



RELATIONSHIPS AND SEX EDUCATION POLICY

Consultation that has taken place: This draft policy has been developed by Katie Bray, the LMT, teachers and governors.

How the policy will be disseminated to the school's community: This policy is available on the school's website. Copies are available from the office.

Date Policy Formally Approved By Governors: March 2020

Review Date(s): Spring Term 2022

Person(s) responsible for Implementation and Monitoring: Katie Bray, LMT and School Governors

Links to other relevant documents: Teaching and Learning Policy, Safeguarding Policy. Healthy School Policy, Staff Handbook, Child Protection Policy, Science and PSHE Policies.

1. Vision
2. Rationale
3. Statutory Responsibilities
4. Aims
5. Principles
6. Teaching Learning & Curriculum
7. Special Educational Needs
8. The Role of Parents
9. The Role of Other members of the Community
10. Confidentiality
11. The Role of the Head Teacher

1 Vision

- Pupils leave Kea Community Primary School with good knowledge about Relationships and Sexual Education. They understand the differences between safely forming and maintaining healthy and unhealthy relationships and lifestyles (RSE guidance, 2019). They also understand the human body and how it is changes as they grow towards adulthood. They know about reproduction as a scientific process of human babies being created. They understand the importance of family life and sexual activity as part of a committed, long-term, and loving relationship; including the nature of marriage or civil partnership and their importance for family life and the bringing up of children. They have respect for other people's views and what they should do if they are worried about any relationships or sexual matters.
- 1.1 Pupils will be enabled to make informed decisions (RSE guidance, DfE, 2019, p.8, point 1) to face the challenges to develop respectful relationships with others and growing up in an online world (RSE guidance, DfE, 2019, p.9, point 8 - 10). This will

- include preparing them for the impact relationships have on our wellbeing, physical and mental health (RSE guidance, 2019, p.20, point 61).
- 1.2 Our curriculum reflects the regard we have to age and the religious background of our children (RSE guidance, DfE, 2019,, p.12 -13, point 19-22).

2 Rationale

- 2.1 The DfE guidance document for this subject is 'Relationships Education and Sex and Relationship Education Guidance' (DfE, 2019).
- 2.1.1 Ensuring the high quality and accessibility of SRE will bring England in line with the United Nations Rapporteur on the right to education stating "the right to education includes the right to sex education" (Relationships Education and Relationships Sex Education Impact Assessment, 2018, DfE, p.8).
- 2.2 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. It is about the teaching of sex, sexuality and sexual health. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age.
- 2.3 RSE is part of the Personal, Social and Health Education (PSHE) curriculum in our school. While we use PSHE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.
- 2.4 Relationships Education/RSE can also provide young people with the knowledge to make informed choices: resisting peer, partner and media pressure and understand the issues of consent and responsibility. This knowledge is important in establishing healthy relationships. (RSE, DfE, 2019, p.22, point 55-56)

3 Statutory Responsibilities

- 3.1 Primary schools must provide and keep up-to-date a written statement of their policy on RSE and make it available to parents and pupils. This policy forms that statement. Parents can choose to excuse their children from all or part of sex education, where it is provided see section 8.2.

4 Aims

- 4.1 **By the time children leave Kea School in Year 6, they will learn about:**
- Personal cleanliness
 - The physical development of their bodies as they grow into adults (puberty)
 - The emotional, social and physical aspects of growing up
 - How a baby is conceived and born
 - Respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship
 - The importance of family life
 - Human sexuality
 - Moral questions
 - Relationship issues
 - Respect for the views of other people

- The difference between safe and abusive relationships, which will equip them with the skills to get help if they need it.
- Sexual abuse and what they should do if they are worried about any sexual matters

5 Principles

- RSE should be taught in the context of healthy relationships including: family life, marriage or civil partnership.
- RSE is part of a wider social, personal, spiritual and moral education.
- Children should be taught to have respect for their own bodies.
- Children should learn about their responsibilities to others and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others, involving trust and respect.
- Children need to learn the importance of self-control.

6 Teaching and Learning and the Curriculum

6.1 RSE will be taught by the class teacher and, or higher-level teaching assistant in each year group. Each person will be supported through training and continuing professional development. We will teach the following areas as part of the Science National Curriculum and RSE:

6.2 We teach RSE through different aspects of the Science and PSHE Curriculum. We use '**Teaching RSE with Confidence in Primary Schools**', Christopher Winter Project and Walk Tall. The culmination of these form a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting.

6.3 The lists below show learning progression in each year group:

Foundation Stage

- Understand some areas in which the children 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
- To recognise that all families are different
- Understand how members of a family can help each other
- who to talk to if children are worried

Year 1

- Know how to keep clean and look after oneself
- Understand that babies become children and then adults
- Know the differences between boy and girl babies
- Know there are different types of families
- Know which people we can ask for help
- who to talk to if children are worried

Year 2

- Understand that some people have fixed ideas about what boys and girls can do (introducing stereotypes and how to challenge them)
- Describe the difference between male and female babies
- Describe some differences between male and female animals

- Understand that making a new life needs a male and a female
- Describe the physical differences between males and females
- Label the male and female body parts (including agreed names penis and vagina)
- Who to talk to if children are worried
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Discuss that animals, including humans, have offspring which grow into adults
- Describe the basic needs of animals, including humans, for survival (water, food, air and affection)

Year 3

- Know some differences and similarities between male and females
- Name male and female body parts with agreed words
- Identify different types of touch (including appropriate / inappropriate touch) that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support

Year 4

- Describe the main stages of the human lifecycle
- Describe the body changes that happen when a child grows up
- Discuss male and female body parts using agreed words
- Describe the term puberty and understand that it is when we change from being children into adults
- Know some of the changes which happen to the body during puberty
- Know about the physical and emotional changes that happen in puberty
- Understand that children change into adults so that they are able to reproduce.

Year 5

- Explain the main physical and emotional changes that happen during puberty
- Ask questions about puberty with confidence
- Understand how puberty affects the reproductive organs
- Describe how to manage physical and emotional changes
- Explain how to keep clean during puberty
- Explain how emotions change during puberty (period)
- Know how to get support and help during puberty
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the changes as humans develop to old age.
- Describe the life process of reproduction in some plants and animals.

Year 6

- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Know what form of touching is appropriate
- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception
- To have considered when it is appropriate to share personal/private information in a relationship
- To know how and where to get support if an online relationship goes wrong

- Discuss the emotional, mental, social and physical aspects of growing up and relationships
- discuss different types of relationships and partnerships
- explain and challenge homophobia and gender stereotypes
- explain where children can get advice or information about growing up and personal safety, including online safety.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

6.4 Opportunities are provided for pupils to ask questions appropriately in every class.

6.5 As part of our curriculum monitoring our pupils are asked how they feel about the way RSE is taught at Kea School on an annual basis. (In response to Page 6 note 5, DfE Impact assessment, July 2018)

6.6 Resources

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

Our main resource is: **‘Teaching SRE with Confidence in Primary Schools’** (Christopher Winter Project), a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting.

We also use Walk Tall in Year 4 and Year 6, and clips of film from Channel 4 “Living and Growing”. Each of these additional resources are available for parents to view prior to their child/ren being taught. There are letters that go home to parents a fortnight prior to teaching so parents can contact class teachers about content if they so wish.

6.7 Answering Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. At Kea School we follow the Ready, Respectful and Safe rules and share the respect that we are speaking in confidence when questions and answers are discussed during these sessions. The rules are reviewed at the beginning of each session.

We also facilitate the use of an anonymous question box as a distancing technique. All children have the opportunity to right a question on a piece of paper and post it in the box. The teacher reviews the question during discussion time. All questions are answered or fed in to the next lesson.

Teachers will endeavour to answer questions and provision will be made to meet the individual child’s needs where necessary.

7 Special Educational Needs

7.1 Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationships

education and sex education. This will be done following discussion with parents of the individual child, and where appropriate, following specific advice from professional agencies such as education psychology or speech and language therapy (RSE, DfE, 2019, p.48).

8 The role of parents

- 8.1 The school shares responsibility for RSE with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:
- inform parents about the school's RSE policy via the school website;
 - in years 4, 5 and 6 we will inform parents by letter when we give specific teaching about puberty, sex and reproduction;
 - make available video material to be used for parents to see;
 - answer any questions that parents may have about the RSE of their child;
 - take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE here at Kea School;
 - provide resources which may be useful at home.
- 8.2 Parents have the right to excuse their child from all or part of the RSE programme that we teach in our school (RSE, 2019, point 45-50, DfE). If a parent wishes their child to be excused from these lessons, they should put this in writing and make it clear to the headteacher which aspects of the programme they do not wish their child to participate in. Parents are encouraged to provide RSE at home and are offered materials to use at home for this purpose.

Once this request is acknowledged the child is excused from that particular unit of work. The parent will need to make additional requests for subsequent units of RSE and in subsequent years.

9 Confidentiality

- 9.1 Staff conduct RSE lessons in a sensitive manner and in confidence. However, if a child makes a reference or disclosure about being involved, or likely to be involved, in sexual activity, then the member of staff will take the matter seriously and will follow child protection procedures. (See also Safeguarding and Child Protection Policy.)

10 The role of the Headteacher

- 10.1 It is the responsibility of the headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.