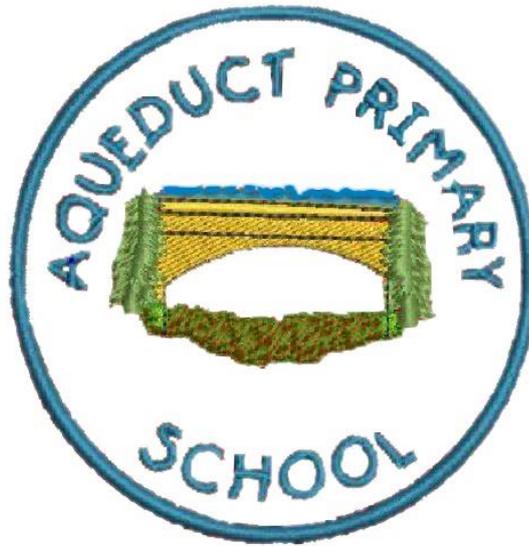


Aqueduct Primary School Relationship and Sex Education Policy



2020/21

RSE Coordinator	Kerri Santopietro
Next Review Date	2022
Chair and Safeguarding Governor	Louise Aubrey
Viewed by Governors	24.05.21
Reviewed by staff	24.5.21



Aqueduct
Primary School

Building tomorrow, leading the way

Our Values

Positivity, happiness, learning, kindness, safety and respect.

Relationships and Sex Education Policy

The purpose of this policy-

- Clarify the legal requirement and responsibilities of the school.
- Clarify the school's approach to relationships and sex education (RSE) for the 21st Century for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the RSHE education programme.
- Provide a basis for evaluating the effectiveness of the school RSHE programme.
- Reinforce the role of the schools in contributing to local and national strategies.

Local and national guidelines

This policy has been written in consultation with the following guidance.

- Sex and Relationship Education Guidance July 2020
- QCA PSHE Curriculum Framework for Schools 2000
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Children and Social Work Act (2017)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things
- 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
- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Develop the confidence to seek help, support and advice

Statutory Requirements

For Primary aged pupils we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. As a school we have made the decision to provide sex education in an appropriate way to meet the needs and cognitive ability of our pupils.

At Aqueduct Primary School we teach RSE as set out in this policy.

Policy Development

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

1. **Review** - Deputy head/Lead DSL and RSE/Personal Development and Citizenship Lead 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 during a staff meeting.
3. **Parent consultation** - parents and any interested parties were invited to complete a questionnaire in regards to RSE on the website.
4. **Ratification** - once amendments were made, the policy was shared with governors and ratified.

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, as pupils progress from the primary to secondary phase of school.

RSE involves a combination of sharing information, and exploring issues and values, which our pupils understand through accessible education.

RSE is *not* about the promotion of sexual activity.

Delivery of the curriculum

RSE is taught within the Personal Development and Citizenship (PD&C) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). We also use the 'Living and Growing' RSE scheme to help us deliver part of the RSE curriculum.

For Primary aged pupils

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

Relationship to other policies: This policy has links to school policies on Safeguarding, Child Protection, Health and Safety, Anti-bullying, Equality, Science, P.E. and Computing.

The Governing body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

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.

Staff

Staff are responsible for:

- Teaching aspects that mainstream pupils will acquire through their development, such as understanding the term 'private'
- Delivering RSE in a sensitive way, ensuring that all pupils and students understand the terminology
- Revisiting learning
- Adapting learning to meet the learning needs of the pupils and students
- Using appropriate vocabulary
- Modelling positive attitudes to RSE
- Monitoring progress
- 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.

Pupils and students

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

Monitoring Arrangements

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

This policy will be reviewed by Kerri Santopietro - Personal Development and Citizenship/RSE Lead on an annual basis. At every review, the policy will be approved by the governing board, well-being committee, governors and the Headteacher.

This policy applies to all staff, pupils, parents/carers, governors and outside agencies working within the school.

Intent

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. The emphasis is upon teaching children to understand and respect themselves, others and their bodies as part of a healthy lifestyle approach. Pupils are taught about relationships and encouraged to discuss issues. We teach the parts of the body and their functions and how we change as we grow up. We use the correct terminology. We encourage children to ask for help, providing reassurance that change is part of life's cycle.

Implementation

The RSE curriculum is clear and shows progression between year groups. RSE planning is based on our 'Living and Growing' programme and builds on previous knowledge and understanding. All age groups ensure that mental health, well-being and RSE is weaved into other lessons where possible and taught discretely where needed. In year 5 & 6 there is a greater emphasis on the changes that occur in puberty. We tailor the curriculum offer to reflect the context of the school and local contextual safeguarding issues, national trends and data.

Impact

At Aqueduct Primary School, RSE impacts the children in numerous beneficial ways:

- It helps children grow and develop as individuals*
- Gives pupils opportunities to voice their opinions, concerns and worries*
- Gives children the knowledge, understanding, and skills they need to lead confident, healthy, independent lives*
- Gives children the knowledge, understanding, and skills they need to maintain caring friendships*
- Gives children the knowledge, understanding, and skills they need to maintain respectful friendships*
- Children learn how to critically consider their online relationships*

Planning for Relationships and Sex Education

Our long-term planning for relationships and sex education is integrated into our Personal Development and Citizenship scheme of work. As far as possible we have also linked the units of study to the Science work that the children will be studying.

When planning for relationships and sex education it will be at the teacher's discretion as to what teaching strategies are used depending on the age and development of the children.

It will be the responsibility of the teacher to deliver the lessons in Relationships and Sex Education.

SEND and Equal Opportunities

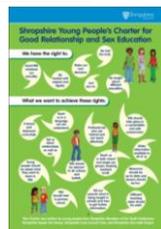
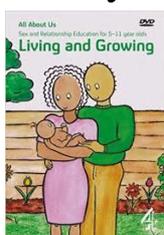
We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, marriage or civil partnership or sexual orientation. It is recognised that SEND pupils may require additional support on the RSE curriculum and can be at increased risk of exploitation. Individual support may be considered. Parents and pupils will be involved and consulted. Our intention is to support children's appropriate progress and development. Please refer to Equality Policy. As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

RSE is most effective when the whole school are following the same scheme of work. Children with SEND should be given informal opportunities to learn about the various subjects involved in RSE e.g. when they are queuing for lunch they can be prompted about personal boundaries. All staff will be actively involved in offering consistent messages around RSE. Staff will constantly model how to react in everyday situations and interactions such as those concerned with consent or privacy e.g. a matter of fact tone of voice and calm reaction to a situation can be helpful. Staff's attitudes and behaviour will reflect those of the school values. There are many ways to link with other parts of the curriculum and school day too, for example, through playground rules and anti-bullying week. Neglecting content will be avoided, encouraging teachers of learners with SEND to differentiate teaching based on various abilities in class wherever possible, rather than restrict the topics covered. Small group sessions for pupils with SEND will be offered which allow for questions and discussion that might be challenging or increase the risk of bullying in a usual class format.

Lesbian, Gay, Bisexual, Transgender (LGBT)

The Equality Act states that teaching should be accessible to all pupils. We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual or transgender. Inclusive RSE means creating and maintaining good relationships between pupils, dealing with any prejudice or homophobia and promoting respect and kindness. We will answer any questions dealing with sexual orientation and identity and answer any relevant questions, offering support if necessary. No assumptions will be made that intimate relationships only involve the opposite sexes. Information will be inclusive and will include LGBT people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is inclusive and pitched appropriately.

Units of study for Relationships and Sex Education



Planning

RSE lessons are planned based on the 'Living and Growing' scheme. Class teachers lead these lessons and are aware of the need to plan opportunities to develop the spiritual, moral, social and cultural needs of all pupils. A vast majority of opportunities will be delivered through cross curricular activities as well as specific RSE, Personal Development and Citizenship, RE activities and assemblies. We follow the Expect Respect programme for the majority of our Personal Development and Citizenship lessons and RSE where appropriate.

We use the Channel 4 programmes entitled "Living and Growing". These are available on DVD. These are accompanied by teacher resource books and have follow up activities for the children that reflect issues arising in the programmes and help to develop themes and further discussion. Please see below:

In addition to this, this year we have invested in additional resources to accompany these which contain a number of age-related clips which are no longer than ten minutes.

Progression of learning

Please refer to the progression of learning document to read what is taught in our RSE programme and when the children learn certain skills. The targets for each year group are organised into the following strands:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Area of RSE	YEAR 1	
Families and people who care for me	I can tell you about changes that have happened in my life	
	I can compare my family structure to my friend's family structure	
	I know that other families look different to mine	
	I can discuss what makes a happy family life	
	I know who to turn to if home life is making me feel unhappy	
Caring friendships	I know some ways to cope with changes	
	I can explain that some changes are social and that we become more independent and able to think about others as well as ourselves	
	I know how important friendships are	
	I can name good and bad traits of a friend	
	I know that even friends can have disagreements and ups and downs	
Respectful relationships	I can show that we grow and change, as do all living things (Living and Growing DVD)	
	I can show that some changes are social, that we become more independent and able to think about others as well as ourselves (Living and Growing DVD)	
	I can look at identity and self-esteem, and reinforce the belief that we are all special (Living and Growing DVD)	
	I know what respect is and can give examples of who we show respect to	
	I can use my manners but still know when it is appropriate to say no or walk away	
	I can discuss what it means to bully and to be bullied	
Online relationships	I can stay safe online by choosing websites that are good for me to visit	
	I can begin to understand that many websites ask for information that is private	
	I can explain how I should only be friends with people online that I know	
	I know I need to tell someone if something is wrong or if I have seen something bad	
	I know that information and data is shared and used online	
Being safe	I can respect my body and understand which parts are private	
	I know who to go to in school if I need help or am worried	
	I know that if I tell an adult a 'secret' in school, they may need to share it with other staff if it affects my safety	
	I know that it is not ok for anyone to touch my private parts (PANTS NSPCC assembly)	
	I know who to go to in school if I feel unsafe	
	I know how to report concerns or abuse (PANTS NSPCC assembly)	
Vocabulary	Baby, birthday, cake, celebrate, change, child, grandparent, growing, grown-up, living, parent, party, presents, special, suckling, teenager, toddler, friendship, children, similarities, differences, body, parts, private, respect	

Area of RSE	YEAR 2	
Families and people who care for me	I can identify people I respect who are older than me	
	I can talk about how I look similar and different to my parents	
	I can describe my family structure and compare it to my friend's family (mum and dad, single parent)	
	I can tell you why my family are important to me	
	I can write and explain what makes a happy family life	
	I know who to turn to if home life is making me feel unhappy	
Caring friendships	I can write down ways in which we can care for our family and friends	
	I can discuss the impact and consequences our poor behaviour choices might have on someone we are being unkind to	
	I know and can explain why friendships are important	
	I can sort words into good and bad traits of a friend and explain my choices	
	I can role play a disagreement with a friend and how to deal with it effectively	
Respectful relationships	I can explain that a baby develops inside its mother's womb and that both the male and female are needed to make a baby (Living and Growing DVD)	
	I can reflect on my own development from babies (Living and Growing DVD)	
	I understand conception and the growth of a baby in the womb (Living and Growing DVD)	
	I can explain what respect is and why we need to show it	
	I can use my manners but still know when it is appropriate to say no or walk away	
	I understand the different types of bullying and what we can do or who we can speak to if we feel we are being bullied	

	I know what to do to improve a respectful relationship	
Online relationships	I can explore what cyber-bullying means & what to do if I encounter it	
	I can consider sensible online friendships	
	I know who to tell if something is wrong or if I have seen something bad	
	I can discuss how information and data is shared and used online.	
Being safe	I can meet and talk with people (community police officers, volunteers, adults on trips)	
	I can explain why some secrets might need to be shared	
	I know that it is not ok for anyone to touch my private parts (PANTS NSPCC assembly)	
	I can say who I would go to if I felt unsafe	
	I know how to report concerns or abuse (PANTS NSPCC assembly)	
Vocabulary	Child, family, parents, grandparents, similarities, differences, respect, hair colour, eye colour, skin colour, mum, dad, stepdad, stepmom, single parent, boy, girl, (external) body part, skills, abilities, similarities, differences, change, bodies, gender, baby, breast, hospital, ovaries, penis, pregnant, testicles, vagina, womb,	

Area of RSE	YEAR 3	
Families and people who care for me	I recognise that friendships and family relationships may have a different structure or change for different reasons and know how to manage this (divorce, same sex, single parent)	
	I can explain the importance of a family to children	
	I know what marriage is	
	I can talk to someone if home life is making me feel unhappy or unsafe	
Caring friendships	I understand what makes a positive and negative friendship	
	I know and understand the good characteristics of a friend	
	I can choose from a range of ideas telling me how to work through disagreements with friends	
	I know who to trust and who not to trust	
Respectful relationships	I can discuss the detrimental effects bullying can have on someone	
	I can explain life cycles (Living and Growing DVDs)	
	I can explore differences between male and female (Living and Growing DVDs)	
	I can reflect on differences between male and female other than physical differences (Living and Growing DVDs)	
	I can explain the physical and emotional changes that occur during puberty (Living and Growing DVDs)	
	I can consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control (Living and Growing DVDs)	
	I can explain what respect is and the importance of respecting others (British Values link)	
	I can use my manners but still know when it is appropriate to say no or walk away	
	I can list the detrimental effects bullying can have on someone	
Online relationships	I know the importance of permission-seeking and giving in relationships with friends, peers and adults.	
	I can discuss what actions could be taken if I am uncomfortable or upset online e.g. Report Abuse button (Computing curriculum)	
	I know that there are age restrictions for certain apps	
	I understand the importance of respecting others online	
	I can tell an adult if something is wrong or I have seen something bad	
	I can agree sensible e-safety rules for the classroom (Computing curriculum)	
	I can explain how people can pretend to be someone else online and that is why I should not share personal information online	
I can explain how information and data is shared and used online.		
Being safe	I understand what resources are needed to find certain information and advice	
	I understand why sometimes adults will need to share my secrets with other adults	
	I know that my body belongs to me and can explain the difference between an appropriate and inappropriate physical touch (PANTS NSPCC assembly)	
	I can say and explain who I would go to if I felt unsafe	
	I know how to report concerns or abuse, and the vocabulary and confidence needed to do so (PANTS NSPCC assembly)	
Vocabulary	baby, boy, different, female, girl, kitten, male, man, penis, sex parts, vagina, woman, egg, ovaries, puberty, menstruation, scrotum, sexual relationship, sperm, testicles, period	

Area of RSE	YEAR 4	
Families and people who care for me	I can explain the idea of relationships, including friendships, parent-child and family relationships and adult relationships (same sex, single parent etc) (Living and Growing DVDs)	
	I can explain how families provide love and stability	
	I can explain what marriage is and why the commitment of marriage is important	
	I know what makes a healthy family life	
	I know and can explain that stable, caring relationships, which may be of different types, are at the heart of happy families	
	I know what to do if home life is making me feel unhappy or unsafe	
Caring friendships	To explain how babies are made (Living and Growing DVDs)	
	To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships (Living and Growing DVDs)	
	I can define positive friendship	
	I can list and explain good characteristics of a friend	
	I can list positive strategies on how to work through disagreements with friends	
	I can explain how important friendships are in making us feel happy and secure, and how people choose and make friends.	
	I know when a friendship is making me feel unhappy or uncomfortable and know how to manage these situations, including seeking help	
Respectful relationships	I can explain how babies are made (Living and Growing DVDs)	
	I can explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships (Living and Growing DVDs)	
	I can explain what respect is and the importance of mutual respect (British Values link)	
	I can use my manners but still know when it is appropriate to say no or walk away	
	I can discuss and explain the detrimental effects bullying can have on someone	
	I can explain the importance of permission-seeking and giving in relationships with friends, peers and adults.	
	I can explain what to do to improve a respectful relationship	
Online relationships	I can discuss what actions could be taken if I am uncomfortable or upset online e.g. Report Abuse button (Computing curriculum)	
	I know that there are age restrictions for certain apps but that not everyone follows these guidelines	
	I can explain how I can respect others online	
	I can agree sensible e-safety rules for the classroom (Computing curriculum)	
	I can tell an adult if something is wrong or I have seen something bad	
	I can explain what sources of information are safe to share online and can make sensible online friendships	
	I can explain and give examples of how information and data is shared and used online.	
Being safe	I can discuss the different helplines available	
	I can distinguish between positive and negative boundaries in friendships	
	I know that my body belongs to me and can explain the difference between an appropriate and inappropriate physical touch (PANTS NSPCC assembly)	
	I know how to recognise if I felt unsafe and can report these feelings to a trusted adult	
	I know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	
	I know how to report concerns or abuse, and the vocabulary and confidence needed to do so (PANTS NSPCC assembly)	
Vocabulary	sexual relationship, sexual intercourse, sex, making love, penis, vagina, sperm, egg, testicles, fertilisation, family, life cycle, reproduction, relationships	

Area of RSE	YEAR 5	
-------------	--------	--

Families and people who care for me	I can reflect on roles and relationships in the family (Living and Growing DVDs)	
	I can explain how others family structures may look different from my family, but I can also respect those differences (Living and Growing DVDs)	
	I can explain why stability and commitment are needed for a happy, healthy family.	
	I know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	
	I can explain how stable, caring relationships, which may be of different types, are at the heart of happy families	
	I can recognise if home life is making me feel unhappy or unsafe, and how to seek help or advice from others if needed.	
Caring friendships	I am aware of my own self-image and how my body image fits into that	
	I can define what makes a positive, healthy friendship and explain why positive friendships are important	
	I can explain the influence good characteristics of friendship can have on people	
	I can explain how using a positive strategy to work through disagreements with friends will strengthen the friendship	
	I can judge when a friendship is making me feel unhappy or uncomfortable and know how to manage these situations, including seeking help	
Respectful relationships	I can explain how a baby develops in the womb during pregnancy and how babies are born (Living and Growing DVDs)	
	I can consider the needs of babies before and after birth (Living and Growing DVDs)	
	I can reflect on roles and relationships in the family (Living and Growing DVDs)	
	I can explain the different types of respect (mutual respect, self-respect) and why they are all important (British Values link)	
	I can use my manners but still know when it is appropriate to say no or walk away	
	I can explain the nature and consequences of bullying and how we can respond to it in the best way.	
	I can explain what to do to improve and support a respectful relationship	
Online relationships	I can discuss the importance of keeping an adult informed about what I am doing online, and how to report concerns (Computing curriculum)	
	I am aware of how safe individuals need to be when using online communication tools e.g. blogs, messaging (Computing curriculum)	
	I can explain how people might behave differently online	
	I can compare how I would respect someone online to how I would respect them in person.	
	I can tell an adult if something is wrong or I have seen something bad	
	I can discuss the importance of keeping an adult informed about what I am doing online and how to report concerns (Computing curriculum)	
	I can discuss the importance of sensible friendships online and what risks are associated if we make inappropriate friendship choices online	
	I can explain how information and data is shared and used online and the risks this can lead to	
Being safe	I understand what resources are needed to find certain information and advice	
	I can begin to discuss what boundaries are appropriate in friendships with peers and others (including in a digital context).	
	I know about the concept of privacy and how it can affect my safety	
	I know that each person's body belongs to them, and can explain the differences between appropriate and inappropriate or unsafe physical, and other contact (PANTS NSPCC assembly)	
	I know how to recognise and report feelings of being unsafe or feeling bad about any adult.	
	I can explain how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	
	I can explain how to report concerns or abuse, and the vocabulary and confidence needed to do so (PANTS NSPCC assembly)	
Vocabulary	sexual parts, sexual intercourse, sex, making love, sperm, egg, pregnant, womb, foetus, umbilical cord, labour, parents, grandparents, babies, children, roles, men, women, mum, dad, stepdad, stepmom, single parent, same sex relationship, gay, lesbian	

Area of RSE	YEAR 6	
Families and people who care for me	I can explain how families are important for children growing up because they can give love, security and stability.	
	I can explain how marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	
	I can explain and understand the characteristics of healthy family life	
	I can recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others if needed.	
	I understand how stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security	
	I know how to recognise if home life is making me feel unhappy or unsafe	
Caring friendships	I am aware of my own self-image and how my body image fits into that	
	I can explain how positive and healthy friendship choices impact our well-being and self esteem	
	I can explain the influence good and bad characteristics of friendship can have on people	
	I can explain how even strong friendships will have ups and downs but working through disagreements maturely with friends will strengthen the friendship	
Respectful relationships	I can consider the physical and emotional changes that take place as girls go through puberty (Girl talk Living and Growing DVDs)	
	I can address the concerns and worries of young women (Girl talk Living and Growing DVDs)	
	I can make boys more aware of the changes that occur as girls become young women (Girl talk Living and Growing DVDs)	
	I can consider the physical and emotional changes that take place as boys go through puberty (Boy talk Living and Growing DVDs)	
	I can address the concerns and worries of young men (Boy talk Living and Growing DVDs)	
	I can make boys more aware of the changes that occur as boys become young men (Boy talk Living and Growing DVDs)	
	I can consider how sex is presented in the media (Boy talk Living and Growing DVDs)	
	I can consider sexual stereotyping (Boy talk Living and Growing DVDs)	
	I understand that changing emotions are a normal aspect of puberty (Boy talk Living and Growing DVDs)	
	I can explain what respect is and how it is needed in different contexts (respecting elderly, respecting people in position of authority) (British Values link)	
	I can use my manners but still know when it is appropriate to say no or walk away	
I can explain the nature and consequences of stereotyping and how we can respond to it in the best way.		
Online relationships	I can discuss the importance of keeping an adult informed about what I am doing online, and how to report concerns	
	I am aware of how safe individuals need to be when using online communication tools e.g. blogs, messaging	
	I can explain how sex is presented in the media (Living and Growing DVDs)	
	I can tell an adult if something is wrong or I have seen something bad	
	I know that people sometimes behave differently online, including by pretending to be someone they are not.	
	I can discuss and understand the signs of grooming. Recognise the risks involved and how this is not a sensible choice.	
	I know 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.	
	I understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Computing curriculum)	
	I know how to critically consider online friendships and sources of information including awareness of the risks associated with people they have never met.	
Being safe	I can explain where to get advice for different scenarios e.g. family, school and/or other sources.	
	I know how to ask for advice or help for myself or others, and to keep trying until I am heard.	

	I can explain what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	
	I can explain 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	
	I know that each person's body belongs to them, and can explain the differences between appropriate and inappropriate or unsafe physical, and other contact (PANTS NSPCC assembly)	
	I can explain how to recognise and report feelings of being unsafe or feeling bad about any adult.	
	I can explain and understand how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	
	I can explain how to report concerns or abuse, and the vocabulary and confidence needed to do so (PANTS NSPCC assembly)	
Vocabulary	crush, hormone, menstruation, period, puberty, sexual attraction, nipples, breasts, girlfriend, masturbation, relationship, shaving, spots, wet dream, condom, gay, gender, lesbian, media, stereotype,	

The Role of the Governing Body

There is a requirement for all schools to have a relationships and sex education policy. The Governing Body should consult with parents in developing our relationships and sex policy to ensure that parents' wishes and the culture of the community are taken into consideration.

Requirements

All schools must have an up-to-date policy, which is made available for inspection and to parents.

The policy must:

- define relationships and sex education
- describe how relationships and sex education is provided and who is responsible for providing it
- say how relationships and sex education is monitored and evaluated
- include information about parents' right to withdrawal
- be reviewed regularly

Procedures

If a child discloses a safeguarding concern or issue in school, a pink form must be filled out as soon as possible. Within this pink form, the adult must fill out the child's initials, date of birth, location and concern category. They must circle the concern category that the disclosure is relating to the most. Please see Appendices for a copy of a pink form. They must fill the pink form in in as much detail as possible and hand this to one of the DSLs who is in school.

Sexual harassment

If a child discloses anything relating to sexual harassment, then the same procedure as above should be followed. Each child and member of staff in school needs to know that this is taken very seriously and that all disclosures regarding this will be passed on to the available DSL by completing a pink form. It is important that the pink form is completed as quickly as possible so that the information is as accurate as possible. There should be no paraphrasing and the children's EXACT words should be used.

Domestic abuse

Getting the culture right in school:

- Whole school understanding of domestic abuse through professional development for all staff
- Modelled behaviour by staff towards pupils, students and all adults, implicitly reinforcing respectful relationships
- No bystanders to any behaviours that would be defined as bullying/abuse
- Supporting staff who may be victims of abuse through a robust policy and signposting
- Explicit teaching about healthy relationships and identifying abuse within relationships
- Developing resilience and wellbeing, building self-belief, self-worth and self-esteem in all.
- Challenging stereotypes at all times
- Working with your student parliament, children's safeguarding boards, peer mentors to support others

All staff have been told to look out for the following signs as this MAY signal victims of domestic abuse:

- physical injuries
- excuses for frequent injuries
- stress, anxiety or depression
- absent from work and social occasions
- personality changes - being jumpy or nervous
- low self-esteem
- lack of independent communication
- self-blame
- increased alcohol or drug use
- lack of money
- damage to property.

Any disclosures from children or staff should be recorded on a pink form and handed to a DSL. Then if needed, family connect can also be contacted.

Parents' right to withdraw

For primary aged pupils 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 1 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

In all cases the Headteacher/Personal Development and Citizenship/RSE Lead will meet with parents to understand their decision to withdraw and highlight the benefits of receiving this education with their peers. In this way pupils will receive accurate information.



Safeguarding

Aqueduct Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of child protection issues. Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Families are welcome to read the Policy on the school website.

The designated safeguarding lead (DSL) for school is: Mrs. Jo Clarke

The designated safeguarding supervisor is: Mrs. Tammy Lockley (HEAD)

Their deputies are: Mrs. Cara Duppa, Mr. Ash Palin, Miss. Eloise Harrow and Mrs. Lisa Batchelor

The governor with responsibility for safeguarding is: Mrs. Louise Aubrey

Appendix 1

To be completed by parents				
Name of child		Class		Child's D.O.B
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	

Appendix 2

Dear Parent / Carer,

Relationship and Sex Education (RSE)

Key Stage 1



Please visit our website to read the draft RSE Policy 2021.

There is also a short questionnaire that allows you to contribute your suggestions or concerns once you have read the draft policy.

For many years now at Aqueduct, we have believed in the importance of equipping children with age-appropriate knowledge about relationships and health education to prepare them for future life. From Summer 2021, all primary schools in England will be required to teach Relationship Education and Health Education, as it is now becoming a statutory subject. Our current Relationship and Sex Education curriculum allows children to learn about families and people who care for them, caring friendships, respectful relationships, online relationships, changing bodies and being safe. The aim of the lessons are to help children make responsible decisions about the relationships they form with others, and help them to understand the changes and challenges which maturity brings. With your support, we are committed to a home school partnership, which supports and is consistent with our duties under the Equalities Act and Safeguarding. We feel it is important for teachers to convey this information factually and sensitively in a supportive environment, rather than risk your child learning about it incorrectly through their peers during unstructured time.

Hopefully, you can see that we are doing our utmost to ensure parents are happy with the RSE Policy. Parents still wishing to withdraw their child are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. If you still wish to withdraw your child, requests for withdrawal should be put in writing and addressed to the Headteacher.

Lessons are planned to begin in school following 28th June.

Year 1: The aims of this programme are:

- *To show that we grow and change, as do all living things*
- *To show that some changes are social, that we become more independent and able to think about others as well as ourselves*
- *To look at identity and self-esteem, and reinforce the belief that we are all special*

Key Vocabulary: *Baby, birthday, cake, celebrate, change, child, grandparent, growing, grown-up, living, parent, party, presents, special, suckling, teenager, toddler*

Year 2: The aims of this programme are:

- *To explain that a baby develops inside its mother's womb and that both the male and female sex parts are needed to make a baby*
- *To enable children to reflect on their development from babies*
- *To inform children about conception and the growth of a baby in the womb*

Key Vocabulary: *Breast, hospital, ovaries, penis, pregnant, testicles, vagina, womb*

For further information about these lessons, please speak to your child's class teacher, Miss Santopietro or Mrs Lockley.

Yours sincerely,

Miss Santopietro (RSE/Personal Development and Citizenship Lead)

Appendix 3

Dear Parent / Carer,

Relationship and Sex Education (RSE)

Key Stage 2



Please visit our website to read the draft RSE Policy 2021.

There is also a short questionnaire that allows you to contribute your suggestions or concerns once you have read the draft policy.

For many years now at Aqueduct, we have believed in the importance of equipping children with age-appropriate knowledge about relationships and health education to prepare them for future life. From Summer 2021, all primary schools in England will be required to teach Relationship Education and Health Education, as it is now becoming a statutory subject. Our current Relationship and Sex Education curriculum allows children to learn about families and people who care for them, caring friendships, respectful relationships, online relationships, changing bodies and being safe. The aim of the lessons are to help children make responsible decisions about the relationships they form with others, and help them to understand the changes and challenges which maturity brings. With your support, we are committed to a home school partnership, which supports and is consistent with our duties under the Equalities Act and Safeguarding. We feel it is important for teachers to convey this information factually and sensitively in a supportive environment, rather than risk your child learning about it incorrectly through their peers during unstructured time.

Hopefully, you can see that we are doing our utmost to ensure parents are happy with the RSE Policy. Parents still wishing to withdraw their child are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. If you still wish to withdraw your child, requests for withdrawal should be put in writing and addressed to the Headteacher

Lessons are planned to begin in school following 28th June.

Year 3: The aims of this programme are:

- *To introduce children to life cycles*
- *To explore differences between male and female*
- *To enable children to reflect on differences between male and female other than physical differences*
- *To introduce children to the physical and emotional changes that occur during puberty*
- *To consider some of the changes over which we have no control and the choices we can make concerning those over which we do have control*

Key Vocabulary: baby, boy, different, female, girl, kitten, male, man, penis, sex parts, vagina, woman, egg, ovaries, puberty, menstruation, scrotum, sexual relationship, sperm, testicles, period

Year 4: The aims of this programme are:

- *To explain how babies are made*
- *To explore the idea of relationships, including friendships, parent-child and family relationships and adult sexual relationships*

Key Vocabulary: sexual relationship, sexual intercourse, sex, making love, penis, vagina, sperm, egg, testicles, fertilisation, family, life cycle, reproduction, relationships

Year 5: The aims of this programme are:

- *To explain how a baby develops in the womb during pregnancy and how babies are born*
- *To consider the needs of babies before and after birth*
- *To enable children to reflect on roles and relationships in the family*

Key Vocabulary: sexual parts, sexual intercourse, sex, making love, sperm, egg, pregnant, womb, foetus, umbilical cord, labour, same sex relationship, gay, lesbian

Year 6: The aims of this programme are:

Girl talk

- *To consider the physical and emotional changes that take place as girls go through puberty*
- *To address the concerns and worries of young women*
- *To make boys more aware of the changes that occur as girls become young women*

Boy talk

- *To consider the physical and emotional changes that take place as boys go through puberty*
- *To address the concerns and worries of young men*
- *To make boys more aware of the changes that occur as boys become young men*
- *To consider how sex is presented in the media*
- *To consider sexual stereotyping*
- *To reassure pupils that their changing emotions are a normal aspect of puberty*

Key Vocabulary: crush, hormone, menstruation, period, puberty, sexual attraction, nipples, breasts, girlfriend, masturbation, relationship, shaving, spots, wet dream, condom, gay, gender, lesbian, media, stereotype

For further information about these lessons, please speak to your child's class teacher, Miss Santopietro or Mrs Lockley.

*Yours sincerely,
Miss Santopietro (RSE/Personal Development and Citizenship Lead)*

DRAFT