

Haresfield C of E Primary School

'Trusting in God, together we live, learn and grow.'



RELATIONSHIPS and SEX EDUCATION POLICY

OUR SCHOOL VISION

At Haresfield Church of England Primary School we want everyone to know that they are unique, special and worthy in the sight of God and to "Aim High". To be the very best that they can be.

We strive to achieve this through our Christian values rooted curriculum. By working together to learn what God wants for each of us, we offer an ambitious, creative curriculum in which we help each child to flourish and grow. We endeavour to provide the children in our care with a passion for learning and to appreciate the wonder of our world. When they leave our school our aim is to ensure they have the key skills ready to cope with life at whatever level they are. The school is supported by an effective partnership with parents and the community.

This policy covers our approach to relationships and sex education at Haresfield C of E Primary School. This policy should be read in conjunction with the safeguarding policy, anti-bullying and behaviour policies.

Legal Requirements

All pupils are entitled to receive sex education regardless of ability, gender, race, religious belief or grouping. Through sex education, we seek to develop a positive view of female and male sexuality. All schools must have an up to date policy available for inspection and to parents, OFSTED inspectors are required to evaluate and report on the strengths and weaknesses of the provision made by schools for sex education. Parents have the right to withdraw their child from Sex Education lessons where they do not form part of the statutory curriculum. Schools should set out clearly what is proposed pupils should have learned by the end of each key stage.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2020, 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.⁴ They also make Health Education compulsory in all schools except independent schools.

Schools should make sure that values relevant to education about sex and relationships are consistently adhered to within the school so that, for example, homophobic attitudes do not go unchallenged.

Schools programmes of RSE should take into account the information that young people receive from a variety of sources including the media and the internet and help them to treat it critically.

Primary schools should ensure that all pupils :

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of the body and describe how their bodies work
- Can protect themselves and ask for help and support
- Are prepared for puberty

Parent Consultation

The Governors are responsible for drawing up the Relationships and Sex Education Policy (RSE) and bringing it in line with government requirements. The governors and staff feel it is important that parents and carers are consulted on this policy at an early stage. We would like to stress that the emphasis at Haresfield is always on the relationship part of the RSE curriculum. All RSE takes place with the class teacher present and after the class have developed ground rules. We invite you to send in written comments on the curriculum below so please send your comments to The Curriculum Committee, Haresfield Governors via the school office.

Example of class ground rules for RSE

- we will treat each other with respect
- we will listen to each other
- we will not laugh or make fun of each other's questions
- we will not talk about personal issues and not ask personal questions or make personal comments
- we will use proper words for body parts and sexual activity (age appropriate)

Rationale

Effective RSE is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships; are informed about, and comfortable with, the changes during puberty; and are sexually healthy and emotionally safe. Schools provide a safe place for children and young people to make sense of the information they have picked up from the media and also playground myths. Good quality RSE helps young people deal with the health challenges they may face in adolescence and supports their wider wellbeing. RSE is learning about our bodies, our health and our relationships. It will be taught gradually, over many years, based on factually accurate information.

RSE will be set in the context of clear Christian values, including the value of family life, marriage and of loving and stable relationships in bringing up children. It will teach children and young people to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to enable them to make informed decisions and life choices.

RSE is taught through the statutory requirements of the National Curriculum Science and through well planned Personal, Social, Health and Economic (PSHE) education. Evidence shows that comprehensive programmes of RSE can have a positive impact on young people's sexual behaviour, helping them to make sense of the sexual messages and imagery around them, to understand risks and consequences and to gain the knowledge and skills they need to stay safe and be healthy.

Learning Outcomes

By the end of primary school:

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. 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	Pupils should know <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.

	<ul style="list-style-type: none"> • 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. • 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	<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). • 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.
Physical health and mental wellbeing	<p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>

	<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>
Changing adolescent body	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>

By the end of Key Stage 1 Pupils will be able 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
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- recognise similarities and differences between themselves and others and treat others with sensitivity
- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- that animals, including humans, grow and reproduce
- that humans and animals can produce offspring and these grow into adults
- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing.

By the end of Key Stage 2: Pupils will be able to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- describe the changes experienced in puberty
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- express opinions, for example, about relationships and bullying
- listen to and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively

- be self-confident in a wide-range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand:

- about sexual reproduction in animals
- that the life processes common to humans and other animals include growth and reproduction
- about the main stages of the human life cycle
- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping ourselves safe when involved in risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- the diversity of lifestyles
- the points of view of others, including their parents or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships.

Through the teaching of Relationships and Sex Education we aim to:-

1. Help children develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy.
2. Support pupils to understand and express their feelings through providing appropriate vocabulary and communication skills.
3. Develop sensitivity towards the needs of others.
4. Provide knowledge of loving relationships.
5. Nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
6. Provide knowledge of human reproductive processes.
7. Inform on matters of personal hygiene and related health issues.
8. Encourage exploration of values and moral issues taking into account physical, emotional and moral risks associated with certain behaviour.
9. Provide information about agencies that can give support and information on health and related issues.

Confidentiality and Child protection

Whilst encouraging a trusting relationship between staff and pupils, it is important to remember that complete confidentiality cannot be offered. Should there be any concerns about what a pupil has said, the member of staff will make a judgement based on knowledge of that child and their circumstances. Following this, discussions of concerns may take place with the head teacher or SENCO (See also the Safeguarding Policy).

Answering difficult questions

If a child asks a difficult question the adult will use their professional judgement in deciding how to answer it. This may be through class discussion, individual discussion or encouraging the child to talk to his/her parent.

Organisation of Relationships and Sex Education

By the end of KS 1 pupils will learn that animals, including humans, grow and reproduce and that humans and animals can produce offspring and these grow into adults. Any questions will be answered sensitively, using appropriate language, with due regard to the child's age. Relationships education is prevalent throughout the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) PHSE Scheme of Work.

Throughout KS2, discussion is the major vehicle for teaching about sexual matters. Children's questions about human reproduction and physical differences will be dealt with factually, honestly but tactfully. Part of this may be answering the specific question but referring the child back to the parents for a more specific answer.

In the case of Y5 and Y6 children, parents are informed in advance of these sessions by letter and are invited to discuss any concerns with the class teacher. Parents are also given the opportunity to view the videos that will be shown to the children. Our class teachers lead the sessions. Parents may wish to borrow the video to view in their entirety. Please see the PSHCE Scheme of Work for lesson details. Discussion with the class teacher always follows these programmes. At all times, both boys and girls are involved, although the opportunity to ask questions in same sex groups may be provided, if appropriate.

The role of the parents

The school is aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supportive relationship through mutual understanding, trust and co-operation.

In promoting this we:

- Inform parents about the school's RSE policy and practice. They are invited to view the video that we use and any other resources if necessary.
- Answer any questions that the parents/carers have about the RSE of their child.
- Take seriously any issues raised with teachers or governors about this policy or the arrangements for RSE in the School.
- Encourage the parents/carers to be involved in reviewing the policy and making modifications if necessary.
- Inform the parents/carers about the best practise known, with regard to RSE, so that the teaching in school supports the key messages given to children at home, as we believe that the children will benefit from consistent messages.
- Parents/carers have the right to withdraw their child for all or part of the RSE programme. If a parent wishes their child to be withdrawn, they should discuss it with the Head Teacher and make it clear which aspects of the programme they do not wish their child to participate in. The school will always comply with the wishes of parents in this regard.

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff, governors and parents are informed about our RSE policy and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that all members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Head Teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Evaluation

Staff and pupils are involved in evaluating work. The Relationships and Sex Education Policy is regularly reviewed through the School Improvement planning procedures. The effectiveness of the policy is monitored by the PSHE

Subject Leader in liaison with the class teachers and reported to the Governors. Any proposed amendments to this current policy will be presented to parents.

The Governing Body has full confidence in the staff of the school and believes that the best interests of the pupils and their parents will be served by the sensitive consideration of all matters relating to health and human sexuality. Parents should feel free to make contact with school on any issue of concern to them or their child. This policy can be viewed on the school's website.

Related school policies and documents

PSHE policy, Science policy, Behaviour policy, Child protection/Safeguarding policy