



# Cockwood Primary School

Ivy Education Trust

## Relationships and Sex Education Policy



Perseverance



Respect



Reflection



Creativity



Ambition



Happiness

### Context

Cockwood Primary School is a small semi-rural school. The pupils come from a mixture of private and local authority housing in the area and generally show attainment that matches the expected levels when they start school. The proportion of disadvantaged pupils in receipt of pupil premium funding and pupils with identified special educational needs and disabilities is generally in line with schools nationally. The school has high stability, with children generally remaining with us for their entire primary journey.

### What is Relationships and Sex Education?

Relationships Education puts in place the building blocks needed for positive and safe relationships, including with family, friends and online. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive respectful relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

At Cockwood School pupils will be taught what a relationship is, what friendship is, what family means and who can support them, and will learn how to establish and maintain healthy and positive relationships through the values of kindness, consideration and respect. It supports pupils in understanding emotional and social development, cultural diversity and their own personal identity.

At Cockwood Primary School we recognise the significant role that social media and television now plays in shaping our children's views of often unrealistic life expectations and relationships,

particularly in upper Key Stage 2 and beyond. We firmly believe that our setting provides a secure and respectful environment in which children can explore, discuss and clarify attitudes and values.

### **Aims**

The aims of Relationships and Sex Education (RSE) at Cockwood 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

### **Statutory requirements**

From September 2020, Relationship Education and Health Education became statutory for all pupils receiving primary education, 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 Cockwood Primary School we teach RSE as set out in this policy.

### **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 – the PSHE lead and the Head teacher have pulled together all relevant information including relevant national and local guidance
2. Teaching staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – the policy and the content of the 1Decision programme was shared with parents and any interested parties. They were invited to give feedback and express any concerns and ask questions via a response survey
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

### **Curriculum**

Our RSE 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 a sensitive manner, providing age-appropriate information and, where pertinent, liaise with parents so pupils are fully informed and don't seek answers from unreliable sources.

Primary sex education is taught in line with the Science National Curriculum through a combination of science lessons and discrete RSE lessons using the 1Decision programme, and will focus on:

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

There are also strong curricular links to other subjects, such as Computing, and online safety forms a vital strand of this learning, particularly in a changing world in which, for many of our young people, the differences between face to face and online relationships can be difficult to separate.

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

### **Delivery of RSE**

Cockwood School is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of our children's cultural and family backgrounds and specific learning needs.

This will be achieved by:

generating a trusting, safe atmosphere where questions can be asked and answered openly and without embarrassment when appropriate

making SRE an integral part of our PSHE programme, through delivery of the 1Decision Relationships units

using circle time with our youngest children to lay the foundations for trust, respect, security and openness.

providing information which is easily understood, relevant and appropriate to the age and maturity of the pupils.

delivering the RSE programme by adults with whom the pupils are familiar with or in conjunction with trained health professionals.

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 ('family life' includes 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). We are also mindful of religious and cultural sensitivities around this subject, and place high value on communication with families to ensure we are respectful of their values and beliefs whilst meeting our statutory responsibility to prepare our young people for life beyond Cockwood School.

At Cockwood School we deliver PSHE and RSE using the 1Decision programme as a framework, and enhancing this with other resources and specialist visitors such as CAP (Child Assault Prevention team) NSPCC and the national Online Safety network. We are also a Rights Respecting School and participate in Votes for Schools, and these programmes support our pupils in developing an awareness of their rights, and in exercising their voice in matters that are both current and relevant to them.

1 Decision is a progressive teaching programme, organised in Year Group Units, that builds knowledge and understanding of these key areas year on year.

The key RSE strands of the 1Decision programme are

- Different Relationships and Friendship (Y1)
- Body Language and Anti Bullying (Y2)
- Appropriate and Inappropriate Touch (Y3)
- Appropriate Touch, Growing and Changing Relationships (Y4)
- Puberty and Being Responsible (Y5)
- Conception, How Does a Baby Grow (Y6)

At Cockwood School our classes are organised in mixed year groups, and so units are taught on a 2 yearly rolling programme. We are mindful that by delivering the 1Decision units in this way, some

units will be taught to children who are a year younger or older than the unit was planned for, and as such we will adapt the content and delivery accordingly to meet the needs of individuals and groups within our classes. The way in which we organise the rolling programme for delivery of PSHE and RSE may be subject to change when cohort numbers fluctuate and there are resultant class structure changes.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. A baseline assessment at the start of each 1Decision unit is invaluable in tailoring the unit to the children's group and individual needs.

The Year 6 Unit of Conception and How a Baby Grows will be taught only to Year 6 pupils as a stand-alone unit. We will also cover the biological aspects of RSE within the science curriculum, and are able to access support and guidance from our school nurse when planning and delivering these sessions.

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

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

### **The head teacher**

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

### **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-science components of RSE

Class teachers will be responsible for delivering RSE to their classes; should any staff have concerns about teaching RSE they are encouraged to discuss this with the head teacher or the PSHE Lead.

## **Pupils**

At Cockwood School we encourage open honest relationships between pupils and staff, and as such pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **Equality and Accessibility, including SEND**

Cockwood School complies with its duties under the Equality Act 2010.

This policy should be read in conjunction with other policies, including 'Equality and Diversity' and 'SEND' policies, our Equality Objectives and our Accessibility Strategy documents.

Where pupils require additional support or tailoring of their RSE learning to support accessibility, class teachers and teaching assistants will liaise closely with the SENCO Mrs Gill Watts, and where appropriate with the child's parents or guardians. Where a child has an Individual Education Plan (IEP) or Education and Health Care Plan (EHCP), staff will implement or adapt strategies and support as outlined in these documents.

## **Child Protection and Confidentiality**

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Officer (Gill Watts) / Deputy Safeguarding Officers (Alison Roper, Lorraine Curry) in line with the LA procedures for child protection.

## **Parents' right to withdraw**

We recognise that parents and carers are the 'primary' teachers of this area of learning, and we work closely in partnership with them to support their child's knowledge and understanding of healthy relationships and how to keep themselves safe. Parents do not have the right to withdraw their children from relationships education. However, they do have the right to withdraw their children from any non-science components of sex education within RSE.

We encourage any parents wishing to withdraw their children from the sex education elements of RSE to meet with the head teacher and PSHE Lead, who will listen and address any concerns they may have and discuss any impact withdrawal may have on their child. If parents still wish to withdraw their child they will need to put their request in writing, stating which elements they wish to withdraw their child from and why.

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

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development programme.

The head teacher and PSHE lead will also invite visitors from outside the school, such as school nurses, NSPCC, CAP and online safety workshop providers to provide support and training to staff teaching RSE.

### **10. Monitoring arrangement**

The delivery of RSE is monitored by Mrs. Gill Watts, PSHE Lead and Mrs. Alison Roper, Head of School, through:

- Monitoring of planning
- Learning walks
- Book scrutiny
- Conversations with staff and pupils

This policy will be reviewed by Gill Watts (PSHE Lead) biannually or in response to any new guidance or statutory changes. At every review, the policy will be approved by the head teacher and the governing body.

<b>Approved by:</b>	<b>Date:</b>
<b>Last reviewed on:</b>	March 2024
<b>Next review due by:</b>	Spring 2025

Appendix 1: Curriculum map

Relationships and sex education curriculum map

2 - Suggested topic delivery overview - Year by Year Breakdown					
Suggested for years 1 5-8 Resources	Suggested for years 2 5-8 Resources	Suggested for years 3 5-8 Resources	Suggested for year 4 8-11 Resources	Suggested for year 5 8-11 Resources	Suggested for year 6 8-11 Resources
<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING SAFE</b>
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative
<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>KEEPING/STAYING HEALTHY</b>
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
<b>RELATIONSHIPS</b>	<b>RELATIONSHIPS</b>	<b>RELATIONSHIPS</b>	<b>GROWING AND CHANGING</b>	<b>GROWING AND CHANGING</b>	<b>GROWING AND CHANGING</b>
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' & Children's Views	Conception Assessment - Summative
<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>	<b>BEING RESPONSIBLE</b>
Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' & Children's Views	Stealing Assessment - Summative
<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>	<b>FEELINGS AND EMOTIONS</b>
Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>	<b>COMPUTER SAFETY</b>
Assessment - Baseline Online Bullying	Image Sharing Computer Safety Documentary	Making Friends Online Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
<b>OUR WORLD</b>	<b>OUR WORLD</b>	<b>OUR WORLD</b>	<b>THE WORKING WORLD</b>	<b>THE WORKING WORLD</b>	<b>THE WORKING WORLD</b>
Assessment - Baseline Growing In Our World	Living In Our World Working In Our World	Looking After Our World Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
<b>HAZARD WATCH</b> This module is suggested for years 1-3 and can be delivered where suitable			<b>A WORLD WITHOUT JUDGEMENT</b>	<b>A WORLD WITHOUT JUDGEMENT</b>	<b>A WORLD WITHOUT JUDGEMENT</b>
Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative			Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values Assessment - Summative



## 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>

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> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><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> |
|--|--|

