



Relationships and Sex Education Policy

Written by: Danielle O'Shaughnessy

Review date: September 2022



Definition

Relationships and sex education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity; instead, involves pupils making healthy choices regarding their relationships and exploring social issues which they may come across in life.

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Context/Introduction:

From September 2020, the Health Education and Relationships Education aspects of PSHE (personal, social, health and economic) education will be compulsory in all primary schools. Statutory requirements do not extend to sex education at KS 1 and 2 (beyond the biological/reproductive aspects schools are already required to cover in science)

However, the Department for Education 'continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. At Crookhill we believe that it is important to create a positive culture around issues of sexuality and relationships and we have planned and developed our policies and curriculum to support this.

Our RSE policy:

- Define Relationships and Sex education
- Describe how Relationships and Sex education is provided and who is responsible for providing it
- Say how Relationships and Sex education is monitored and evaluated
- Include information about parents' right to withdraw

Our RSE policy and curriculum will be reviewed regularly.

Basic Information:

This policy covers Crookhill's approach to Relationships and Sex Education. It was produced by Danielle O'Shaughnessy, RSE co-ordinator, through consultation with all teaching staff, the Head teacher (Kristine McCormack) and the link governors for this area of learning.

Parents will be informed of the policy through our weekly newsletter and it will be readily available on the website.

Our School Context

Crookhill Primary School is situated on the outskirts of Ryton, in the west of Gateshead with 189 pupils currently on roll. The school is organised into seven classes from Reception to Year 6. The school has a slightly higher than average number of children with Special Educational Needs at 19%. 31% of children receive Free School Meals and 40% of children receive pupil premium funding. There is a high proportion of families who are challenged with regard to deprivation (approx. 70% classed as hard pressed). Only 8% of are pupils are from ethnic groups other than white British, and only 2.7% have EAL, both are well below the national average.

Aims and Objectives for Relationships and Sex Education

The aim of RSE at Crookhill Primary School is to provide children with appropriate information; explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Relationships and Sex Education for our pupils are:

- To provide the knowledge and information to which all pupils are entitled
- To provide a framework in which sensitive discussions can take place
- To clarify and reinforce existing knowledge
- To raise pupils' self esteem and help them develop feelings of self-respect, confidence and empathy, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To prepare pupils for puberty and adulthood and give them an understanding of sexual development and the importance of health and hygiene

We ensure RSE fosters gender equality and LGBT+ equality by working closely with Stonewall.

Danielle O'Shaughnessy has been on Stonewall training and gender equality and LGBT+ equality runs throughout our whole school ethos and curriculum.

All of the above reasons are why we believe, as a school; all children should have access to the RSE curriculum we provide.

Rationale

At Crookhill we define 'Relationships and Sex Education' as:

Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. Research demonstrates that good, comprehensive relationships and sex education does not make young people more likely to become sexually active at a younger age.

Relationships and Sex Education Guidance (DfEE 0116/2000)

We consider that it includes:

- Puberty
- Differences and similarities (male and female)
- Relationships
- Different types of families
- Personal hygiene
- Feelings and emotions
- Gender stereotypes
- Friendships and relationships
- Growing and changing

We feel that is important to address this area of the curriculum because:

- It prepares children for the next stage in their life
- It promotes tolerance and acceptance
- It promotes positive relationships
- It helps them to make well informed choices
- It forms part of our duty to safeguard pupils

The teaching programme for Relationships and Sex Education - Legal Requirements

At Crookhill we are required, like all schools, to teach the following as part of the National Curriculum for Science, parents do not have the right to withdraw their child/children from this. All schools must deliver relationships education at primary level. The Revised Department for Education statutory guidance states, that parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education that is NOT part of the science curriculum.

National Curriculum Science

Key Stage 1

- 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

Key stage 2

- Describe the changes as humans develop to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

Brief outline of our RSE programme:

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they will develop skills to form friendships and think about relationships with others.

Key Stage 1

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and PSHE children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 and 6. Children are taught about physical, emotional and social changes at puberty, which include personal hygiene. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressure. Relationships and Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

This content has been agreed in consultation with governors and teaching staff.

- Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, family economic, or social background
- It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required

STATUTORY RELATIONSHIPS EDUCATION

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice. A summary of the key objectives of the statutory Relationships Education curriculum is set out below.

Families and people who care for me

Children 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 e.g. family, school and/or other sources.

NON-STATUTORY SEX EDUCATION – (Can be withdrawn from this)

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

This is included in the "Healthy Bodies, Healthy Minds" unit in the summer term.

Children are taught (Year 5/6):

- The links between love, committed relationships and conception
- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother (how pregnancy occurs);
- that for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a loving and very private part of a grown-up relationship (consenting adults – how pregnancy occurs)
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means and how it is a part of an intimate relationship between consenting adults
- how a baby develops in the womb and how babies are born (Year 6).
- The responsibilities of being a parent/carer and how having a baby can change someone's life.
- That pregnancy can be prevented with contraception

Moral and Values Framework

Our Relationships and Sex education programme will reflect the values of the PSHE programme. RSE will be taught in the context of stable relationships including family life and marriage. In addition RSE will promote lifelong learning, physical, social and emotional development, self esteem and emotional health and well being and help them form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. **It is for these reasons that we believe all children should have access to our RSE curriculum.**

Process for policy development

Initially, a working party was set up to review the existing RSE policy, the group comprised of PSHE co-ordinator (Danielle O'Shaughnessy), all teaching staff, and the nominated governors for RSE (Carolyn Willoughby). The policy has been developed in consultation with pupils, teaching staff and governors. Methods of consultation included, auditing existing provision in order to develop, implement, monitor and evaluate the curriculum. Termly link governor meetings are held and, if required, Relationships and Sex Education policy and practice is discussed.

Involving parents and the right to withdrawal

The most powerful Relationships and Sex Education is a collaboration between school and home. Crookhill includes information on RSE in the school prospectus and full details are available on request. Crookhill informs parents when certain aspects of the Relationships and Sex programme are taught e.g. puberty and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of RSE, not included in the National Curriculum. Alternative work will be set. However, this rarely happens as by working in partnership with parents they recognise the importance of this aspect of their child's education. **If a parent/carer requests that their child is to be removed from 'sex education' the school will support them by providing any resources and information that they need to deliver this themselves or help them find the information they need. We will always try to work with parents and carers to explore their views but we also accept that parents and carers can exercise their right to withdraw their child**

from the sex education elements within the RSE programmes (not Science aspects). There is no right to withdraw from Relationships Education or Health Education. Withdrawing pupils from Sex Education can be detrimental and lead to them receiving less accurate, second-hand information from peers. Requests for withdrawal from Sex Education should be put in writing using the form found within this policy and sent to the headteacher, Kristine McCormack. The headteacher will then arrange to speak to the parents and carers to explore their views and ensure that the nature and purpose of our Sex Education is understood. Staff will plan appropriate, purposeful education for pupils who are withdrawn from sex education.

Assessing the learning

We will assess pupils learning by:

- Using science assessment grids (for science aspects)
- Ongoing teachers' assessment
- Work scrutiny/Learning walk
- Discussions with pupils
- Identifying areas of learning that need to be developed
- Peer assessment – children explaining their knowledge

Inclusion and differentiation

Teaching and resources will be differentiated as appropriate to address the needs of children with special needs in order for them to have full access to the content of Relationships and Sex Education. Our RSE curriculum is fully inclusive.

Topics to be covered in RSE/PSHE/Science

Key Stage 1

- Recognise/compare external body parts
- Know animals, including humans reproduce
- Know that humans and animals produce offspring that grow into adults
- Recognise similarities and differences between themselves and others
- Treat each other with respect
- Identify and share feelings with each other
- Recognise safe and unsafe situations
- Identify /be able to talk to someone they trust
- Be aware that feelings and actions impact on each other
- Simple rules and know how to deal with strangers
- Resist pressure when they feel uncomfortable or at risk
- Identify human family relationships
- Develop ideas of non-stereotype gender roles

Key Stage 2

- Main stages of human life
- Human/animal reproduction
- Body changes and puberty– why this happens and how to manage it
- Recognise how emotions change at puberty and how to deal with feelings towards them, families and others positively
- Be aware of different types of relationships including marriage and those between friends and families
- Develop skills to be effective in relationships
- Recognise and challenge stereotypes

- Where families and groups find help
- Media impacts of attitudes
- Consequences of actions
- Different forms of bullying
- Understand the need to trust and love in established relationships

The organisation of Relationships and Sex Education

Danielle O'Shaughnessy is the designated teacher with responsibility for co-ordinating Relationships and Sex Education.

Relationships and Sex Education is delivered through Science, RE, PSHE, English activities, circle time and assemblies. RSE is taught by class teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach RSE. These include the use of DVD's, video clips, discussion, drama and role play.

Relationships and Sex Education is usually delivered in mixed gender groups however, there may be occasions where single gender groups are more appropriate and relevant.

Resources to teach RSE include fiction, reference books, leaflets and extracts from videos.

RSE is monitored and evaluated by Danielle O'Shaughnessy as part of Crookhill's development plan. As a result of this process changes will be made to the RSE programme as appropriate.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of a question/worry box as a distancing technique. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the PSHE and co-ordinator's and teacher's responsibility to plan curriculum and lessons." Relationships and Sex Guidance DfEE/0116/2000

When appropriate, visitors such as the school nurse may be involved in the delivery of Relationships and Sex Education, particularly in KS2. When visitors are used it will be to enhance the RSE provision already delivered by staff. All speakers/visitors will:

- Be suitably qualified to deliver RSE sessions
- Be aware of the school policy on RSE and will work within this
- Be supervised by a member of staff
- Understand the contribution they will make to the wider RSE curriculum
- Alert the teacher to any safeguarding concerns

Child Protection/Confidentiality

Teachers need to be aware that effective RSE, which brings an understanding of what is acceptable in relationships, may lead to disclosure of a child protection issue.

If this was to happen at Crookhill, all staff know to follow our guidelines on reporting such issues.

Staff member to inform Head teacher (Designated Safeguarding Lead) in line with the school and LA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Links with other policies

This policy is linked with the following policies:

- PSHE
- Equality
- Safeguarding and Child Protection
- Confidentiality
- Behaviour
- Anti Bullying

Documents that have informed this policy

- Education Act (1996)
- Equality Act (2010)
- Supplementary Guidance SRE for 21st Century (2014)
- Keeping children safe in education – statutory safeguarding guidance (2016)

Monitoring and Evaluation

Monitoring is the responsibility of the Head teacher, governors, and teacher with responsibility for RSE (Danielle O'Shaughnessy).

Crookhill will assess the effectiveness of the aims, content and methods in promoting learning by lesson observations, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

This policy will be reviewed by Danielle O'Shaughnessy

Reviewing Policy

As part of effective RSE provision, this policy should be reviewed every 2 years to ensure that it continues to meet the needs of our pupils, staff and parents and that it is in line with current Department of Education Advice and guidance.

Review Date : September 2022