



Relationships and Sex Education Policy

Policy Originator:	Jess Ringwood
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Deisgnated Governor:	Alena DeCruz

Introduction

At Wray Common Primary School, Relationships and Sex education (RSE) and Health education is part of the personal, Social, Health and Economic education curriculum (PSHE). We agree with the Sex Education Forum* who believe that “ALL children and young people are entitled to good quality sex and relationships education in a variety of settings. That Relationships and Sex education (RSE) is the joint responsibility of schools, parents, carers and communities and is an important element of children’s and young people’s development. It is part of lifelong learning, starting early in childhood and continuing throughout life. 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 values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.”

**Sex Education Forum; a unique collaboration of organisations and practitioners. For more information about the work of the SEF Forum, resources and who the members are visit www.sexeducationforum.org.uk*

At Wray Common Relationships and Sex Education (RSE) is about...

- establishing and maintaining healthy relationships
- negotiation and assertiveness
- developing independence
- communication and vocabulary
- recognising the need for personal space and boundaries
- understanding physical and emotional growth and change, including puberty
- valuing a healthy lifestyle, including positive mental wellbeing
- recognising the importance of caring for others
- valuing ourselves and self-esteem
- taking responsibility for our choices

Aims of Relationships and Sex Education (RSE)

- to offer balanced and factual information appropriate to the age and maturity of the pupils acknowledging the moral and ethical issues involved
- to provide a developmental programme which lays a foundation for further work in adolescence
- to work in partnership with parents to complement and support the work of parents
- to help prepare pupils for the responsibilities and experiences that the next stage of their life may bring
- to work within a moral and values framework of our school
- to develop the skills needed to express feelings and emotions
- to safeguard children against potential exploitation

Objectives

- To discover what pupils know, understand, think and feel and to identify their needs.
- To create a programme for progressive and differentiated learning which caters to pupils' needs and is sensitive to individuals and groups.
- To recognise the value of loving and caring relationships.
- To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for parts of the body and encourage positive attitudes to all bodily functions.
- To generate an environment where questions and discussions on sexual matters can take place without embarrassment.
- To prepare children for the changes they will face, both physically and emotionally
- To educate around self-care, both physically and relating to emotional well-being
- To counteract misunderstanding of how the body functions.
- To enable pupils to accept variation in rates of growth and development (physical, emotional, social) and in ages when puberty or sexual activities commence.
- To provide constant reassurance that change is part of the life cycle and to give help in adjusting to these changes.
- To inform children of the law surrounding sexual activity
- To inform children about how to keep themselves safe online

Principles of Teaching and Learning

It is important that a range of teaching approaches is employed. Children need to acquire knowledge but will also have opportunities to discuss issues openly. Group work is important as it enables children to develop personal and social skills, exchange ideas and express attitudes. Consideration needs to be given to the organisation of group work, for example, size and composition of groups, negotiating ground rules to promote a confident and secure atmosphere. In upper KS2, some lessons may be taught in single-sex groups where deemed appropriate by class teachers.

Programme Contents

The teaching of all relationship and sex education is set within a clear, balanced, sensitive and moral framework in which pupils are encouraged to consider the importance of respect, responsibility and boundaries as part of forming healthy relationships with themselves and others. The progression of skills and knowledge have been developed from the government statutory guidance (2020), see appendix 3.

At Wray Common it is taught from Reception to Year 6 with a focus on the following key areas.

- Relationships
- My body
- Lifecycles
- Feelings and attitudes
- Keeping safe and looking after myself
- People who can help me

The full progression of knowledge and skills can be found in appendix 1.

Many objectives link to other topics covered in PSHE such as Friendship and Online safety and it is important that children are aware of these links.

Class teachers deliver lessons from planning written by and resources suggested by PSHE leader. Objectives are taught with support from a variety of books and resources.

Books are available to the children and age appropriate material is available from the PSHE co-ordinator.

Pupil voice is carried out by the PSHE lead as a means of evaluating and monitoring the impact of the RSE curriculum following delivery of the unit. Class teachers acquire pupils knowledge and understanding prior to the unit being delivered to ensure content is delivered appropriately.

Child Protection (CP) and Confidentiality issues

It is possible that in the sensitive nature of RSE something a pupil says might suggest a child protection concern. In that situation, staff must follow the school's Child Protection and Safeguarding Policy, sharing the information straight away with one of the school's DSL. Staff must not promise confidentiality to pupils.

Working with parents

At Wray Common we respect the fact that parents are key people in teaching their children about Relationships and Sex, helping them to cope with the physical and emotional aspects of growing up, preparing them for the challenges and responsibilities that sexual maturity brings.

Parents are able to see the RSE Policy and to view the full Progression of Knowledge and Skills as shared on our school website. Prior to the unit being taught, the objectives will feature in our half-termly topic web.

Children should not be withdrawn from of our Sex Education as this is part of our Science curriculum on human reproduction. Similarly there is not right to withdraw from our Relationships and Health curriculum as stated in the latest R.S.E guidance (2020) which includes changes to the body during puberty (including menstruation) and preparing children for experiences and associated feelings adolescence may bring (including wet dreams).

Use of Visitors

If visitors, for example the school nurse, are used to support the provision of sex education, the teacher(s) must ensure that:

- A preliminary meeting has taken place to ensure appropriate content
- That the content of the school's policy is known and understood
- That the needs of the individual class are catered for
- The teacher is present so they can follow up the input at a later stage
- The visitor can offer something specific and useful that the teacher cannot
- The pupils have been told before hand of the visit and are prepared
- That the visitor has experience in RSE and working with children

Equal Opportunities

Children will have equal access to the Relationship and Sex education, unless specifically withdrawn from this provision by their parents. Extra care will be taken to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge or moral framework is a cause for concern. Lessons will be adapted in line with any special educational need so that all children are able to access the curriculum content at an appropriate level.

The Governors are mindful of the range of religious and cultural issues associated with sex education and ask any parents who have concerns arising from their cultural, religious or ethnic beliefs to discuss these with the Headteacher.

Policy responsibility

The responsibility for this policy lies with the policy writer. The content is to be approved by the governors and parents before publication. The writer of the policy, the PSHE lead, will update policy in line with the most relevant government guidance. Any updated content will be shared appropriately with staff. The policy is reviewed biennially.

Links to other policies

- Child Protection and Safeguarding Policy
- Teaching and Learning Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety

Appendix 1 see attached document- Wray Common Progression of Skills developed from statutory guidance

Appendix 2 Key Stage 1 and 2 – Science curriculum

Science: Statutory Programme of study:
(NC, 2014)
Pupils should be taught:

KS1

Animals, including humans

- notice that animals, including humans, have offspring which grow into adults

KS2

Living things and habitats

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction of some plants and animals

Animals, including humans

- describe the changes as humans develop to old age

Evolution and inheritance

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 3. Relationship Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (2020)

Families	Pupils should know
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<p>and people who care for me</p>	<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.
<p>Caring friendships</p>	<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 situ
<p>Respectful relationships</p>	<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. • 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
<p>Online relationships</p>	<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-toface relationships,

	<p>including the importance of respect for others online including when we are anonymous.</p> <ul style="list-style-type: none"> • 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). • 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.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 4

Wray Common guidance to responding to pupils' Questions

During lessons on relationship and sex education, pupils may ask questions about topics which are not specifically taught as part of a planned programme. Such topics might include contraception, sexually transmitted diseases, abortion and rape. The teacher has to decide whether:

1. To answer the question right away.
2. Explain to the child that is a question to be followed up at home.
3. To contact the child's parents.
4. To deal with the question in accordance with the school's Child Protection Policy.

As a general rule, if the question is about something which is likely to be appropriate to and relevant for the majority of the class, then it should be answered honestly, openly and right away. All staff, including teaching and support staff, may be asked questions relating to sexual matters. The adult should be clear about what the child wants to know and the reason why. This will give an indication of the child's own level of understanding. If possible a simple, honest answer should be given but if a member of staff feels uncomfortable then the question should be referred to the head teacher and/or the child's class teacher.

Staff should not promise confidentiality. If a child protection issue came to light, it must be reported to the Designated Safeguarding Lead (DSL) who would take the appropriate action.