

ROXETH PRIMARY SCHOOL



RELATIONSHIPS and Sex EDUCATION POLICY

June 2020

OUR MISSION STATEMENT

Equality, Excellence, Education

To educate our children and their families to achieve their full potential

Roxeth Primary School
Relationships and Sex Education Policy
Draft 2020

Rationale

At Roxeth Primary School we aim to provide a positive, safe and comfortable environment to prepare children for the future. We value the importance of Relationships and Sex Education (RSE) at an appropriate age related level to help, support and safeguard young people through their physical, emotional and mental development.

The school recognises the primary role of the parent in terms of education and values the importance of family life. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences. It does not promote any one form of relationship, but ensures that there is no stigmatisation or bullying of children based on their or their family's choices in terms of sexuality, gender or family structure.

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child. The following underpin this policy:

Article 19: Every child has the right to be protected from harm

Article 2: Every child has the right to be treated equally and with respect

At Roxeth we aim to

To teach RSE, where the children are educated, informed with age appropriate lessons:

- To deliver RSE through cross curricular links e.g. PSHE, Science, RE and PE.
- Establishing a safe, open and positive learning environment.
- Ensure that the teaching, resources and materials are appropriate having regard to the age and religious backgrounds of the pupils.
- All lessons will be age - appropriate.
- The sex education will be guided through the Science curriculum.
- Resources used will be flexible in order to meet the needs of the pupils and curriculum.
- Other links to RSE is through teaching PANTS, assemblies, British Values and Values of the month.
- Encourage outside visitors e.g.: Samaritans, ChildLine and School nurses.

Statutory information

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 – further details are in Annex A.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Health Education is compulsory in all schools except independent schools.

Purpose

A key aim of the school is that each pupil will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents to ensure that the teaching of relationship and sex education reflects their expectations and complements teaching at home.

Children and young people have a right to good quality education (Article 28), as set out in the United Nations Convention on the Rights of the Child.

We believe that:

- RSE should be inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.
- It will also help pupils understand how can they be caring and respectful in relationships, friendships, being safe online.

We also know that RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (2011) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

This policy was written after consultation with the senior leadership team (Head teacher, SENCO and Governors) Science lead, RE lead and parent volunteers.

RELATIONSHIP AND SEX SCHEME OUTLINE

Educating children, and ensuring they grow up to lead safe, happy, healthy and successful lives, is at the heart of what we do at Roxeth Primary school.

Families and People who care for us

Pupils will learn:

- 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.

Roxeth Primary School
Relationships and Sex Education Policy
Draft 2020

- About marriage and civil partnership as a legal declaration of commitment, made by two adults who love and care for 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

Pupils will learn:

- How important friendship make 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.

Respectful relationships

Pupils will learn:

- 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

Pupils will learn:

Roxeth Primary School
Relationships and Sex Education Policy
Draft 2020

- 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

Pupils will learn:

- 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 uncomfortable 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, for example family, school or other sources.

Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality {LGBT} which go beyond what is set out for Relationships Education. The teachers will support the children in graduate age appropriate lessons and children can make informed decisions free of prejudices. Teachers will be sensitive towards religious or cultural factors. Teachers will use correct terminology. The teacher will use their professional knowledge and discretion in addressing the questions either as a whole class, in small groups or have a 1:1 talk.

Abortion and FGM

Teachers should be able to give clear, impartial scientific information on matters such as abortion as well as covering the law in relation to, for example, forced-marriage and female genital mutilation.

LGBT

Through the course of the programme of teaching on RSE there is likely to be discussion about same sex relationships. Members of staff are encouraged to answer relevant questions openly and frankly.

Roxeth Primary School
Relationships and Sex Education Policy
Draft 2020

The children may be aware of homosexuality/bisexuality/lesbianism through their life exposure to family, friends, news, media and fictional television programmes (soap operas, dramas etc.). The children need to be aware that there are many types of relationships and discrimination or prejudice based on sexuality is both illegal and against the values of equality and fraternity that we are striving for in our society.

Working with parents

The school is committed to working with parents and has involved them in the formulation of this policy. It is school policy that the personal beliefs and attitudes of teachers will not influence the teaching of Relationship and Sex Education within the guided framework.

Withdrawal

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Although parents cannot withdraw their children from the statutory sex education delivered through the science curriculum and safeguarding education taught across the school. Parents cannot withdraw their children from Relationship or Health Education.

If parents have concerns they need to have a discussion with the class teacher, SENCO and SLT (Head teacher, Deputy Head teacher or Assistant Head teacher).

Links with other school policies

- Science
- Equal Opportunities
- Teaching and Learning policies
- Child protection
- Behaviour
- Anti-bullying
- Safeguarding

SEN/Equal Opportunities

All pupils, including those with Special Educational Needs and learning difficulties are included in Relationship and Sex Education lessons. The programme will help pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

Monitoring and Evaluation

The PHSE coordinator has responsibility for monitoring the teaching of Relationship and Sex education and ensuring the programme is being effectively implemented.

The **policy** will be reviewed every other year or in line with statutory changes. This will be done by checking planning at the end of the summer term and collating evidence of children's work.

This review will be by teachers, analyzing whether it meets the priorities and needs of their year group. Feedback from pupils, as well as parents and governors, will also be taken into account.

Training for Staff

All staff will attend any relevant training. There will also be INSET provision for staff within school. The coordinator will attend and disseminate any relevant training.

This revised policy was agreed: 24th June 2020 by the Governing Body

To be reviewed in 2022

Further information is also available on the following websites:

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

RSE Curriculum overview

EYFS

- Friendships Making Friends & understanding what makes a good a friend.
- Working as part of a group / team.
- Working together – code of behavior. How am I different / the same as other people?
- Understand different feelings.
- To understand and explain how to keep teeth healthy
- Differences between boys/girls.
- How to be safe. (PANTS)

Year 1

- Understand that people, pets and plants have needs.
- Know the different groups to which they belong e.g. family, friends, and school.
- Maintain personal hygiene.
- How we can stay healthy: healthy eating, physical exercise and sleep
- Harmful substances around the house.
- Know the correct names for the external parts of the body. Know that they have rights over their own bodies. (PANTS)
- Say why someone is special to them.
- Make new friends and cope with losing friends.
- Rules for and ways of keeping physically and emotionally safe (including safety online)

Year 2

- Show responsibility for self and others in and out of school.
- Understand that people, pets and plants have needs.
- Know the different groups to which they belong, e.g. family, friends, and school.

Roxeth Primary School
Relationships and Sex Education Policy
Draft 2020

- Maintain personal hygiene.
- Understand the concept of growing from young to old and that they are growing and changing. (E.g. how have I changed from a baby to now? Physical changes and changing responsibility for self and others. Ageing – how do we know things are alive, dead, young or old?).
- Know the correct names for the external parts of the body, including sexual parts. (E.g. names body parts, including sex organs – draw round child to create a life size drawing).
- Recognise worth in others and say why someone is special to them.
- Make new friends and cope with losing friends.
- Know that different types of family have common features and functions.
- Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets).

Year 3

- Show care for others as well as for themselves.
- To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
- Know that what we do makes each other happy, sad and cross, and what helps and what hinders friendships.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- Different beliefs /choices/ preferences in family/food/ physical appearances or mental well – being.
- Being safe online /risks with online friendships.
- Talking about different types of food.
- Balanced diet.
- Risk of harmful substances.

Year 4

- Show care for others as well as for themselves. (FGM)
- Know that people live their lives in different ways and that different cultures may have different life patterns.
- Understanding other views and respect them.
- Know that what we do makes each other happy, sad and cross, and what helps and what hinders friendships.
- That bacteria and viruses can affect health and that following simple routines can reduce their spread.
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous.
- Staying safe online.
- How the digestive system helps nutrition and health?
- Alcohol and smoking: how this effects your health

Roxeth Primary School
Relationships and Sex Education Policy
Draft 2020

Year 5

- How their body will, and emotions may, change as they approach and move through puberty.
- Show care for others as well as for themselves.
- Develop the skills needed for friendships: giving and respecting views and opinions.
- Growth from baby to old age.
- The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
- Know that human sexuality is expressed in different ways, understand what it means and have some words to describe it.
- That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010). (LGBT) (FGM)
- Benefits of keeping a healthy body.
- Harmful substances and risk associated with smoking/ alcohol and use of drugs.

Year 6

- Boys and girls will learn about the physical process of menstruation. The only lesson taught to individual genders will be the girls' lesson concerning the practical use of sanitary towels. The boys will have a single sex lesson concerning wet dreams.
- Discuss and ask question about changing bodily needs.
- About human reproduction.
- Show care for others as well as for themselves.
- Develop the skills needed for relationships.
- Develop understanding of difference types of relationship including marriage and know that there are many different patterns of friendship.
- About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.
- 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.
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- To be aware that marriage is a commitment freely entered into by both people that no one should enter into a marriage if they don't absolutely want to do so.
- Boundaries and expectation of the social media.
- What constitutes a decent picture and how can they be safe on the internet.
- Healthy eating and the impact of exercise, sleep and diet.
- Harmful drugs and legal and illegal drugs.
- Independent choices/aspirations and goals.