

# Relationships and Sex Education Policy

**‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.’**

**(Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019)**

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## 1. Scope

- 1.1 Relationships and Sex Education involves learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. In addition to teaching relationships and Sex education discretely, some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE).

The comprehensive programme of RSE, used by Whittingham Primary Academy, is called 1Decision and is endorsed by Waltham Forest Education Hub. It provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships, focusing on staying safe both on and offline.

## 2. Objectives and aims:

- 2.1 **The objective of Sex and Relationship Education is to enable pupils to learn about:**

- families and people who care for them, including the nature of marriage and civil partnership and their importance for family life and the bringing up of children
- forming and maintaining caring relationships
- the characteristics of healthy and respectful relationships, including online
- how relationships may affect physical and mental health and wellbeing, and how to ensure they are safe
- (strictly at an age appropriate level) intimate and sexual relationships including sexual health.

- 2.2 **At Whittingham Primary Academy, we aim to ensure:**

- our programme is a partnership between home and school
- children and young people's views are actively sought to influence lesson planning and teaching
- lessons start early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent

- staff deliver content that includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- staff help pupils understand on and offline safety, consent, violence and exploitation
- content delivered is both medically and factually correct and treats sex as a normal fact of life
- content is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- lessons help pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- lessons teach pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- Lessons promote equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs.

### 3. Sex and Relationships curriculum coverage:

- 3.1 The focus will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults in the following areas as guided by the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019).
- 3.2 Guidance from the DfE states that the statutory requirements for the end of Foundation, Key Stage 1 and Key Stage 2 are:

| Self-awareness  |   |  |
|---|---|--|
| Teachers should enable pupils to develop knowledge, understanding and skills in developing... |   |  |
| Foundation Stage  | Key Stage 1                               | Key Stage 2  |
| ...themselves and positive attributes.  | ...their self-esteem and self-confidence. | ...their self-esteem, self-confidence and how they develop as individuals. |

| <b>Feelings and emotions</b>  |  |  |
|---|--|--|
| Teachers should enable pupils to develop knowledge, understanding and skills in developing... |  |  |
| Foundation Stage  | Key Stage 1  | Key Stage 2  |
| ...their own and others' feelings and emotions.   | ... their own and others' feelings and emotions and how their actions affect others. | ...their management of a range of feelings and emotions and the feelings and emotions of others. |

| <b>Health, growth and change</b>  |  |  |
|---|--|--|
| Teachers should enable pupils to develop knowledge, understanding and skills in developing... |  |  |
| Foundation Stage  | Key Stage 1                                    | Key Stage 2  |
| ...the importance of keeping healthy.   | ... strategies and skills for keeping healthy. | ...how to sustain their health, growth and well-being. |

| <b>Safety strategies</b>  |  |  |
|---|--|--|
| Teachers should enable pupils to develop knowledge, understanding and skills in developing... |  |  |
| Foundation Stage  | Key Stage 1  | Key Stage 2  |
| ...how to keep safe in familiar and unfamiliar environments.                                  | ...how to keep safe in familiar and unfamiliar environments and skills for keeping safe. | ...coping safely and efficiently with their environment. |

## Relationships

Teachers should enable pupils to develop knowledge, understanding and skills in developing...

| Foundation Stage                                | Key Stage 1  | Key Stage 2   |
|---|--|---|
| ...their relationships with family and friends. | ...their relationships with family and friends and initiating mutually satisfying relationships. | ...initiating and sustaining mutually satisfying relationships. |

## Similarities and differences

Teachers should enable pupils to develop knowledge, understanding and skills in developing...

| Foundation Stage                 | Key Stage 1                                     | Key Stage 2  |
|----------------------------------|---|--|
| ...similarities and differences. | ...similarities and differences between people. | ...valuing and celebrating cultural differences and diversity. |

## 4. 1Decision:

- 4.1 At Whittingham Primary Academy, we use a Relationship and Sex Education curriculum called 1Decision to ensure our children access age appropriate curriculum content which meets our whole school objectives. 1Decision is a bespoke Relationship and Sex Education. The 1Decision curriculum is designed to get everyone involved, providing lessons that promote engagement between students and it encourages varied teaching strategies to accommodate the different learning styles in the classroom.
- 4.2 The Sex and Relationship lessons focus on emotional literacy, social skills, relationships, sex and health education. Throughout the entire programme, there is an emphasis on mental health, ensuring that students are made aware of its importance. By doing this, we are preparing them for adulthood and the stresses that come with it.
- 4.3 Our aim, following this scheme, is to provide pupils with a safe space for them to learn and ask questions about a variety of Sex and Relationship curriculum topics which are taught within the context of family life. We take 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, e.g. looked after children or young carers.

4.4 The progression of topics covered by 1Decision are shown in the table below:

| Year group | 1Decision<br>(Sex and Relationships education)  |
|------------|---|
| Year 1     | <p><b>RELATIONSHIPS BASELINE</b></p> <ul style="list-style-type: none"> <li>• Relationships baseline assessment guide</li> <li>• Relationship lesson guide</li> <li>• Relationships Web</li> <li>• Who/what is special to me?</li> </ul> <p><b>FRIENDSHIP</b></p> <ul style="list-style-type: none"> <li>• Friendship lesson guide and video</li> <li>• Design the Perfect Friend</li> <li>• Rules for being a good friend</li> </ul> <p><b>COMPUTER SAFETY BASELINE</b></p> <ul style="list-style-type: none"> <li>• Computer Safety baseline assessment guide</li> <li>• Computer Safety Rules</li> </ul> <p><b>ONLINE BULLYING</b></p> <ul style="list-style-type: none"> <li>• Online Bullying lesson guide and video</li> <li>• Is this Kind?</li> <li>• Online comment rules</li> </ul> <p><b>FEELINGS AND EMOTIONS BASELINE</b></p> <ul style="list-style-type: none"> <li>• Feelings and Emotions baseline assessment guide</li> <li>• What feelings do you know?</li> <li>• Feelings Doll</li> <li>• Different Feelings</li> </ul> <p><b>JEALOUSY</b></p> <ul style="list-style-type: none"> <li>• Jealousy lesson guide and video</li> <li>• Recognising Strengths</li> <li>• Wall of Positivity</li> </ul> |
| Year 2     | <p><b>BULLYING</b></p> <ul style="list-style-type: none"> <li>• Bullying lesson guide and video</li> <li>• Imagine a person being bullied</li> <li>• Advice to others</li> <li>• Wall of Kindness</li> <li>• Complete Deedee's Sentences</li> <li>• Deedee's Anti-Bullying Oath</li> </ul> <p><b>BODY LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Body Language lesson guide and video</li> <li>• Different Faces</li> <li>• Create a facial expressions book</li> </ul>  |



|        |  |
|--------|--|
|        | <p><b>IMAGE SHARING</b></p> <ul style="list-style-type: none"><li>• Image Sharing lesson guide and video</li><li>• Sharing information</li><li>• Should I Share?</li><li>• Image sharing rules</li></ul> <p><b>COMPUTER SAFETY DOCUMENTARY</b></p> <ul style="list-style-type: none"><li>• Computer Safety lesson guide and documentary</li><li>• Deedee's Golden Rules</li><li>• Computer Safety Declaration</li><li>• Class safety booklet</li></ul> <p><b>WORRY</b></p> <ul style="list-style-type: none"><li>• Worry lesson guide and video</li><li>• Tree of Trust</li><li>• Feeling worried poster</li></ul> <p><b>ANGER</b></p> <ul style="list-style-type: none"><li>• Anger lesson guide and video</li><li>• Anger thermometer</li><li>• Ways to control anger</li><li>• The Anger Rules</li><li>• Dealing with anger poster</li></ul>  |
| Year 3 | <p><b>TOUCH</b></p> <ul style="list-style-type: none"><li>• Touch lesson guide and video</li><li>• Name body parts</li><li>• Appropriate Touching</li><li>• Responding to letters from children (re: touch)</li><li>• My contact list</li></ul> <p><b>RELATIONSHIPS SUMMATIVE</b></p> <ul style="list-style-type: none"><li>• Relationships summative assessment guide</li><li>• What have we learnt about relationships? (circle time)</li><li>• A healthy relationship is... sentence stem</li><li>• Discussion time - being kind and respectful to others</li><li>• Discussion time - what can we do if we feel we are being disrespected or feel someone is being unkind to us?</li></ul> <p><b>MAKING FRIENDS ONLINE</b></p> <ul style="list-style-type: none"><li>• Making Friends Online lesson guide and video</li><li>• Should I Respond?</li><li>• Staying safe online poster</li></ul> <p><b>COMPUTER SAFETY SUMMATIVE</b></p> <ul style="list-style-type: none"><li>• Computer Safety summative assessment guide</li><li>• Computer Safety Rules Return</li><li>• Deedee's app</li><li>• Create a safe app for children</li></ul> <p><b>GRIEF</b></p> <ul style="list-style-type: none"><li>• Grief lesson guide and video</li><li>• Discussion - what is grief?</li><li>• Words to help those dealing with grief</li><li>• My Memory Box</li><li>• Create a poster for younger children on how and why to make a memory box</li></ul> <p><b>FEELINGS AND EMOTIONS SUMMATIVE</b></p> <ul style="list-style-type: none"><li>• Feelings and Emotions summative assessment guide</li><li>• What feelings do you know?</li></ul> |



|               |   |
|---------------|---|
|               | <ul style="list-style-type: none"><li>• Managing emotions</li><li>• Benefits of physical activity and time outdoors to support mental and physical health</li><li>• Importance of sleep</li></ul>   |
| <b>Year 4</b> | <p><b>GROWING AND CHANGING BASELINE</b></p> <ul style="list-style-type: none"><li>• Growing and Changing baseline assessment guide</li><li>• Growing and Changing</li></ul> <p><b>RELATIONSHIPS (APPROPRIATE TOUCH)</b></p> <ul style="list-style-type: none"><li>• Relationships lesson guide</li><li>• Types of Relationships</li><li>• Relationship diagram</li><li>• Healthy and Unhealthy Relationships</li><li>• Appropriate Touch video</li><li>• Who can we tell?</li><li>• Appropriate or Inappropriate?</li></ul> <p><b>COMPUTER SAFETY BASELINE</b></p> <ul style="list-style-type: none"><li>• Computer Safety baseline assessment guide</li><li>• Positives and Negatives</li><li>• Online safety mind map</li></ul> <p><b>ONLINE BULLYING</b></p> <ul style="list-style-type: none"><li>• Online Bullying lesson guide and video</li><li>• Darlee is feeling sad</li><li>• Anti-Bullying Message Tree</li><li>• Online bullying scenarios</li><li>• Coping with Online Bullying</li></ul> <p><b>FEELINGS AND EMOTIONS BASELINE</b></p> <ul style="list-style-type: none"><li>• Feelings and Emotions baseline assessment guide</li><li>• Feelings and Emotions</li><li>• Discussion - how to support mental health</li></ul> <p><b>JEALOUSY</b></p> <ul style="list-style-type: none"><li>• Jealousy lesson guide and video</li><li>• Thoughts, Feelings, and Behaviours</li><li>• I can also feel</li><li>• Dear Darlee (Jealousy)</li><li>• Hot seating</li></ul> |
| <b>Year 5</b> | <p><b>PUBERTY</b></p> <ul style="list-style-type: none"><li>• Puberty lesson guide and video guide</li><li>• What I know about puberty</li><li>• Puberty quiz</li><li>• Female Body</li><li>• Male Body</li><li>• Coping with Puberty</li><li>• Responding to children's worries</li><li>• Something I would like to know is... questions</li></ul> <p><b>ADULT AND CHILDREN'S VIEWS</b></p> <ul style="list-style-type: none"><li>• Growing and Changing Adult Views</li><li>• Growing and Changing Children's Views</li><li>• Video discussion guidance</li></ul> <p><b>IMAGE SHARING</b></p> <ul style="list-style-type: none"><li>• Image Sharing lesson guide and video</li><li>• Darlee's Image Survey</li><li>• Do you agree?</li></ul>  |





|               |  |
|---------------|--|
|               | <ul style="list-style-type: none"><li>• Image sharing checklist</li><li>• Images in the media</li></ul> <b>ADULT AND CHILDREN'S VIEWS</b> <ul style="list-style-type: none"><li>• Computer Safety Adult Views</li><li>• Computer Safety Children's Views</li><li>• Video discussion guidance</li></ul> <b>ANGER</b> <ul style="list-style-type: none"><li>• Anger lesson guide and video</li><li>• How is Darlee feeling?</li><li>• Healthy and Unhealthy Anger</li><li>• Darlee's Five Steps</li></ul> <b>ADULT AND CHILDREN'S VIEWS</b> <ul style="list-style-type: none"><li>• Feelings and Emotions Adult Views</li><li>• Feelings and Emotions Children's Views</li><li>• Video discussion guidance</li></ul>   |
| <b>Year 6</b> | <b>CONCEPTION</b> <ul style="list-style-type: none"><li>• Conception lesson guide and video guide</li><li>• The Human Cycle</li><li>• Conception quiz</li><li>• Female Reproductive System</li><li>• Male Reproductive System</li><li>• The Stages of Pregnancy</li></ul> <b>GROWING AND CHANGING SUMMATIVE</b> <ul style="list-style-type: none"><li>• Growing and Changing summative assessment guide</li><li>• What I know now</li><li>• Growing and Changing (return)</li></ul> <b>MAKING FRIENDS ONLINE</b> <ul style="list-style-type: none"><li>• Making Friends Online lesson guide and video</li><li>• What's that app?</li><li>• Age Restrictions</li><li>• Making Friends Online</li><li>• Internet apps booklet</li></ul> <b>COMPUTER SAFETY SUMMATIVE</b> <ul style="list-style-type: none"><li>• Computer Safety summative assessment guide</li><li>• Staying Safe Online</li><li>• Positives and Negatives (return)</li></ul> <b>WORRY</b> <ul style="list-style-type: none"><li>• Worry lesson guide and video</li><li>• Worry</li><li>• Dear Darlee (Worry)</li><li>• What can they do?</li><li>• Worry envelopes</li></ul> <b>FEELINGS AND EMOTIONS SUMMATIVE</b> <ul style="list-style-type: none"><li>• Feelings and Emotions summative assessment guide</li><li>• Feelings and Emotions (return)</li><li>• Scenario activity</li><li>• Managing my emotions</li></ul> |

## 5. Sex and Relationship Education in Science:

5.1 Sex and relationships curriculum is also delivered throughout the following Science Programmes of study:

|  |  |
|--|--|
| <p><b>Year 2</b></p> <p><b>Science programme of study:</b></p> <p><b>Animals, including humans</b></p> | <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> |
| <p><b>Year 5</b></p> <p><b>Science programme of study:</b></p> <p><b>Animals, including humans</b></p> | <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age.</li> </ul>   |

## 6. Parental involvement:

6.1 At Whittingham Primary Academy, we feel it is important to inform parents of any changes to the Sex and Relationships policy of curriculum. Because of this, the school facilitates:

- Annual year group meetings to share curriculum content with parents.
- A safe environment for parents to express concerns
- Right for parents to withdraw their child from participating in SRE

Particular care and attention is placed on setting out how sensitive topics will be handled appropriately.

## 7. Parental right to withdraw:

- 7.1 Whittingham Primary Academy's Relationships and Sex Education Policy acknowledges the right of parents to withdraw their child from some, or all, of the sex education provided (except from sex education taught under the science curriculum as stated above), but not from the relationships education.
- 7.2 The Principal will automatically grant a request to withdraw a pupil from any sex education delivered in a primary school, other than as part of the science curriculum.
- 7.3 If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## 8. Complaints:

- 8.1 Any complaints about the relationships and sex education programme should be made in accordance with the school's usual complaints procedure.

## 9. Policy review date:

|                                 | <b>Date</b>                 | <b>Name of owner/author</b> |
|---------------------------------|-----------------------------|-----------------------------|
| <b>Authorised</b>               | May 2025                    | Felix Odutolu-Olusanya      |
| <b>Policy Reviewed:</b>         | May 2026                    | Symone Weekes               |
| <b>Next Annual Review Date:</b> | Dependent on DfE guidelines |                             |

## Sex Education Withdrawal

Relationship and Health Education (RSE) is statutory and forms a part of the Personal, Social, Health and Economic (PSHE) subject. All schools in England are required to teach RHE in primary schools and the 'Department for Education' recommends that schools consider teaching Sex Education.

Parents and Carers **do not** have the right to withdraw their children from lessons that cover the statutory Health and Relationship objectives and lessons that cover national curriculum science objectives, including content on human development and reproduction.

To support the delivery of PSHE and RHE, our school has adopted a quality-assured programme called 1decision which has been kitemarked by the PSHE Association - the UK's governing body for the subject area. The 1decision resources have been created by PSHE and Safeguarding experts, together with schools, and most importantly children.

As a part of our curriculum our school chooses to deliver the Sex Education element. This content is delivered in year 6 and is taught through 1decision's conception topic. Parents and carers can choose to withdraw their child from this unit.

To assist you in your decision, we want to assure you that our curriculum is taught in an age-appropriate manner and provides pupils with the time to ask questions in a safe environment and ultimately receive information based on facts, rather than hearing content second-hand or via online platforms.

To find out more about our chosen provider, we would like to signpost you to their Parent/Carer zone on the 1decision website where you can review the following:

- What is 1decision?
- How will my child's school use the 1decision resources?
- What themes do 1decision cover?
- 1decision content overview (including examples of their puberty and conception animations)
- Examples of 1decision Early Years content
- Understanding RSHE document
- Free home activities and much more!

Parent/carers Zone: <https://www.1decision.co.uk/resources/parent-carer-zone>

We hope you will take the time to review this information. Following this, if you would like to withdraw your child from the conception unit please put this in writing to the school office.