

Relationships and Sex Education Policy

Rushwick C of E Primary School

Approved by: Governing Body

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1. Aims

At Rushwick Primary School Relationships and Sex Education (SRE) reflects the schools vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens.

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and related behaviour. It is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others.

We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development. Rushwick Primary School believes in working in partnership with parents and carers and understands the importance of sharing our RSE programme with families so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home. This should take place with consideration of the qualities of relationships within families.

The objectives of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils' develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
 - To provide the confidence to be participating members of society and to value themselves and others;
 - To help gain access to information and support;
 - To develop skills for a healthier safer lifestyle;
 - To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
 - To develop resilience and positivity when responding to influences that may affect body image;
 - To reinforce and develop pupils' understanding of how to stay safe online;
 - To respect and care for their bodies;
 - To be prepared for puberty and adulthood;
 - To respond to the needs of pupils and parents/carers by providing accurate knowledge of sexual matters at a level suitable to children's age and understanding and to dispel myths and rumour;

- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender

2. Statutory requirements

The Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

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

However, 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](#).

3. Policy development

This policy was created by the subject leader for PSHE in consultation with staff, pupils, governors and parents. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE).

4. Definition

RSE is "learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in Science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE 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 and staying safe both on and offline". (Brook, SEF, PSHE Association, 2014:3)

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

All year groups will be taught the compulsory aspects from the statutory guidance using age appropriate resources including the Christopher Winter Project materials. Sex education will be taught as a discrete subject to children in Year 6, lessons will revisit previous years' work on puberty (i.e. physical changes in the body, personal hygiene) and relationships, including emotions and feelings, and it will also cover how a baby is conceived. Parents will be informed prior to the lessons taking place and will have an outline of the content which will be covered. (See section 8 for parental right to withdraw.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. Unlike many other subjects, much of the specific knowledge taught in PSHE/RSE education changes regularly, for example as a result of legal changes, medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of PSHE/RSE education is up to date, accurate, unbiased and balanced.

Early Years Foundation Stage (EYFS):

As outlined in Development Matters, Personal, Social and Emotional Development is a prime area of learning in Nursery and Reception classes. Through the EYFS Curriculum children are taught to play cooperatively, taking turns with others, and learn to show sensitivity to others' needs and feelings. Children are shown how to form positive relationships with adults and other children and they talk about how they and others show feelings. Whilst learning about „Understanding the World“, children learn that others do not always enjoy the same things and they are taught about similarities and differences between themselves and others, and among families, communities and traditions. Children make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1

Through the Science curriculum children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults. Through the PSHE and RE syllabus, children reflect on family relationships, different family groups and celebrations and how to form healthy relationships with others. Children learn about the importance of personal hygiene to maintain good health and about personal safety.

Key Stage 2

Through the Science curriculum children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Children are taught to describe the life process of reproduction in some plants and animals and find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Through the Computing curriculum, children will learn about appropriate use of social media, cyber-bullying with specific reference to secondary school and what to do if they are asked to send inappropriate content via a social media platform. This module supports the children in preparation for their secondary school transition and for the advance demands of social media through the PSHE and RE syllabus, children continue to develop an understanding of relationships within a family; between friends and the community, and that there are different patterns of friendship. They develop the skills needed to form relationships and to respect other people's emotions, feelings and differing attitudes. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

Sex Education is taught as a discrete subject to children in the following year groups during the summer term: In Year 5 Children learn about physical changes in the body, personal hygiene and relationships, including emotions and feelings. Lessons focus on the key questions: What are the differences between male and female bodies? How have our bodies changed since we were born? What is puberty? How does your body change? What are the reasons for this change? What is menstruation and why does it happen? In Year 6 children will revisit the topics that were covered in year 5 regarding physical changes in the body. In addition they will learn about healthy and loving relationships. Lessons focus on the key questions: How do our bodies work?

How do we cope with changing emotions and relationships? What is a loving relationship? What is a sexual relationship? How is a baby conceived? What influences our body image?

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

6. Delivery of RSE

The PSHE subject leader and head teacher are responsible for the organisation of RSE at Rushwick Primary School. RSE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science, Religious Education, Computing, Physical Education, and PSHE - and through assemblies. Where RSE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class. Assemblies are delivered by teaching staff, including the head teacher. Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSE curriculum. Whilst many aspects of RSE are taught throughout the year, some specific age related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

Equal Opportunities

The RSE programme will be delivered in accordance with the schools Inclusion Policy, Worcestershire County Councils Equal Opportunities Policy and the Equality Act (2010). Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'. In KS2, pupils will be taught that the term 'relationship' may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur. Where appropriate, pupils will be given opportunities to discuss specific issues related to puberty in single sex groups. Resources and methods of teaching will be in line with the strategies set out in the policies.

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

7. Roles and responsibilities

7.1 The governing body

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

7.2 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-statutory/non-science 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

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads (DSLs), Mr G Jeffrey, Mrs D Hulls, or Mrs T Staples, should be informed. If the DSLs are not able to be contacted, a member of the Senior Leadership Team should be consulted. No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Questions Raised by Pupils Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

8. Parents' right to withdraw

Parents have the right to withdraw their children from those aspects of sex education that are not included in the Science Curriculum. Alternative work will be set for children who have been withdrawn from these lessons. Relationships education is a statutory part of the school's curriculum and, consequently, parents may not withdraw pupils from these lessons. However, in view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside specific sex education classes. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head teacher.

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 head teacher 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

Review, Assessment and Evaluation Monitoring of the RSE Policy is the responsibility of the head teacher, named governor (XXXXX), and PSHE leader (Mrs D Hulls). The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, work sampling and pupil discussions.

This policy document is available to view on the school web site. Links with other policies due to the nature of the subject, this policy should be read and implemented in conjunction with other policies.

This policy will be reviewed by the Head Teacher and Subject Leader annually.

At every review, the policy will be approved by the Governing Body.

APPENDIX 1 – CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

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"> • That families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
Changing adolescent body	<ul style="list-style-type: none"><li data-bbox="517 233 2145 292">• Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.<li data-bbox="517 312 1563 339">• About menstrual wellbeing including the key facts about the menstrual cycle.

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	