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# **Relationships and Sex Education Policy**

## **Fernhurst Primary School**

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## 1. Aims

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

- Include all children.
- 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
- Provide accurate and age-appropriate information.
- Develop knowledge, skills and attitudes to help children to make informed choices.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.
- To continue applying the aims from the Rights Respecting School silver award Fernhurst Primary School achieved in 2017.

## 2. Statutory requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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

### **3. Policy development**

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

1. 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, 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 curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

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

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

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other

structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing board will hold the headteacher to account for the implementation of this policy.

The LGB will approve this policy every two years.

### **7.2 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All school leaders and classroom teachers are responsible for teaching RSE at Fernhurst Primary School and Mrs Jennifer Thornton takes responsibility for the monitoring of the appropriateness of the content of the taught sessions.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect, sensitivity and the ethos of being a Rights Respecting School.

## **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 components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

An agreement about withdrawing from the RSE curriculum will be met with the parents and Mrs Jennifer Thornton following a meeting to discuss the reasoning and ensure that this is the right decision. Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Staff are trained on the delivery of RSE as part of 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 through:

- Monitoring of planning and resources
- Learning walks
- Book monitoring

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

This policy will be reviewed by Mrs Jennifer Thornton, Headteacher every two years. At every review, the policy will be approved by the LGB.

<b>Date Approved</b>	<b>Spring 2024</b>
<b>Owner</b>	<b>Local Governing Body</b>
<b>Review Date</b>	<b>Two years from approval</b>

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

<p><i>Fernhurst Primary School has three core themes as a part of its PSHE/RSE curriculum which are; Health and Well-being, Relationships and Living in the Wider World. These themes to the right (with their sub-categories listed) are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap. These themes include:</i></p> <ul style="list-style-type: none"> <li>• <i>teaching of the SMSC Curriculum (according to School Inspection Handbook 2019)</i></li> <li>• <i>Fundamental British Values (FBV) of democracy, rule of law, individual liberty and mutual respect</i></li> <li>• <i>protected characteristics under the Equality Act 2010</i></li> <li>• <i>maintaining the school's Rights Respecting silver award</i></li> <li>• <i>Statutory requirements (DfE RSE curriculum)</i></li> </ul>				<p><b>Health and Well-being:</b> Healthy Lifestyles (physical well-being); Mental Health; Ourselves, growing and changing; Keeping Safe; Drugs, alcohol and tobacco</p>		
				<p><b>Relationships:</b> Families and close positive relationships; Friendships; Managing hurtful behaviour and bullying; Safe relationships; Respecting self and others</p>		
				<p><b>Living in the Wider World:</b> Shared Responsibilities; Communities; Media Literacy and digital resilience; Economic Wellbeing (money, aspirations, work and career)</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>How can we look after each other and the world?</b> Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt</p>	<p><b>Who is special to us?</b> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities</p>	<p><b>What helps us stay healthy?</b> Things that keep bodies and minds healthy (activity, rest, food); hygiene routines; healthy choices</p>	<p><b>Who helps to keep us safe?</b> Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help</p>	<p><b>What is the same and different between us?</b> Recognise what they are good at; set simple goals; growing; and changing and being more independent; naming body parts correctly (including external genitalia); belonging to different groups</p>	<p><b>What can we do with money?</b> Where money comes from; spending; saving; keeping money safe</p>
Year 2	<p><b>What makes a good friend?</b> How to make friends with others; how people</p>	<p><b>What is bullying?</b> Hurtful teasing and bullying is wrong, what to</p>	<p><b>How do we recognise our feelings?</b> Wider range of feelings;</p>	<p><b>What helps us to stay safe?</b> Importance of school rules for health and safety;</p>	<p><b>What jobs do people do?</b> What is meant by stereotypes; what it</p>	<p><b>What helps us grow and stay healthy?</b> What makes a balanced</p>

	behave when they are being friendly; how to resolve arguments that can occur in friendships; how to ask for help if a friendship is making them unhappy	do about bullying; unsafe secrets; inappropriate touch what to do if it happens	conflicting feelings experiences at the same time; describing feelings including when they feel lonely; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings	hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe	means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets	lifestyle; balanced diet; making choices; what influences choices
Year 3	<b>What are families like?</b> Families; family life; caring for each other	<b>How can we be a good friend?</b> Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback	<b>What keeps us safe?</b> Keeping safe; at home and school; our bodies; hygiene; medicines and household products	<b>What makes a community?</b> What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world	<b>Why should we eat well and look after our teeth?</b> Being healthy: eating well, dental care	<b>Why should we keep active and sleep well?</b> Being healthy: keeping active, taking rest
Year 4	<b>How do we treat each other with respect?</b> Respect for self and others; courteous behaviour; safety; human rights	<b>What strengths, skills and interests do we have?</b> Self-esteem: self-worth; personal qualities; goal setting; managing set backs	<b>How can our choices make a difference to others and the environment?</b> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	<b>How can we manage risk in different places?</b> Managing risk in un/familiar situations and the local environment (including online activity); feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others	<b>How can we manage our feelings?</b> Expression of feelings; behaviour; describing intensity of feelings to others; managing complex emotions; what makes a healthy relationship (friendship); maintaining positive relationships	<b>How will we grow and change?</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty; different types of relationships; who is responsible for their health and wellbeing
Year 5	<b>How can we help in an accident or emergency?</b> Basic first aid, accidents, dealing with	<b>How can friends communicate safely?</b> Friendships; relationships; becoming independent; keeping safe and well using a	<b>How can drugs common to everyday life affect health?</b> Drugs, alcohol and tobacco; healthy habits	<b>What decisions can people make with money?</b> About the role of money; ways of managing money; being a critical consumer; that images in the media do	<b>What makes up our identity?</b> Identity; personal attributes and qualities; similarities and differences; individuality;	<b>What jobs would we like?</b> Careers; aspirations; role models; the future

	emergencies	mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries		not necessarily reflect reality; spending and saving	stereotypes	
Year 6	<b>How can we keep healthy as we grow?</b> Looking after ourselves; growing up; becoming independent; taking more responsibility		<b>How can the media influence people?</b> Media literacy and digital resilience; influences and decision-making; online safety		<b>What will change as we become more independent?</b> Different relationships, changing and growing, adulthood, independence, moving to secondary school	



## Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
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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>

TOPIC	PUPILS SHOULD KNOW
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>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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