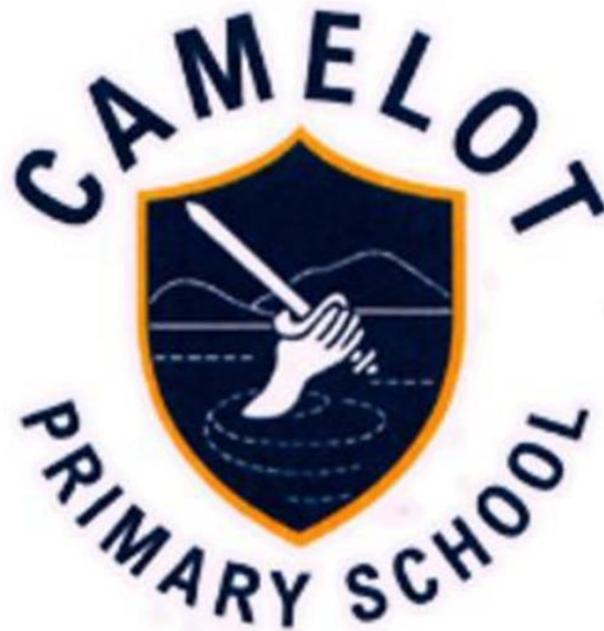


# Camelot Primary School



## Relationships and Sex Education policy 2021 Onwards

Approved by:	Juliette Young	Date: 12.7.2021
Last reviewed on:	12.7.2021	
Next review due by:	July 2023	

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

### 3. Policy development

This policy has been developed in consultation with staff (June 2021), pupils (June 2021) and parents (April 2021). The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, 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

At Camelot Primary School, we follow the CWP curriculum as recommended by Southwark Local authority.

The curriculum overview is set out as per Appendix 1 but we may need to adapt it as and when necessary for needs of the children.

The CWP curriculum was developed 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 children are fully informed and do not seek answers online.

The CWP is a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting. This fifth edition has been updated to meet the requirements of Statutory Guidance released from the Department for Education on Relationships Education, Relationships and Sex Education (RSE) and Health Education, Regulation 2019 onwards.

All learning is from the objectives in the science curriculum and the Relationship education guidance.

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 some biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional. If this occurs parents will be informed. This is non-statutory.

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 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/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
- › Engaging with continuous professional development linked to SRE.
- › Responding to the needs of individual pupils

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 head teacher.

All class teachers will teach RSE. The lead teachers for RSE is Madeline Eastwood (Deputy headteacher) and Alice Wilcox (PSHE 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 [non-statutory/non-science] components of sex education within RSE. However, this is not taught at Camelot Primary school within the classroom and therefore there is no option for parents to withdraw their child. External visitors from trained professionals may deliver this in school. Parents have the right to withdraw their children from these sessions.

All classroom learning comes from statutory relationship education and the statutory science curriculum.

## 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 Madeline Eastwood.

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

This policy will be reviewed by Madeline Eastwood biannually. At every review, the policy will be approved by the governing board the chair of Governors and the head teacher.



# CWP Curriculum Overview

reception   year 1   year 2   year 3  
year 4   year 5   year 6   Additional

<b>Reception</b> <b>Family and Friendship</b>  Lesson 1: <b>Caring Friendships</b> Lesson 2: <b>Being Kind</b> Lesson 3: <b>Families</b>	<b>Year 1</b> <b>Growing and Caring For Ourselves</b>  Lesson 1: <b>Different Friends</b> Lesson 2: <b>Growing &amp; Changing</b> Lesson 3: <b>Families &amp; Care</b>	<b>Year 2</b> <b>Differences</b>  Lesson 1: <b>Differences</b> Lesson 2: <b>Male &amp; Female Animals</b> Lesson 3: <b>Naming Body Parts</b>
<b>Year 3</b> <b>Valuing Difference and Keeping Safe</b>  Lesson 1: <b>Body Differences</b> Lesson 2: <b>Personal Space</b> Lesson 3: <b>Help and Support</b>	<b>Year 4</b> <b>Growing Up</b>  Lesson 1: <b>Changes</b> Lesson 2: <b>What is Puberty?</b> Lesson 3: <b>Healthy Relationships</b>	<b>Year 5</b> <b>Puberty</b>  Lesson 1: <b>Talking about Puberty</b> Lesson 2: <b>The Reproductive System</b> Lesson 3: <b>Help and Support</b>
<b>Year 6</b> <b>Puberty, Relationships &amp; Reproduction</b>  Lesson 1: <b>Puberty &amp; Reproduction</b> Lesson 2: <b>Communication in Relationships</b> Lesson 3: <b>Families, Conception &amp; Pregnancy</b> Lesson 4: <b>Online Relationships</b>	<b>Additional Folder Year 5/6</b>  Unit 1: <b>FGM</b> Unit 2: <b>Respect and Equality</b>	

## 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>

TOPIC	PUPILS SHOULD KNOW
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>
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>

