value their achievements. To learn how to set simple goals and targets for themselves. <ul style="list-style-type: none"> To understand the role of the local community. To consider ways of looking after the school or community and how to care for the local environment. To suggest rules that would improve things for the common good. To develop a strong relationship with the local community. To understand the importance of shared responsibility within all communities. <ul style="list-style-type: none"> To identify and respect similarities and differences between boys and girls. To learn about the process of growing from young to old. To learn the names for different parts of the body. To learn about the physical changes in their bodies as we grow. To understand emotional changes as they grow up. To learn about how our needs change and grow as we develop. To recognise the simple physical changes to their bodies experienced since birth. To learn to take responsibility for their own actions. To recognise how their behaviour and that of others may influence people both positively and negatively. To listen to, reflect on and respect other people's views and feelings. To learn about a range of different feelings and emotions. To recognise, name and manage their feelings in a positive way.
Year 3	<p>Norwood Heads Up Programme.</p> <p>Similarities /Differences - Unit 4</p>	<ul style="list-style-type: none"> To understand how we are all connected by our similarities and to recognise and respect similarities and differences between people. To know and understand how the make-up of family units can differ. To empathise with another viewpoint. To understand and appreciate the range of different cultures and religions represented within school. To learn about the need for tolerance for those of different faiths and beliefs and to understand the term 'diversity' and appreciate diversity within school. To recognise and challenge stereotyping and discrimination.

RELATIONSHIPS EDUCATION

YEAR GROUP	UNIT NAME AND NUMBER	WALTS
	Growing and Changing	<ul style="list-style-type: none"> To understand that the rate at which we grow differs from person to person and to show awareness of changes that take place as they grow. To know and understand how to look after our teeth and to understand what happens when we lose teeth as we grow up and why this happens.
Year 4	<p>Relationships Unit 5 - Similarities/Differences</p> <p>Emotions</p> <p>Communication</p> <p>Collaboration</p> <p>Living in Wider World Unit 3 Discrimination</p>	<ul style="list-style-type: none"> To know and understand the features of a good friend and to understand why it is important to be positive in relationships with others. To know how to communicate their opinions in a group setting and to work co-operatively, showing fairness and consideration to others. To understand why it is important to be positive in relationships with others. To listen to and show consideration for other people's views and to empathise with another viewpoint. To listen to, reflect on and respect other people's views and feelings. To develop strategies for managing and controlling strong feelings and emotions. To understand that family units can be different and can sometimes change. To recognise that there are many ways to communicate and to understand the need to communicate clearly. To understand why it is important to listen to others. To talk about their views on issues that affect themselves and their class. To know how to communicate their opinions in a group and to listen to and show consideration for other people's views. To work co-operatively, showing fairness and consideration to others and to understand why it is important to work collaboratively. To take the lead, prioritise actions and work independently and collaboratively towards goals. To know how to identify ways to improve the environment. To know how to spot problems and find ways of dealing with them. To know and understand the terms 'discrimination' and 'stereotype'. Challenge stereotypes relating to gender and work.
Year 5	<p>Relationships</p> <p>Communication</p>	<ul style="list-style-type: none"> To recognise that there are many different ways to communicate. To understand the need for confidentiality in certain situations. To know and understand the importance of listening to others and to

RELATIONSHIPS EDUCATION

YEAR GROUP	UNIT NAME AND NUMBER	WALTS
	<p>Unit 2 Relationships Collaboration</p> <p>Health and Wellbeing Unit 1 – Health</p>	<p>understand the role of the listener in any relationship.</p> <ul style="list-style-type: none"> To recognise that there are many ways to communicate. To understand the need to both listen and speak when communicating with others. <ul style="list-style-type: none"> Understand that there are many situations in which collaboration is necessary and to understand the need to develop team work skills. To recognise that there are many roles within a community. To understand the need to collaborate in a group situation. To recognise that there are many roles within a community. <ul style="list-style-type: none"> To know about the basic synergy between physical, emotional and mental health. To know about, recognise and understand changes that occur during puberty. To understand the importance of making change in adopting a more healthy lifestyle.
Year 6	<p>Relationships</p> <p>Similarities and Differences</p> <p>Healthy Relationships</p>	<ul style="list-style-type: none"> To learn about racial discrimination and its impact on societies, past and present. To learn about gender discrimination and its impact. To challenge stereotyping and discrimination. To learn about the importance of family in different cultures. To recognise and respect similarities and differences between people. <ul style="list-style-type: none"> To know about and understand the importance of touch in a range of contexts. To know the difference between appropriate and inappropriate touches. To know that relationships can change as a result of growing up.

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YEAR GROUP	UNIT NAME AND NUMBER	WALTS
Year 2	Spring 1	Relationships: <ul style="list-style-type: none">• Things that cause conflict between me and my friends.• What I do when my friend makes me upset.
Year 3	Summer 2	My changing body: <ul style="list-style-type: none">• How boys' and girls' bodies change as we grow up, and how these changes affect us.
Year 4		<ul style="list-style-type: none">• To understand that the rate at which we grow differs from person to person and to show awareness of changes that take place as they grow.
Year 5		<ul style="list-style-type: none">• To know about, recognise and understand changes that occur during puberty.
Year 6		<ul style="list-style-type: none">• To learn about gender discrimination and its impact.• To know that relationships can change as a result of growing up.

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. <ul style="list-style-type: none"> • 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.

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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>E.g.: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>