

RELATIONSHIPS EDUCATION & RELATIONSHIPS AND SEX EDUCATION POLICY (RSE)

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Relationships and Sex Education Policy (RSE)

Policy Statement

We recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents, children and the wider community, will enable pupils to learn about moral, physical and emotional development.

This policy has been written in accordance with the *DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2022)* and the *2010 Equality Act on protected characteristics Relationship Education* is defined as, exploring the emotional, social and physical aspects of growing up, having relationships, and learning about human sexuality.

The focus in primary school for relationship education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The development of such important understanding is why parents do not have the right to withdraw children from Relationships Education, as the concepts are essential to all children's personal and social development.

The Relationships Education, RSE, and Health Education (England) Regulations 2020 have made Relationships Education compulsory in all primary schools; there is no parental right to withdraw pupils. Sex education however, is not compulsory in primary schools, but at Gayhurst we believe that in order to prepare pupils for Key Stage 3, the process of conception taught at an age appropriate level will prepare children for their transition into secondary education.

This policy has been written with parental consultation (June 2021 a parental survey was disseminated to parents from Years 1 to 6) and following consultation with the Chair of Governors.

1. Why should RSE be taught in school?

RSE begins at a very early age and, while much of it is learnt from parents, it is also received from friends, books, magazines, television, internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. RSE in school provides a secure framework and environment in which pupils can be given the facts using appropriate materials. It also allows them to develop necessary personal skills and

a positive attitude to physical and emotional health and well-being and moral development.

Wide-ranging research has shown that children want information about changes and situations they will experience before they happen to them. A safe, supportive and structured programme in school increases the probability of this being achieved. Also, although children want to be able to discuss hormonal changes and relationships with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal.

A successful programme, firmly embedded in the school's personal, social, health, citizenship, emotional, and economic education (PSHCEE), will help children learn to respect themselves and others and allow them to move, with confidence, from childhood through adolescence into adulthood.

2. Subject Content for Relationship Education

Families and people who care for me

Pupils should know:

- 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:

- 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

Pupils should know:

- 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

Pupils should know:

- 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

Pupils should know:

- 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, for example family, school or other sources

3. Subject Content for Sex Education

By the end of Reception, children will:

- Understand some areas in which they can look after themselves e.g. dressing and undressing
- Explain why it is important to keep clean
- Understand some basic hygiene routines
- Identify different members of the family
- Understand how members of a family can help each other

In Year 1 pupils should learn

- to recognise what makes them special and unique including their likes, dislikes and what they are good at
- how to manage and whom to tell when finding things difficult, or when things go wrong
- how they are the same and different to others
- about different kinds of feelings
- how to recognise feelings in themselves and others
- how feelings can affect how people behave

In Year 2 pupils should learn

- about the human life cycle and how people grow from young to old
- how our needs and bodies change as we grow up
- to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
- about change as people grow up, including new opportunities and responsibilities
- preparing to move to a new class and setting goals for next year

In Year 3 pupils should learn

- that everyone is an individual and has unique and valuable contributions to make
- to recognise how strengths and interests form part of a person's identity
- how to identify their own personal strengths and interests and what they're proud of (in school, out of school)
- to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues
- basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

In Year 4 pupils should learn

- how to identify external genitalia and reproductive organs

- about the physical and emotional changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- how to get information, help and advice about puberty

In Year 5 pupils should learn

- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- that for some people their gender identity does not correspond with their biological sex
- how to recognise, respect and express their individuality and personal qualities
- ways to boost their mood and improve emotional wellbeing
- about the link between participating in interests, hobbies and community groups and mental wellbeing

In Year 6 pupils should learn

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- practical strategies that can help to manage times of change and transition e.g. practicing the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

4. Moral and values framework

The DfE guidance states that RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It should stress the importance of relationships for family life, the different types of families in our communities, stable and loving interactions, respect, love and care and the teaching of sex, sexuality (including both heterosexual and LGBT) and sexual health.

As part of RSE, pupils should be taught about the nature and importance of family life and bringing up children. But the Government recognises - as in the Home Office, Ministerial Group on the Family consultation document Supporting Families - that there are strong and mutually supportive relationships outside marriage and that loving relationships can also exist with partners of the same gender. Therefore, pupils should

learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of RSE within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy sexual relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of teachers or other teaching staff will not influence the teaching of sex and relationship education in this school. Teachers and all of those contributing to RSE are expected to work within an agreed values framework as described in the school's policy and within the legal expectations of all schools.

5. The Organisation of RSE

Biological aspects of RSE are taught within the Science curriculum and some moral aspects are taught within the Religious Studies curriculum. RSE is taught by other classroom teachers under the direction of the Head of PSHCEE.

A range of teaching methods which involve children's full participation are used to teach RSE. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning.

RSE can be delivered either in mixed or single gender groups depending on the year group.

The subject's teaching and monitoring is undertaken by Head of PSHEE under direction from the Deputy Head, Academic. Teachers of PSHCEE monitor and assess the children following the guidelines in the PSHCEE policy. SEND children are also taught by differentiated work as appropriate.

6. Equal Opportunities

At our school it is our aim to provide a RSE programme which is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials and resources for lessons should be chosen carefully avoiding stereotypical images.

Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

7. Teaching methodology

The school is committed to employing active learning methods which involve children's full participation. It is essential that schools can help children develop confidence in talking, listening and thinking about sex and relationships. Before starting RSE lessons ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the children might feel and will discourage inappropriate personal disclosures. Most lessons will be taught to full classes, with gender groups for certain topics as deemed appropriate.

Ground rules help to create a safe environment for both teacher and pupil. They should be established with each class before RSE lessons commence.

Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

8. Dealing with questions

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate; personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, child protection procedures should be followed. As the range of understanding may be considerable, a three level response to questions is advised:

1. Answer in class for all children to hear
2. Answer one-to-one away from other children
3. Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

Share boxes are also used for asking questions in a discreet way.

9. Reflection

Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. We can provide an opportunity for reflection in the RSE programme and help pupils reflect on their learning by asking questions such as:

- What was it like doing this discussion today?
- What did you learn from the others, especially those who had a different experience or belief from your own?

- What do you think you will be able to do as a result of this discussion?
- What else do you think you need to think or learn about?

10. Terminology

Government guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

11. Confidentiality and Child Protection

In compliance with the school's Child Protection and Safeguarding Policy, staff can reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information.

Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Deputy Head (the Designated Safeguarding Lead), or in his absence the Head. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

12. Withdrawal of students from RSE and complaints procedure

The Children and Social Work Act 2017, brought about some important changes in relation to parental rights to withdraw children from school RSE:

- Parents will not be able to withdraw their child from Relationships Education in primary school or secondary school
- Parents will be able to withdraw their child from primary school classes which address sex education - i.e. those that do not sit within the Relationships Education curriculum.

The school will inform parents/carers when aspects of the RSE programme are taught via a letter. If parents want to withdraw their child/children from part of our RSE programme, then this must be discussed with the class teacher and when appropriate the Head of PSHEE.

Where a pupil is wholly or partly excused from sex education within the scope of RSE following a parental request, they will be excused until the request has been withdrawn unless the Headmaster considers the pupil should not be excused.

Any complaints about the content or delivery of RSE should be addressed to the Headmaster.

13. Use of visitors

"Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff."

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2020).

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. They will be given a copy of this policy and will be expected to work within the values framework described within. The school will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme. A teacher will be present during the lesson.

14. Links with other documents and policies

This policy can be read in conjunction with the schools PSHEE Policy and SMSC Curriculum, as well as its Curriculum Policies (e.g. Science Department).

15. Documents and other policies that inform this RSE policy include:

Documents:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2020)
- Education Act (1996)
- Learning and Skills Act (2000)
- SRE Guidance (2000)
- Education and Inspections Act (2006)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education - Statutory safeguarding guidance (2020)
- Children and Social Work Act 2017
- DfE statement on relationships education, relationship and sex education and PSHEE (2017)
- PSHE Association guidance on writing your school's relationship and sex education policy (2017)

Associated Policies:

- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- PSHE Policy
- SMSC Policy