



RELATIONSHIP AND SEX EDUCATION POLICY

This policy outlines our school's approach to 'Relationships and Sex Education' (RSE). It has been produced after consultation with staff and pupils in line with current National Guidelines. Parents and carers have been informed about this policy through our newsletters and school website. It will remain on our website for anyone to access. This policy will be reviewed every two years.

Overall Aims and Objectives

As a school, we aim to prepare children for their futures by providing them with timely, factual information based on the topics that we feel are most relevant for our pupils. These topics will provide a relevant context for pupils to both broaden and deepen their understanding of key concepts and to develop competence in essential skills.

We believe that Relationships and Sex Education is a life-long process of acquiring information and forming attitudes, beliefs and values about healthy relationships and health and wellbeing (including mental health). It is also about building knowledge and life skills in a way that prepares pupils for issues they will face in the future including factual, age-appropriate information about sex and sexual health.

Current National Guidance

The following information has been taken from the 'Statutory Guidance Foreword by the Secretary of State' and explains why Relationships and Sex Education has been made compulsory in primary schools.

"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...to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children...are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

Content should support schools... in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and

personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

This should be complemented by development of personal attributes including kindness, integrity, generosity and honesty.

The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Rationale and Values

We believe that all children have a right to learning that will enable them to live safe, fulfilled and healthy lives. To best prepare our pupils, a carefully constructed approach to Relationships and Sex Education is planned and delivered across the Early Years Foundation Stage, Key Stage One and Key Stage Two.

We aim to help every pupil to:

- create a sense of self-esteem, self-confidence and self-worth;
- promote understanding and tolerance of others and their ways of life;
- be aware of their own feelings and the feelings of others;
- develop skills to handle situations where they may feel inappropriate pressure is being applied; and
- explore and challenge gender stereotyping and encourage equal opportunities.

Creating a Safe and Supportive Learning Environment

Because Relationships and Sex Education (and Personal, Social, Health and Economic (PSHE) Education) works within pupils' real-life experiences, it is essential to establish a safe learning environment.

Staff will do this by:

- starting sessions with a 'Group Agreement' that considers respect, de-personalisation, confidentiality and the 'right to pass'; and
- adhering to our schools 'Confidentiality Policy'.

SEND, Inclusion, Equality and Diversity

The teaching staff and the Governing Body are committed to supporting the personal health and welfare of every pupil at school, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children. Staff will always respect how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. Relationships and Sex Education lessons will be sensitive to the different needs of individual pupils and may need to evolve or adapt over time as the pupil population changes. This policy will be reviewed every two years to take this into account.

Every pupil must have the opportunity throughout their lifetime at school to follow a carefully planned programme for Relationships and Sex Education, which is closely related to their individual needs and stage of development. The teaching of carefully planned relationship and sex education will provide all pupils with important opportunities for personal development and will prepare them for adult life. All pupils will be supported with care and sensitivity so that they are appropriately informed and have answers to the questions they raise. They should feel confident both at home and at school. This is the entitlement of all pupils.

The procedures for dealing with child sexual abuse are stated in the 'Safeguarding Policy'.

What topics will be covered and when?

Topics covered in each year group are taken from the Science and PSHE curriculum. Many topics are revisited each year so that knowledge and understanding can be extended and deepened at an age-appropriate level.

Early Years Foundation Stage

- ✓ *Getting on and falling out*
- ✓ *Managing our feelings*
- ✓ *Changes – knowing myself, understanding my feelings and making choices*
- ✓ *Relationships*

Key Stage One

Year One:

- ✓ *Identifying, naming, drawing and labelling parts of the human body (including scientific terminology for external genitalia)*
- ✓ *Comparing and describing differences in features*
- ✓ *Recognising that humans have many similarities*
- ✓ *Managing Feelings and behaviour*
- ✓ *Privacy in different contexts*
- ✓ *Identifying special people in their life*
- ✓ *Appropriate and inappropriate touch*
- ✓ *Recognising that there are different types of bullying and what to do if bullying is happening*

Year Two:

- ✓ *Introducing the process of reproduction and growth in humans (not including how reproduction occurs)*
- ✓ *Managing feelings (including change and loss) and behaviour, including how their behaviour can make others feel*
- ✓ *Learning the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls*
- ✓ *Privacy in different contexts including respecting others' privacy*
- ✓ *Importance of not keeping secrets that make them feel uncomfortable, anxious or afraid*

- ✓ *Identifying special people in my life and considering how special people should care for each other*
- ✓ *Appropriate and inappropriate touch and how to respond*
- ✓ *Recognising that there are different types of bullying and what to do if bullying is happening*

Key Stage Two

Year Three:

- ✓ *Deepening understanding of a wider range of feelings, both good and bad*
- ✓ *Recognising what constitutes a positive, healthy relationship*
- ✓ *Judging what kind of physical contact is acceptable or unacceptable and how to respond*
- ✓ *Understanding the concept of keeping something confidential and when they should or should not agree to keeping a secret*
- ✓ *Recognising and managing dares*
- ✓ *Begin to understand some of the changes that might start to happen as they grow up, including menstruation*

Year Four:

- ✓ *Understanding what positively and negatively affects physical, mental and emotional health*
- ✓ *Deepening understanding of good and bad feelings, extending vocabulary to explain the range and intensity of feelings*
- ✓ *Recognising different types of relationships*
- ✓ *Judging what kind of physical contact is acceptable or unacceptable and how to respond*
- ✓ *Understanding the concept of keeping something confidential and when they should or should not agree to keeping a secret*
- ✓ *Recognising differences between people (including family, cultural, ethnic, racial, religious diversity, age, sex, sexual orientation and disability) but understand everyone is equal*
- ✓ *Recognising and managing dares*
- ✓ *Understanding the importance of personal boundaries and the right to privacy*

Year Five:

- ✓ *Learning about human life cycles*
- ✓ *Understanding the changes that happen at puberty, including learning the correct names of female and male reproductive organs*
- ✓ *Understanding what positively and negatively affects my physical, mental and emotional health and make informed choices to develop a 'balanced lifestyle'*
- ✓ *Continuing to describe the range and intensity of their feelings to others and manage complex or conflicting emotions*
- ✓ *Understanding that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media*
- ✓ *Recognising unhealthy relationships*
- ✓ *Consider examples of loving relationships (including civil partnerships and marriage)*

- ✓ *Understanding that forcing anyone to marry is a crime*
- ✓ *Judging what kind of physical contact is acceptable or unacceptable and how to respond*
- ✓ *Understanding the concept of keeping something confidential and when they should or should not agree to keeping a secret*
- ✓ *Understanding the importance of personal boundaries and the right to privacy*

Year Six:

- ✓ *Understanding what positively and negatively affects my physical, mental and emotional health and make informed choices to develop a 'balanced lifestyle'*
- ✓ *Continuing to describe the range and intensity of their feelings to others and manage complex or conflicting emotions whilst responding appropriately to feelings in others*
- ✓ *Understanding that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media and using basic techniques for resisting unhelpful pressure*
- ✓ *Understanding how their body will, and their emotions may, change as they approach and move through puberty*
- ✓ *Learning about human reproduction in the context of a human lifecycle (including how a baby is made and how it grows)*
- ✓ *Taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact*
- ✓ *Continue to develop an understanding of different types of positive, healthy relationships*
- ✓ *Judging what kind of physical contact is acceptable or unacceptable and how to respond*
- ✓ *Understanding the concept of keeping something confidential and when they should or should not agree to keeping a secret*
- ✓ *Realising the nature and consequences of discrimination, teasing bullying and aggressive behaviours (including cyber bullying and trolling)*

Relationships and Sex Education may sometimes be taught in a cross-curricular way as it is closely linked to other areas of the curriculum, including PSHE, science and computing.

Intended Outcomes

The learning outcomes of our programme will be that pupils will:

- understand how to look after themselves and stay safe (including recognising unhealthy relationships and consent);
- know the correct terms for parts of the body, understand human life cycles (including reproduction) and know about puberty; and
- be able to discuss their feelings and developing attitudes to a wide range of age-appropriate scenarios.

Who will be responsible for delivering the programme?

Class teachers will deliver Relationships and Sex Education lessons as part of the normal curriculum. These may be in the form of discrete sessions or as part of the wider curriculum. Pupils will have the opportunity to work as a whole class or in small groups which may be single or mixed sex.

There will be occasions when the teacher thinks it appropriate to invite another professional to deliver part of the programme (e.g. school nurse). Anyone supporting teaching in this way will be given a copy of this policy and the 'Confidentiality Policy' and must agree to their principles. Visitors delivering Relationships and Sex Education will never be left alone with the class and will have police clearance.

Teaching Methodologies and Resources

Our Relationships and Sex Education programme will be delivered using the same teaching methodologies that are employed on a daily basis in school. Lessons will be delivered in a variety of ways using active learning strategies to engage pupils (e.g. use of an 'Ask-It Basket'/Question Box to collect pupil's questions prior to a lesson). A wide range of resources will be used to support teaching, including books, poems, leaflets, video clips and posters.

Selected resources must:

- fit in with the guidelines set out in this policy;
- be suitable for the age, stage of development and ability of the pupils;
- be up-to-date and factual.

Assessments will be carried out in-line with our 'Assessment of Learning Policy'.

Children's Questions

We feel strongly that children learn best in a safe, comfortable learning environment. It is important that children feel able to ask any questions that they wish and that their questions are valued. When answering children's questions, staff will consider prior learning and readiness and if necessary, they will ask children to wait for an answer to give them time to consult with a member of the Senior Leadership Team. Answers will be factual and should reflect the principles outlined in this policy and not personal opinions or values.

Should a pupil ask a question that is deemed inappropriate, the teacher delivering the lesson will encourage the child to speak to an adult at home and those adults will be informed about the question raised, by school staff.

Confidentiality

Due to the nature of Relationships and Sex Education/Personal, Social, Health and Economic (PSHE) Education, pupils' learning may result in them seeking advice or support on specific personal issues. Staff members cannot promise complete confidentiality and teachers will always be clear about what can and cannot be kept confidential.

External visitors will also be made clear of these rules. Whilst working in the classroom, they are bound by Worsthorne Primary's 'Confidentiality Policy', not their own.

If we have any reason to believe a pupil is at risk, staff are required to report concerns to the Safeguarding Lead.

Parental Involvement and Support

We are committed to working with parents and carers. It is essential that they are aware of our Relationships and Sex Education programme and actively support it at home. We may notify parents when particular aspects of Relationships and Sex Education will be taught by sending home a letter at the start of term, outlining the learning that will be taking place.

The Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education. Parents have the right to request that their child be withdrawn from some or all of sex education that is not taught as part of the statutory curriculum. They should write to the Head Teacher if this is the case. If this is the case, parents may be invited to discuss their concerns. Relationships and Sex Education is about keeping our pupils safe and we feel strongly that all children should be involved.

There is no right to withdraw from Relationships Education or Health Education.

Review

This policy will be reviewed every two years to ensure that it adheres to National guidelines. Any requests for amendment will be presented to the Governing Body for approval.

Updated on: 22/11/2022

To be reviewed: Academic Year 2023-2024

Subject Lead: Amanda Cockett