Relationships and sex education policy

Lower Kersal Community Primary School

Written by:	Mr D Rutter	**Date:**	October 2019
Approved by:	Headteacher and Governing Board		
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SLT Lead:	Mrs A Reynolds		

Version	Reviewed by	Date Approved	Changes made
1.2	AR		- Section 4 - addition of statement regarding which elements we provide - Section 5 – removal of information about sex education - Section 6 - Removal of sentence about sex education being delivered by health professional and addition of legal requirements - Addition of section 6.1 – Inclusivity & 6.2 – Use of Resources - Section 8 – amendment to withdrawal statement - Section 10 – subject lead name changed - Addition of section 11 - Updated Curriculum overview - Removal of appendix 3 – request for withdrawal

Contents

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

> Provide a framework in which sensitive discussions can take place

> Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

> Help pupils develop feelings of self-respect, confidence and empathy

> Create a positive culture around issues of sexuality and relationships

> Teach pupils the correct vocabulary to describe themselves and their bodies

> Develop an awareness of gender identity and gender stereotypes

> Promote our school ethos, 'a school where everyone matters'

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Lower Kersal Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of SLT pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

As a primary school we only provide relationship and health education.

5. Curriculum

Our curriculum is set out alongside our PSHE curriculum as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

As a school we have made a decision to only provide the statutory elements of RSE for Primary schools.

For more information about our curriculum, see our curriculum overview in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

> Families and people who care for me

> Caring friendships

> Respectful relationships

> Online relationships

> Being safe

> Different families including LGBT+ families

> Gender stereotypes

For more information about our RSE curriculum overview, see Appendix 1 and 2

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

> Considers how a diverse range of pupils will relate to them

> Is sensitive to all pupils' experiences

> During lessons, makes pupils feel:

- Safe and supported

- Able to engage with the key messages

We will also:

> Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting

- Small groups or targeted sessions

- 1-to-1 discussions

- Digital formats

> Give careful consideration to the level of differentiation needed

6.2 Use of Resources

We **will** consider whether any resources we plan to use:

> Are aligned with the teaching requirements set out in the statutory RSE guidance

> Would support pupils in applying their knowledge in different contexts and settings

> Are age-appropriate, given the age, developmental stage and background of our pupils

> Are evidence-based and contain robust facts and statistics

> Fit into our curriculum plan

> Are from credible sources

> Are compatible with effective teaching approaches

> Are sensitive to pupils' experiences and won't provoke distress

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

> Delivering RSE in a sensitive way

> Modelling positive attitudes to RSE

> Monitoring progress

> Responding to the needs of individual pupils

> Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

> Respond professionally to questions raised by pupils during PSHE/RSE lessons

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All PSHE/RSE lessons will be delivered by a member of teaching staff at Lower Kersal Primary School.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education as we only cover the statutory elements of RSE.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by Anna Reynolds (DHT) and Stephen Humphreys (subject leader) and through:

> Learning walks
> Pupil interviews

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by a member of SLT. At every review, the policy will be approved by the governing board.

11. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

> Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
>> o Are age-appropriate
>> o Are in line with pupils' developmental stage
>> o Comply with:
>>> ▪ This policy
>>> ▪ The Teachers' Standards
>>> ▪ The Equality Act 2010
>>> ▪ The Human Rights Act 1998
>>> ▪ The Education Act 1996
> Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

> Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

> Review any case study materials and look for feedback from other people the agency has worked with

> Be clear on:

  o   What they're going to say

  o   Their position on the issues to be discussed

> Ask to see in advance any materials that the agency may use

> Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

> Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

> Check the agency's protocol for taking pictures or using any personal data they might get from a session

> Remind teachers that they can say "no" or, in extreme cases, stop a session

> Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

> Work with external agencies that take or promote extreme political positions

> Use materials produced by such agencies, even if the material itself is not extreme

Appendix 1: Curriculum

PSHE 22-23	KS1		LKS2		UKS2	
TERM	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Autumn 1	Road Safety Washing hands	Tying shoelaces Healthy Eating Brushing teeth	Staying safe Leaning out of windows	Cycle Safety	Peer Pressure Children's and adult's views Smoking Children's and adult's views	Water safety Alcohol
Autumn 2	Friendship Water spillage	Bullying Body Language	Medicine Touch	Healthy Living Appropriate touch	Looking out for others Children's and adult's views Anger Children's and adult's views	Making friends online
Spring 1	Jealousy Online bullying	Practice makes perfect Helping someone in need	Stealing Grief	Coming home on time Jealousy	Puberty Children's and adult's views	Worry
Spring 2	Growing in our world	Worry Anger	Making friends online Looking after our world	Online Bullying Chores at home	Image Sharing Children's and adult's views	Stealing In-app purchases
Summer 1	Is it safe to eat or drink?	Image Sharing Computer safety documentary	Is it safe to play with?	Breaking down barriers	Enterprise Children's and adult's views Inclusion and acceptance Children's and adult's views	British values
Summer 2	Hoax calling Petty arson	Living in our world Working in our world	Texting whilst driving Fire station visit	First Aid Year 4	First Aid Year 5	First Aid Year 6 (Part 1 and Part 2)

Keeping and staying safe   Keeping and staying healthy   Computer safety   Feelings and emotions   Being responsible   Our world (Y1-3)   The working world (Y4-6)   Relationships   Hazard watch (Y1-Y3)   Fire safety (Y2-Y3)   A world without judgement (Y4-Y6)   First Aid (Y4-Y6)

RELATIONSHIPS EDUCATION	
TOPIC	**PUPILS SHOULD KNOW**
Families and people who care about me	• 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	• 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	• 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

RELATIONSHIPS EDUCATION	
TOPIC	**PUPILS SHOULD KNOW**
Online relationships	• 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	• 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	
TOPIC	**PUPILS SHOULD KNOW**
Mental wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health • 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 • How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), including whom in school the 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) • 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
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • Why social media, some computer games and online gaming, for example, are age restricted • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online

PHYSICAL HEALTH AND MENTAL WELLBEING	
TOPIC	**PUPILS SHOULD KNOW**
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol, and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and science relating to immunisation and vaccination
Basic first aid	• How to make a clear and efficient call to emergency services if necessary • Concepts of basic first-aid, for examples dealing with common injuries, including head injuries
Changing adolescent body	• 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 key facts about the menstrual cycle