

Heritage Park Primary School

Relationships and Sex Education Policy



Approved by: Full Governing Body

Last reviewed on: May 2021

Next review due by: May 2024

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Relationships and Sex Education Policy

Context

This Relationships and Sex Education Policy must be read in conjunction with our PSHCE Policy and the National Curriculum for Science (DfE 2014).

Statement of Intent

Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips children with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help children to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education. The aims of Relationships Education are further supported through the extra-curricular and enrichment activities that we provide.

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies

- build confidence in accessing additional advice and support for themselves and others.

Implementation

Inclusion

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that children with SEND are often more vulnerable and that we need to ensure that they are supported to develop appropriate strategies and attitudes to keep themselves safe.

We consider:

- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in peer or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for children

Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable children to understand the rights and responsibilities we all have towards one another.

The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all children with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all, we will:

- reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons
- ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways
- where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented

- accept and appreciate differences but not seek to gain consensus
- as appropriate, ensure that a variety of views and beliefs are reflected back to pupils
- teach in mixed gender groups wherever possible, in order to ensure that children of all genders can access information they need
- encourage respect and discourage abusive and exploitative relationships.

We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about, and attitudes towards, diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

We recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. Relationships and Sex Education and Personal Safety Education enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs, it will be viewed as a child protection issue. All members of staff will follow Safeguarding Procedures and seek advice from the DSL.

Development of this Policy

This draft policy is being developed in consultation with staff, governors and parents/carers. Stakeholders' views on the needs and priorities for the school community, will be considered.

Consultation will not give a veto to individual members of the school community. The final decision on policy and delivery will be made by the school, having listened to the needs and views of the school community.

Staff, parents/carers and governors will be asked for their views about appropriate ages for particular topics. They will be asked to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education. Staff, parents/carers and governors will be invited to join a discussion group in relation to this policy.

Further consultation with staff, parents/carers and governors will be carried out when the policy is reviewed, which happens at least every 3 years.

Roles and Responsibilities

Staff

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice.

We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

Governors

This policy is being developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy has been informed by the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will be reviewed by the governing body. The finalised policy will be available on the school's website. A link governor will be assigned for PSHCE (including Relationships and sex education).

It is the role of governors to ensure that:

- children make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

Pupils

To further develop our provision we will:

- encourage pupils to ask questions as they arise, by providing anonymous question/worry boxes or 'ask-it' baskets
- ask pupils to reflect on their learning through relevant assessment activities
- we will consult children, through pupil interviews/questionnaires, about their perception of the strengths of our Relationships Education provision and reflect on the areas to be further developed

Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers and encourage this by:

- sharing details of our curriculum on our website
- informing parents/carers of forthcoming Relationships Education topics e.g. Personal Safety, Anti-bullying and RSE within our termly Curriculum Overview letters
- informing parents/carers about PSHCE, Relationships Education and RSE programmes as their child joins the school through the school website
- inviting parents to discuss their views and concerns about Relationships Education on an informal basis
- signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our children well and are aware of their needs. We encourage visitors to our school to enhance our planned provision. We will work closely with visitors to ensure that the needs of our children are met.

In conjunction with the School Code of Conduct for All Adults, we will follow this Code of Practice when working with visitors:

- all relevant visitors will be made aware of the content and principles of this Policy, prior to their visit
- all sex education lessons will be planned in direct liaison with the Subject Leader, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- whilst contributing to Relationships and Sex Education in a classroom setting, visitors must adhere to the same confidentiality code as staff members.

- any resources which a visitor wishes to use or distribute will be discussed and agreed with the Subject Leader beforehand.
- The contributions of visitors will be monitored and evaluated.

Visitors will also be given a copy of the school 'Safeguarding Advice and Emergency Evacuation Procedures for Visitors and Volunteers' leaflet.

Curriculum Organisation

Our Relationships Education Curriculum is consistent with the statutory requirements for Relationships Education and Health Education (DfE 2020), National Curriculum (2014), and other DfE and OfSTED guidance. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression, and considered what a child should learn by the end of primary school (see Appendix 1). We do not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which take the lead from children's experiences, considering related themes including development of knowledge, skills and attitudes in an integrated way.

We predominately follow the Cambridgeshire Primary Personal Development Programme and our Relationships Education, Sex Education and PSHCE topics consist of:

- Beginning and Belonging
- Rights, Rules and Responsibilities
- Families and Friends
- My Emotions
- Anti-Bullying
- Identities and Diversity
- Me and My World
- Diversity and Communities
- Working Together
- Financial Capability
- My Body and Growing Up
- Relationships and Sex Education
- Drug Education
- Keeping Safe
- Personal Safety
- Managing Risk
- Safety Contexts
- Healthy Lifestyles
- Managing Change

We recognise that friendship difficulties and/or bullying can cause children a great deal of anguish and offer support to children experiencing such issues. All members of staff understand their role in supporting our strong anti-bullying culture. Further information regarding this is contained within the school Anti-bullying and Harassment Policy.

Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's viewpoints and working together are practised in PSHCE lessons and across the wider curriculum.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships and Sex Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking or accessing information including the appropriate use of internet searches

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we may use fiction, puppets, case studies, role-play, videos and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Sex Education

Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'. This area of the curriculum is non-statutory and parents have the right to withdraw their child from sex education lessons.

Sex Education extends the learning about sexual reproduction in 'some plants and animals' required through the science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education.

Consultation about Sex Education

We have taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the children.

Staff, parents/carers, governors will be consulted about this before the school makes a decision regarding whether Sex Education in the context of RSE will be offered at the school.

Statement of Intent

We recognise that children learn about relationships and their growing and changing bodies at home and at school. We believe that a partnership between home and school is the most supportive environment for learning in this area. At school, children learn about relationships through planned lessons, but also through wider provision and our inclusive school environment.

In addition to our broad aims for Relationships Education, in our planned lessons on Relationships and Sex Education we aim to ensure that children:

- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- be prepared for puberty and the emotional and physical effects of body changes, including menstrual wellbeing
- understand the attitudes and skills needed to maintain personal hygiene

Our School Context

We combine elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of the statutory National Curriculum for Science and Health Education (e.g. the biological aspects of puberty, reproduction and the spread of viruses). From Early Years onwards, we make use of the PANTS resource from the NSPCC and teach the children how to correctly name their “private parts” for the purposes of safeguarding them from sexual exploitation.

Through the statutory science curriculum, we will ensure that children receive teaching about puberty in year 5 and year 6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing.

We understand that, at times, children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, or we will use team teaching where this enables us to best use teacher expertise.

Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships and Sex Education. We will avoid a ‘resource-led’ approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select and evaluate resources before using them. We will select resources which:

- are consistent with our curriculum for Relationships and Sex Education
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children

- are up-to-date in factual content
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping
- conform to the statutory requirements for Relationships Education.

Safeguarding

In our school we have a Code of Conduct for All Adults which includes a section on confidentiality. This is shared and agreed with governors and staff annually. The Code of Conduct states that:

- Staff are unable to offer absolute confidentiality where safeguarding concerns arise
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Code of Conduct for All Adults. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

Answering Questions

We acknowledge that sensitive and complex issues will arise in Relationships and Sex Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the school aims and curriculum content. We will answer questions relating to the planned curriculum, for that age group or below, to the whole class. Questions that reach beyond the planned curriculum for a specific year group will not be answered in school. The child will be asked if they would like support to ask their questions at home.

When answering questions, we shall ensure that sharing personal information about adults, other children or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary Personal Development Programme will be used to support assessment.

The PSHCE leader will carry out pupil interviews or questionnaires when appropriate. They may ask staff to reflect on the effectiveness of learning in particular units of work.

Content of Sex Education

Teaching about puberty and menstruation will take place in Year 5 and Year 6 as part of the statutory Health Education and national curriculum for Science.

When children reach Year 6, unless their parents choose to opt out, they will learn about human sexual reproduction and other ways that eggs and sperm are joined (eg IVF) in age appropriate detail. . They will learn about how a baby grows and develops in its mother's womb, vaginal birth and caesarean section in age appropriate ways.

Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers/School nurses will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

Sex Education will be taught as part of our RSE and PSHCE predominately by the class teacher, who knows the needs and natures of the children. Where school nurses are delivering this content, the class teacher will be present to support the children. The content of each year group's curriculum will be available to parents/carers on the school website. Termly curriculum overview letters will be shared with parents in advance of teaching and parents/carers are welcome to talk to staff if they have questions.

Right to be withdrawn from Sex Education

Parents/carers have the right to request that their child be withdrawn from Sex Education taught as part of statutory Relationships Education. The DfE define Sex Education as learning about 'how a (human) baby is conceived and born'. Before granting any such request the Head Teacher will discuss the request with parents/carers to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed.

We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group).

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is withdrawn from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

The parents/carers will be asked to confirm their decision to withdraw their children from Sex Education, in writing.

Monitoring, review and evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHCE leader. The link governor will consider the effectiveness of the policy and share their findings with the full governing body. Information will be gathered from the Head Teacher, the PSHCE Leader parents/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parent/carer comments and concerns, level of parent/carer withdrawal from Sex Education.

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.

Useful Documents

- RSE and Health Education
- Children and Social Work Bill 2017.
- Sex and Relationships Education for the 21st Century'.
- Equality Act 2010
- Keeping Children Safe in Education

Appendix 1

By the end of primary school, pupils should know:

Topic	Pupils should know
Families and people who care for me	<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 <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<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	<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	<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.