

RELATIONSHIP AND SEX EDUCATION POLICY

(This is a draft policy for consultation purposes)



1. Introduction

This policy statement should be read in conjunction with other school policies particularly, PSHCE Policy, Teaching and Learning Policy, The National Curriculum for Science and DCfS document 'Sex and Relationship Education Guidance, reference DCfS 0116/2000, plus Review of RSE in school (2008) and PSHE Association, Sex Education Forum, and Brook "RSE for the 21st Century and Briefing Paper 06103 16th July 2015 Robert Long. Additionally, this policy has been revised in line with the "Relationships Education, relationships and sex education (RSE) and Health Education - draft statutory guidance" (Feb 2019) (first required teaching September 2020).

Through careful planning and effective delivery of sex and relationship education we will fulfil the statutory requirements, whilst protecting the Christian character of the School. Aspects of RSE are taught as an integral part of broad and balanced PSHCE provision from YR – Y6. Through inclusive and sensitive teaching, children will know how to be safe and healthy, including on line. An understanding of pupil's faith backgrounds and positive relationships between the school and local faith communities provides a constructive context for teaching of RSE.

2. Context

2.1 We believe RSE will:

- Put in place key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including on line
- Give all young people a good quality education about relationships and sexual health, enabling them to make good decisions about their own health and wellbeing, understanding the link between physical and mental health
- Be seen as early intervention and link with our health and well-being curriculum
- Promote children's self-esteem and emotional well being
- Help to keep young people safe, their experiences confidential but protect them from abuse, linked to the school's safeguarding policy and procedures
- Be taught in the context of relationships, enabling them to make informed choices
- Be based on respect for themselves and for others at home, school, work and in the community.
- Take into account the individual needs, religion, ethnicity, culture, gender, sexual orientation, age, vulnerability group, health or disability, linked to the school's Single Equality Scheme
- Reflect the age and experience of children and young people
- Engender sensitive debate around issues perceived as contentious within a faith context
- Actively challenge issues such as sexism, homophobia and gender stereotypes

2.2 In this way children are able to develop their ideas in a safe and supportive environment, will understand the changes that happen to them as they reach puberty, and know where they can go for help and support.

2.3 RSE at school should be complementary to that given at home, and on building on this is an important part of delivering a good education. For this reason, it is important to include parents and carers in the RSE agenda, including the development and review of this policy. It is a statutory requirement that this policy is made available to parents and others.

3. Aims and Objectives

3.1 Relationships and Sex Education contributes to the foundation of PSHE by ensuring that all children:

- Have opportunity to learn about the social and emotional aspects of sex, as well as biological.
- Develop a suitable vocabulary for increasing their communication skills in personal and emotional relationships
- Discuss the values of love, respect and care
- Understand concepts of friendship, commitment and responsibility
- Promote self-image, self-esteem, self-confidence and empathy for others
- Clarify their views and attitudes, learn the importance of values and individual conscience
- Reflect on their emotions and relationships in an environment where they don't feel judged, marginalised, penalised or ridiculed and are safe from bullying, discrimination and harassment
- Appreciate and discuss the value of family life, stable and loving relationships, marriage and the responsibilities of parenthood
- Understand the influence of the media, clarify values and attitudes, understand risks and consequences (including sexual orientation, abusive relationships, pornography and dangers of the internet) and acquire knowledge to keep them safe and healthy.
- Be aware that changes of a physical, emotional and social nature at puberty are normal in all genders and ensure they feel supported during these changes and have some skills to manage changing emotions confidently and sensitively
- Know the form and purpose of menstruation and that it is normal and natural, and when to seek additional confidential support
- Ask questions about reproduction and sexuality in a sensitive atmosphere, where ground rules have been established and must be adhered to
- Gain knowledge of human reproduction in gradually increasing detail in an age appropriate way understand positive emotional and mental wellbeing, including how friendships can support mental wellbeing

3.2 Relationships and Sex Education will:

- use correct terminology
- develop decision making skills, through considering moral dilemmas and having opportunities for critical thinking
- develop a critical awareness of different social and peer norms, pressures and values
- recognise and challenge stereotypes for example in relation to gender
- learn to make choices and understand that they have rights, including the right to say 'no'
- understand the laws around sexual activity
- understand the need for personal hygiene
- have opportunities to explore misconceptions about the notion of reproduction
- are taught about basic external anatomy and internal sexual parts of males and females, sexual intercourse, conception, pregnancy and birth

- appropriately use approved resources (see section 4.8)
- where it is considered appropriate to teach about LGBT¹, this is done in an integrated way, not as standalone unit or lesson
- keep a focus on keeping children safe in education (KCSIE) ensuring:
- there is an open forum to discuss potentially sensitive issues
- all staff know what to do if a child raises any nature of safeguarding concerns

4. Curriculum guidelines and organisation

- 4.1 Facts will be presented in an objective, balanced and sensitive manner set within a clear framework of values and an awareness of laws on sexual behaviour. All children will have access to RSE but it is envisaged that certain aspects will be dealt with on an individual basis in a way that is appropriate to the child's maturity and stage of development.
- 4.2 We teach sex education through different, co-ordinated aspects of the curriculum. While we carry out the main sex education teaching in our personal, social and health education (PSHCE) curriculum, we also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. (See Appendix 1). However, this should complement rather than duplicate content covered in the national curriculum.
- 4.3 In PSHCE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it and where to seek confidential support.
- 4.4 In Key Stage 1, we teach children that animals, including humans, move, feed, grow, and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life process and the main stages of the human life cycle in greater depth.
- 4.5 In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.
- 4.6 Before planning, teachers should read documents referred to at beginning of policy all available on line and in the PSHCE folder on the school intranet.
- 4.7 It is important that teachers of parallel classes discuss with their colleagues the boundaries of their planned curriculum, how to go about a simple explanation for issues not deemed suitable for class discussion, and use of language. Sessions may be taught to mixed gender groups and classes, although it may be appropriate to have single sex discussions in moderation.
- 4.8 No resources should be used without prior consultation with the PSHCE Co-ordinator who is responsible for checking their suitability.

- 4.9 All of the teacher input, videos and resource materials that the children encounter have been chosen very carefully, after looking extensively at what is currently available and are designed to strongly re-inforce the fact that everyone develops at different times, at different rates and with different results!
- 4.10 In particular, members of the Local Health Authority give us valuable support in the planning and resourcing of the SRE curriculum, visitors will be involved only in areas such as baby's needs, stages of development and what is needed to care for young children. All visitors will be given a copy of this policy and their visit will be planned to comply with school requirements, working alongside teachers in the classroom.
- 4.11 The religious backgrounds of ALL pupils should be taken into account in the planning of RSE teaching. As a Church of England School, the distinctive faith perspective on relationships should be taught, with balanced debate on issues that may be seen as contentious. This must be done within the context of the Equality Act 2010 and adequately reflect the law, particularly to ensure there is age appropriate discussion on sexual orientation and gender re-assignment, which are protected characteristics.

5. Role of parents

- 5.1 The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.
- 5.2 In promoting this objective, we will consult parents on the school's sex education policy and practice, offering a dialogue between home and school so that parents are clear about what is being taught and sharing with them the resources used.
- 5.3 We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are and how they are taught, and to see the materials the school uses in its teaching. All relevant teaching staff are present at this time and parents are invited to ask questions as part of the meeting.
- 5.4 We aim to ensure dialogue and partnership with parents to ensure that the teaching in school supports the key messages that parents and carers may give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- 5.5 The school retains the right to mandate that children are present in sessions covering aspects of the National Curriculum.
- 5.6 The Governing Body will take such steps as are reasonably practicable to ensure that any provision is in accordance with current guidelines laid down by the Government. They will also pay regard to representations made to them by anyone connected with the community served by Rownhams St John's Primary School. In addition, they will, in consultation with the Headteacher, take advice received from Health Authorities, religious and ethnic minority groups.

6. Right to withdraw

- 6.1 Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. Where appropriate, this discussion can include the child. Parents do not have the right to withdraw their children from relationships education, it is compulsory for all children (under sections 34 & 35 of the 'Children's and Social Work Act 2017')

7. Confidentiality

- 7.1 Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection
- 7.2 Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the DSL (Headteacher). The DSL (Headteacher) will then deal with the matter in consultation with health care professionals. (See also Safeguarding/Confidentiality Policies/Keeping Children safe in education).

8. The role of the Headteacher

- 8.1 It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Sex Education Policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle and difficult questions and issues with sensitivity. Given the ease of access to the internet, children with unanswered questions may access inappropriate sources of information.
- 8.2 The Headteacher liaises with external agencies regarding the school's sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.
- 8.3 The Headteacher and PSHE Leader will monitor this policy on a regular basis and reports to governors, when requested, on its effectiveness.

9. Monitoring and review

- 9.1 The Relationships and Sex Policy is reviewed throughout by staff as they teach and assess relevant aspects.
- 9.2 The Standards Committee of the governing body monitors our Relationships and Sex Policy on an annual basis through PHSE curriculum review. This committee reports its findings and recommendations to the Full Governing Body, as necessary, if the policy needs modification.
- 9.3 The Standards Committee gives serious consideration to any concerns from parents about the sex education programme and will be monitored as appropriate.

APPENDIX 1

Year R – 1

- Manage personal hygiene routines in school, talk about how they have changed since they were a baby, use names for the parts of their bodies they can see.
- Features of healthy relationships, including on-line, family relationships within a variety of contexts

Year 2

- Know that they have rights over their own bodies.
- Recognise and name feelings, including feelings associated with change. Begin to learn and manage feelings positively and effectively.
- Reflect on how they have changed since starting school.

Years 3 – 4

- Recognise the impact of feelings on others.
- Recognise feelings in different situations and be able to express them in different ways.
- Respect other people’s feelings, decisions, rights and bodies.
- Know the different changes that take place in human life. Understand the human life cycle.

Year 5

- Describe the changes their bodies will go through at puberty. Understand that puberty will have an impact of themselves, their emotions and relationships.

Year 6

- Describe the changes the body goes through at puberty. Understand that body changes are a preparation for sexual maturity. Decide who has access to their bodies and demonstrate an understanding that some physical contact is unacceptable.

By the end of their time at St John's:

Families and people who care for me	Pupils should know: <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
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	<ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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
Respectful relationships	<p>Pupils should know</p> <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 <p>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</p> <ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <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	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

	<ul style="list-style-type: none">• 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
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Date of Policy: January 2020 (DRAFT)

APPENDIX 2

RESOURCES FOR SEX AND RELATIONSHIP EDUCATION

BBC Active Sex and Relationship Education
Sex and Relationship Education, Healthy Life Styles and Financial Capability – QCA
Sense Interactive CD – Growing Up and Keep Safe
'Hair in Funny Places' - Babette Cole
'Mummy Never Told Me' – Babette Cole
'Mummy Laid and Egg' – Babette Cole

The following is not intended to be exhaustive. All resources used to support the delivery of RSE should be approved by the RSE lead.

Relationships Education

Safeguarding: NSPCC PANTS rule with film
<https://www.nspcc.org.uk/preventingabuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/>
Example of model primary curricula
<http://catholiceducation.org.uk/schools/relationshipsex-education>

Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available at
<https://sexwise.fpa.org.uk/> which teachers may find helpful for their knowledge Abuse in relationships: Disrespect NoBody (Home Office and Government Equalities Office)

<https://www.pshe-association.org.uk/curriculum-andresources/resources/disrespect-nobody-teaching-resources-preventing>

Consent: PSHE Association lesson plans

<https://www.psheassociation.org.uk/curriculum-and-resources/resources/guidance-teaching-aboutconsent-pshe-education-key>
LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary
<https://www.stonewall.org.uk/get-involved/education/different-families-same-love>

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image:

Public Health England website with videos made by young people and resources tested with teachers
https://campaignresources.phe.gov.uk/schools/topics/riseabove/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17

Example model secondary curricula:

<http://catholiceducation.org.uk/schools/relationshipsex-education>

PSHE Association lesson plans

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidancepreparing-teach-about-mental-health-and> MindEd educational resources on children and young people's mental health
<https://www.minded.org.uk/>

Drugs and alcohol Planning effective drug and alcohol education:

Mentor-ADEPIS research and briefing papers with ideas for lessons

<http://mentor-adepis.org/planning-effective-education/> Extremism and radicalisation Practical advice and information for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalisation www.educateagainsthate.com Curriculum Non-statutory framework for Citizenship KS 1 and 2 (Non-statutory programme of study). Schools may wish to draw on the Citizenship programme of study in their planning.