



## Crumpsall Lane Primary School Relationship and Sex Education Policy October 2022

Date	Amendments made
October 2022	Rewritten in line with national and local guidance
October 2023	Next review date

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## 1. Aims and Intent

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

The aims of our RSE policy promote the ethos and values we aspire for our children at Crumpsall Lane Primary School.

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Crumpsall Lane we teach RSE as set out in this policy.

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### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

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

### 5. Curriculum

Our RSE curriculum is set out in detail on our school website. We may need to adapt it as and when necessary. Parents/carers will be consulted of changes when appropriate.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online that may be unhelpful.

Sex education within RSE will focus on:

- › Identifying external genitalia and internal reproductive organs in males and females.
- › Understanding the physical and emotional changes that happen when approaching puberty.
- › Preparing boys and girls for the changes that adolescence brings.
- › The process of reproduction and birth as part of the human life cycle; how babies are conceived and born and cared for.

Appendix A will detail when and what children will be taught in regards to sex education within our RSE curriculum.

For a detailed look at what our whole RSE curriculum covers please refer to our school website.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are also taught within PSHE lessons.

We have combined the statutory requirements and guidance of the national curriculum with recommendations from the PSHE Association and Manchester Healthy Schools IMatter Curriculum to create our own programme of study. Our programme of study reflects the needs of our pupils and the community in which they live. Where appropriate links have been made to support our Rights Respecting School ethos and British Values.

Children are taught about relationships within the context of family life, taking care to make sure 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 and 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).

## 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- We will give careful consideration to the level of differentiation needed so that all children can access the learning.

## 6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:

- This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- › Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
  - › Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
  - › Review any case study materials and look for feedback from other people the agency has worked with
  - › Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
  - › Ask to see in advance any materials that the agency may use
  - › Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
  - › Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
  - › Check the agency's protocol for taking pictures or using any personal data they might get from a session
  - › Remind teachers that they can say "no" or, in extreme cases, stop a session
  - › Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- › Work with external agencies that take or promote extreme political positions
- › Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy, and hold the Head of School and PSHE Leader to account for its implementation.

### 8.2 The Head of School

The Head of School along with the PSHE Leader for the school is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

### 8.3 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 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 Head of School and/or PSHE Leader.

## 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents do not have the right to withdraw their children from PSHE completely where RSE teaching and learning will be facilitated.

Parents do have the right to withdraw their children from the components of sex education within RSE. These will be made transparent and clear in Appendix 1

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head of School.

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

## 10. Training

Staff are provided with training relating to the IMatters curriculum, which is the scheme of work we use as a vehicle to teach RSE.

The Head of School and PSHE Leader may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

The delivery of RSE is monitored by the Head of School and PSHE Leader through:

- Learning walks
- Book looks
- Pupil conferencing

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

This policy will be reviewed by Luke Tuffey (PSHE Leader) and Jo Fairclough (Head of School) annually. At every review, the policy will be approved by the governing body.

## Appendix 1: Relationships and sex education curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	LEARNING OUTCOME
Year 1	Summer 1	Learn...  To name the main parts of the body including external genitalia (e.g. vagina, penis, testicles).	Learning outcomes: I can... ✓ Describe similarities and differences between ourselves and others. ✓ Name the main parts of the body. ✓ Name body parts including male and female genitalia.
Year 2	Summer 1	Learn...  To name the main parts of the body including external genitalia (e.g. vagina, penis, testicles).	Learning outcomes: I can... ✓ Recognise I have the right to protect my body from inappropriate or unwanted contact. ✓ Label the parts of the body that are private. ✓ Explain who they would speak to if their privacy was not respected.
Year 3	N/A	N/A	N/A

YEAR GROUP	TERM	TOPIC/THEME DETAILS	LEARNING OUTCOME
Year 4	Summer 1	<p>Learn...</p> <p>About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>About where to get more information, help and advice about growing and changing, especially about puberty KS2</p> <p>About the physical and emotional changes that happen when approaching and during puberty</p>	<p>Learning outcomes:</p> <p>I can...</p> <ul style="list-style-type: none"> <li>✓ Label the main parts of the body and how it differs for boys, girls, men and women.</li> <li>✓ describe key body changes when men and women become adults.</li> <li>✓ Explain key steps required to maintain personal hygiene into adulthood.</li> </ul>
Year 5	Summer 1	<p>Learn...</p> <p>About the physical and emotional changes that happen when approaching and during puberty.</p> <p>About where to get more information, help and advice about growing and changing, especially about puberty.</p>	<p>Learning outcomes:</p> <p>I can...</p> <ul style="list-style-type: none"> <li>✓ Label the main parts of the body, including genitalia.</li> <li>✓ Describe how children change into adults so that they are able to reproduce and puberty is part of this process.</li> <li>✓ Define puberty and list physical and emotional changes that happen to boys and girls during puberty.</li> <li>✓ Describe how periods affect girls both physically and emotionally ✓ Explain the steps required to look after my body during puberty and how to manage my personal hygiene.</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	LEARNING OUTCOME
Year 6	Summer 1	<p>Learn to..</p> <p>to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p>	<p>Learning outcomes:</p> <p>I can...</p> <ul style="list-style-type: none"> <li>✓ Define the term reproduction.</li> <li>✓ Label the male and female body parts associated with conception and pregnancy.</li> <li>✓ Identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults.</li> <li>✓ Explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female).</li> <li>✓ Describe what pregnancy is, where it occurs.</li> </ul>

## Appendix 2: 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 RSE			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	