

**SOUTHROP C. OF E. PRIMARY SCHOOL**

# **RELATIONSHIP and SEX EDUCATION POLICY**

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and Health Education: Julia McLellan**

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## 1. How this Policy was developed

This policy was developed by the Co-Head Teachers after consultation with teachers, parents and pupils.

## 2. Requirements on schools in law

The Relationships and Sex Education (RSE) and Health Education Draft Guidance (DfE July 2018) stipulates that **from September 2020** it is statutory for schools to deliver Relationships Education in primary schools, and schools are encouraged by the Department of Education to deliver Sex Education that ensures that both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born. Health Education, which will also be made statutory from 2020, covers the key facts about puberty and the changing adolescent body. All children are entitled to Relationships and Sex Education (RSE); it must be accessible for all pupils, including disabled pupils and those with special education needs (SEND). See Appendix A for What is Included in new RSE curriculum.

## 3. What is Relationships and Sex Education?

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

The DfE states, “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.”

The primary role in children’s relationships and sex education lies with parents and carers. The school wishes to work in partnership with parents and carers and thus

- Inform parents about RSE policy and practice
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- Take seriously any issues that parents raise with teachers about the policy or arrangements for RSE in school

## 4. Our Aims:

Attitudes and Values

- for pupils to feel safe when discussing Relationships and Sex Education
- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop positive emotional and mental wellbeing
- to develop an understanding and appreciation of diversity
- to promote a positive attitude to a healthy lifestyle
- to develop an understanding of the value of family life and an appreciation of the many different types of family.

### Personal and Social Skills

- to learn how to identify and manage emotions
- to develop empathy for others
- to develop communication skills and build relationships with friends, family and other children and adults
- to learn how to assess risk and develop strategies for keeping safe
- to develop the ability to give and seek help
- to develop an acceptance of those who are different to ourselves
- to prepare children to become positive and active members of a democratic society.

### Knowledge and Understanding

- to recognise and name the main external parts of the body, including sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty
- to know who can provide help and support.

We believe Relationships and Sex Education is important for all our pupils and our school because it prepares our children with the knowledge, understanding and skills which will enable them to make informed choices about their current and future relationships. We do not promote any specific relationship as more important or better than another: we simply aim to engender a culture where people are free to make their own choices, free of prejudice and judgment. In line with Christian teachings, everyone is valued and loved, including those from the LGBTQ+ communities (Equalities Act 2014).

## 5. Teaching:

Relationship and Sex Education is taught within the PSHE curriculum with some elements also being covered in Science, Computing and RE.

### EYFS

Children learn about the concept of male and female and about young animals. In ongoing **PSHE** work, they develop skills to form friendships and think about relationships with others.

In **RE** children develop respect of their own cultures and beliefs and those of other people.

### Key Stage 1:

#### Science

- Know the differences between things that are living and things that have never been alive.
- Know that animals, including humans, move, feed, grow, use their senses and reproduce.
  - Name the main external parts, e.g. hand, elbow, knee, of the human body.
- Know that humans can produce babies and these babies grow into children and then into adults.
  - Know that humans have senses which enable them to be aware of the world around them.
- Recognise similarities and differences between themselves and other pupils.

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In **RE** and **PSHE** children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Understand and respect the different ways in which believers put their beliefs into practice. They begin to co-operate with others in work and play and begin to understand the range of human emotions and ways to deal with them. They also learn about personal safety.

In **Computing** they learn to understand who you can trust, how to seek help and what information it is safe to give on-line.

### **Key Stage 2: Science**

- Know that there are life processes, including nutrition, movement, growth, and reproduction, common to animals, including humans.
- Know the main stages of the human life cycle. Build on their knowledge of life cycles and learn about the basic biology of human reproduction, including birth of a baby in Years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene.

In **RE** and **PSHE**, they 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 skills needed to form relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting pressures. They make clear connections between what people believe and how they live. They reflect on and articulate lessons people might gain from the beliefs/practises studied, including their own responses, recognising that others may think differently.

In **Computing** they understand the importance of being respectful to others online as offline, the impact of cyberbullying and how little we actually know about people we have contact with on-line.

RSE focuses on the development of skills and attitudes not just the acquisition of knowledge.

#### 5.1. Resources:

- *Coram Life Education RSE Lesson Plan*
- GHLL Relationships and Sex Education
- Twinkl Science Resources

## 5.2. Teaching methods:

- clear ground rules set for lessons and revisited frequently e.g. what is discussed in the Y5/6 lesson is not suitable for younger year groups to learn about yet
- distancing techniques used - don't get personal!
- visitors invited to support topics (when able) e.g. Schoolbeat Office, In the Net
- establish clear guidance around answering tricky questions
- transparent with parents
- confident when delivering
- make sure the children get the facts

### Lesson Ground rules:

- what is discussed in one lesson is not suitable to talk about with younger children
- personal lives are not disclosed
- if there is a question the pupil does not want to ask in front of the rest of the class they can ask the teacher privately or put the question in the Talk Box.

### Class organisation:

Most lessons will be taught whole class, with the following exceptions: Science will be split, with Y5&6 being taught together and Year 3&4 being taught together. When puberty and menstruation lessons are taught to Y5&6 some lessons will be split so that the girls have some lesson time together and the boys.

### Answering Difficult Questions:

- distancing techniques will be used to answer questions e.g. “ I read that/ research suggests that...”
- questions may be “parked” to research and come back with an answer
- Teaching staff will seek advice from the SLT (or PSHE and RSE Lead) if they are need advice on how to address a difficult question.
  
- If there is a question it is not appropriate to answer in a whole class setting because of age appropriateness or concerns about safeguarding– then say to the class that if anyone hasn't had their questions answered they should come and see you after class. They may not, but it is important that you offer to answer all their questions. Follow school's safeguarding policy if there are any concerns.

## **6. How the delivery of the content will be made accessible to all pupils**

We believe that Relationships Education, RSE and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. In all teaching we consider the individual needs of the pupils and differentiate appropriately. We are also mindful of preparing children for adulthood outcomes,<sup>12</sup> as set out in the SEND code of practice, when teaching these subjects to those with SEND. We are aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some

pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors will be taken into consideration when teaching these subjects.

## **7. Parental concerns and withdrawal of students**

Southrop C of E Primary School believes it is important that all pupils participate in all the RSE lessons in order that they are aware of the changes that will take place in their body as they approach puberty. There will also be social and emotional effects of being excluded, plus the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. The detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Parents have the legal right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

This component is currently taught in Year 5&6 through Channel 4 Living and Growing video. Parents are invited to view the video before being shown to the children. Any questions or concerns are invited at this point. Requests for withdrawal should be put in writing using the form found in Appendix C of this policy and addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from sex education.

Parents do not have the right to withdraw their children from relationships and health education which forms part of the PSHE curriculum.

How does the school work in active partnership with parents/carers?

We inform parents through our newsletter about the learning that is being delivered in each class, including RSE. The RSE objective overview for each year group is available on our website. Parents are encouraged to approach the school if they wish to view the resources or seek advice in how they can support their children. We consult with parents over the formulation of the RSE policy.

## **8. Dissemination of the Policy**

This policy is available on the school website.

## **9. Sources of Further Information**

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft Guidance (July 2018)

**This policy should be read in conjunction with the following policies:**

- Schools own Safeguarding (inc. responding to disclosures)
- Schools own Anti-bullying
- Schools Equality, diversity and inclusion policy
- DfE Keeping children safe in education (2020)

### **Useful resources**

**Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document:** supports schools in organising and delivering RSE with confidence.

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

## APPENDIX A

What is included in 2019 Relationship and Sex Education Curriculum:

### **Families and people who care for me**

- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Importance of stable relationships
- Marriage/civil partnership as legally recognised commitment
- How to recognise unsafe situations and how to seek advice/help

### **Caring friendships**

- Importance of friendships
- Characteristics of friendships,
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise unhealthy friendships and seek help

### **Respectful relationships**

- Importance of respecting others
- Conventions of courtesy and manners
- Importance of self-respect
- Requirement to respect others
- Types of bullying , impact and how to get help
- Stereotypes and their impact
- Permission seeking

### **Online relationships**

- People behave differently online
- Same relationship principles apply online
- Rules for keeping safe online
- How to critically consider online content
- How information and data is shared and used online.

### **Being safe**

- Appropriate boundaries
- What privacy means
- Your body belongs to you
- How to respond to adults you do not know
- Asking for help and reporting feeling unsafe and abuse
- Where to get advice and support

## Appendix B

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS	
Name of child:	Date
Reason for withdrawing from sex education:	
Any other information you would like the school to know:	
Parent signature:	
TO BE COMPLETED BY SCHOOL	
Notes from discussion with parents/carers:	
Agreed actions from discussions with parents/carers:	

## APPENDIX C Programme of Study

In Science the pupils will learn:

By the end of KS1 -

- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- that animals, including humans, have offspring which grow into adults.
- describe the changes as humans develop to old age.

By the end of KS2 -

- to describe the life process of reproduction in some plants and animals.
- about the changes experienced in puberty.

In PSHE  
EYFS

Recognise people who help us  
Take responsibility  
Understand adult responsibility  
Recognise qualities of a good friend  
Know how I am special  
Recognise and name parts of the body

Explore how each of us is unique  
Understand our basic needs  
Personal hygiene

Year 1 and 2

Speak about our feelings  
Keep ourselves safe  
Understand who takes care of us  
Know what private means  
Explore different relationships  
Respect people who are similar or different to us  
Understand parental responsibility  
Understand personal responsibility  
Recognise positive touch  
Growing up  
Explore gender differences  
Develop resilience  
Personal hygiene  
Recognise that I am unique and special

Year 3 and 4

Identifying who we can speak to about our feelings  
Exploring gender differences  
Understanding physical changes and managing them  
Making ourselves feel happy  
Personal hygiene  
Developing resilience  
Being unique and special  
Exploring parental responsibility  
Understanding different relationships  
Love and trust within marriage and established relationships  
Positive touch  
Understanding healthy / unhealthy relationships

Year 5 and 6

Managing feelings  
Exploring gender differences  
Personal hygiene  
Developing assertiveness  
Exploring media influences  
Body image  
Appropriate touch  
Peer pressure

In RE

EYFS

develop respect of their own cultures and beliefs and those of other people

Year 1 and 2

Understand and respect the different ways in which believers put their beliefs into practice

Year 3 and 4

Make clear connections between what people believe and how they live

Year 5 and 6

Reflect on and articulate lessons people might gain from the beliefs/practises studied, including their own responses, recognising that others may think differently

In Computing:

EYFS

develop respect of their own cultures and beliefs and those of other people

KS1

Understand who you can trust

Know how to seek help

Understand what information it is safe to give on-line

KS2

Understand the importance of being respectful to others online as offline

Understand the impact of cyberbullying

Understand how little we actually know about people we have contact with on-line

