

# Frodsham Primary Academy



<b>Policy Title</b>	Relationships Education Policy
<b>School/WBC adopted date</b>	September 2022
<b>Linked policies</b>	Safeguarding Policy
<b>Written by</b>	WPAT
<b>Staff approval date</b>	
<b>Governors ratification date</b>	TBC
<b>Signed by chair of Governors</b>	
<b>Review date</b>	September 2022

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## 1. Definition

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils and involves learning about positive relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Statutory aspects of sex education are covered in the science curriculum.

## 2: Aims

All schools within the Warrington Primary Academy Trust teach Relationships Education following guidance from the DfE and the PHSE Association. This ensures that age appropriate learning is mapped into our programmes of study. Key Elements are provided in Appendix 1 and 2 for information.

Biological aspects of sex education are taught within the Science Curriculum and they are again designed to be age appropriate. Our aims for RSE 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

The first of our core values is Children First – Everything we do is in the interest of children first and foremost

## 3. 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](#).

RSE is taught in compliance with the relevant requirements of the Equality Act 2010 and schools advice. RSE is taught in compliance with the SEND Code of Conduct (see section 10: Pupils with SEND)

At Warrington Primary Academy Trust we teach RSE as set out in this policy.

## 4. 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. 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

## 5. Curriculum

Our curriculum is set out as per Appendix 1. The curriculum may need to be adapted in response to changes in cohorts and to reflect changes in the wider world. Any changes made will be available on the website.

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 be delivered as a component of the Science Curriculum only and will focus on:

Science KS1: notice that animals, including humans, have offspring which grow into adults

Science KS2: describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird, describe the life process of reproduction in some plants and animals, and describe the changes as humans develop to old age

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

## 6. Delivery of Relationship Education

Our Curriculum Map shown in Appendix 1 breaks down the course of study into the following sections

Appendix 2 provides further detail of the content for each section.

- 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, older siblings, 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 Trustees

The Trustees Standards Committee 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. Only applicable to non- statutory or non- Science sex education (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.

**Head of School: Mrs G Callaghan**

**PSHE Subject Lead: Mrs Z Hayes**

**Curriculum Lead: Mrs G Callaghan**

**RSE and PSHE Governor Lead:**

**Designated Safeguarding Lead: Mrs G Callaghan**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individuals pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from non-statutory/non-science components of RSE

PSHE may be taught by all class-based staff. Staff who 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.

## **7.4 Pupils**

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

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, 12 as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

## **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. WPAT schools currently do not teach any non- statutory or non- science components of sex education.

## **9. Training**

Staff are trained on the delivery of Relationships Education and the Biological Aspects of Science 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 Headteacher and the PSHE Subject Lead through:

Monitoring arrangements, such as planning scrutinies, learning walks, and lesson observations

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

This policy will be reviewed by the Trustees Standards Committee annually and Frodsham Primary Academy School governing committee.

At every review, the policy will be approved by The Trustees Standards Committee



## Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>KS1 YA</b>	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
<b>KS1 YB</b>	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>LKS2 YA</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li><b>Healthy and safe choices</b></li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

PSHE Jigsaw Curriculum Long Term Map

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>LKS2 YB</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics <b>Smoking</b> <b>Alcohol</b> Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>UKS2 YA</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	<b>Self- and body image</b> <b>Influence of online and media on body image</b> <b>Puberty for girls</b> <b>Puberty for boys</b> <b>Growing responsibility</b> <b>Coping with change</b> <b>Preparing for transition</b> <u><b>This will be taught to Y5 children only</b></u>
<b>UKS2 YB</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	<b>Self-image</b> <b>Body image</b> <b>Puberty and feelings</b> <b>Reflections about change</b> <b>Physical attraction</b> <b>Respect and consent</b> <b>Boysfriends/girlfriends</b> <b>Sexting</b> <b>Transition</b> <u><b>This will be taught to Y6 children only</b></u>



