

# **Lowton West Primary School**



## **Relationships and Sex Education Policy**

Policy reviewed by V.Green

Date policy reviewed: January 2020

# Lowton West Primary School Relationships and Sex Education Policy



*Aiming High Together*

## **School Vision**

To inspire, achieve and succeed, we will aim high and build dreams and futures together.

## **Mission Statement**

***Providing the highest quality education, care and support for the whole school community.***

*Our mission statement is based on RESPECT:*

**R** = *Recognising the needs of the individual child*

**E** = *Ensuring a unique and engaging curriculum*

**S** = *Supporting each other to learn and achieve*

**P** = *Passionate about providing the highest quality education*

**E** = *Encouraging creativity, self – expression and imagination*

**C** = *Creating confident, resilient, life – long learners*

**T** = *The voice of everybody is heard*

All the above statements help us to understand how we can all make a positive contribution to the school and the wider community.

## **We will do this through our core values:**

- Respect
- Resilience
- Kindness
- Confidence

We also, at Lowton West Primary School, strive to develop and uphold British Values. The five British values that the Government has identified for schools to focus on are:

- Democracy
- The Rule of Law
- Individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Developing personal and social responsibility
- Respect for British Institutions

# Lowton West Primary School

## Relationships and Sex Education Policy

### January 2020

#### **Background**

Lowton West is a larger than average school in a mixed socio-economic area, with the percentage of pupils eligible for a free school meal half the national average. Most pupils are from White British heritage. Very few pupils are at an early stage of learning to speak English. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is below the national average.

#### **Rationale**

The Relationships and Sex education at Lowton West will be a foundation for further work in the Secondary school.

The content of the education will contribute to the requirements of the Education Reform Act of 1988 and the DfES Sex and Relationships education guidance (2000). It takes into account the Sex and Relationships Education Guidance to Schools document written by the DCSF (2010), the supplementary advice 'Sex and Relationships Education (RSE) for the 21<sup>st</sup> Century' published in 2014 by Brook, PSHE Association and Sex Education Forum and the Sex Education Forum RSE policy guidance (2014) and the Keeping Children safe in Education (2019). It also reflects the requirements of the National Curriculum for Science and will include the Sex Education Forum's 'Twelve principles' of good quality RSE, which are supported by the PSHE Association, children's charities and education unions (November 2017).

School will undergo staff and parent consultation in order to implement the new DfE Relationships/ RSE/ Health Education Curriculum next academic year (2020-2021).

#### **Understanding RSE**

Relationships and Sex Education (RSE) is learning about our bodies, our health and relationships. It should be set in the context of clear values, including the value of family like, marriage and of loving and stable relationships in bringing up children. It should teach children to develop values, attitudes, personal and social skills, and increase their knowledge and understanding to make informed decisions and life choices (DCSF, 2010).

RSE makes an essential and significant contribution to safeguarding children during their school-age years and into the future. RSE enables children to understand their physical and emotional development and enable young people to take increasing responsibility for their own health and wellbeing and that of others.

#### **Aims & Objectives**

1. To promote the spiritual, moral, cultural, mental and physical development of pupils at school and in society.
2. To prepare pupils for the opportunities, responsibilities and experiences of adult life.

3. To encourage pupils to have respect for themselves and others.
4. To learn and understand physical development at appropriate age stages.
5. To understand human sexuality, sexual health, emotions and relationships.
6. To learn the value of family life, marriage and stable and loving relationships for the nurture of children.
7. To learn the value of respect, love and care.
8. To explore, consider and understand moral dilemmas.
9. To learn to manage emotions and relationships confidently and sensitively.
10. To develop an appreciation of the consequences of choices made.
11. To learn how to take control of their own emotional health and well being.

### **Organisation**

The Senior Leadership Team will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resources.

The designated RSE co-ordinator will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet pupil's needs, providing support and resources for staff, liaison with outside agencies and monitoring and evaluating.

All teaching staff are involved in the school's RSE provision. RSE will be taught through the PSHCE scheme of work and through the Science curriculum areas. Where possible, RSE will also be taught in a cross-curricular way and through creative themes. All staff play an important pastoral role by offering support to pupils.

The school nurse plays a key role in RSE both in terms of input into lessons and provision of pastoral support for pupils. The school will work in ongoing consultation and partnership with the school nurse.

### **What should be taught in RSE?**

RSE should be taught through the statutory requirements of the National Curriculum for Science and through well planned non-statutory Personal, Social, Health, Citizenship and Economic (PSHCE) education. PSHCE provide an effective context for RSE because they focus on exploring values and developing positive attitudes, developing personal and social skills, learning about healthy and safe lifestyles, and about the rights and responsibilities of citizens. It should start in primary schools and develop through all key stages and should be appropriate to the age and maturity of the children. RSE has three main elements:

- Values and attitudes – children will be given the opportunity to identify and reflect on their own values and those of others. RSE provides a safe environment for this exploration and promotes the development of positive attitudes.
- Knowledge and understanding – learning about and understanding emotional and physical development.
- Personal and social skills – learning to identify emotions, managing emotions and developing self-respect and empathy for others.

The relevant content from the statutory and non-statutory programmes of study are set out in the table below. The list of questions is not exhaustive but the questions are designed to provide a framework in which pupils can develop their knowledge, skills, attitudes and understanding about RSE. Teachers also use the Christopher Winter Project lesson plans and resources (4<sup>th</sup> Edition) - Teaching RSE with Confidence in Primary Schools. This is a structured lesson programme from Reception to Year 6 that is a basis for planning and is recommended by the PSHE Association.

<b>Key Stage 1 – Sex and Relationships Education in the Curriculum</b>		
<b>PSHE: Non-statutory Framework</b>	<b>Science: Programme of study (2014)</b>	<b>Questions to help pupils to explore RSE within the national curriculum</b>
<p>Pupils should be taught:</p> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> <li>About the process of growing from young to old and how people's needs change</li> <li>The names of the main parts of the body</li> <li>Rules for, and ways of, keeping safe...and about people who can help them to stay safe.</li> <li>The importance of and how to maintain personal hygiene.</li> </ul> <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> <li>To recognise how their behaviour affects other people</li> <li>To listen to other people, and play and work cooperative.</li> <li>To identify and respect the differences and similarities between people.</li> <li>That families and friends should care for each other.</li> <li>That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying</li> <li>The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.</li> <li>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> </ul>	<p>Pupils should be taught:</p> <p>Animals, including humans:</p> <ul style="list-style-type: none"> <li>To identify, name, draw and label the basic parts of the human body.</li> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>That animals, including humans, move, feed, grow, use their senses and reproduce.</li> </ul>	<ul style="list-style-type: none"> <li>What are the differences between girls and boys' bodies?</li> <li>What are the correct words for the external parts of our bodies?</li> <li>Where do babies come from?</li> <li>How much have I changed since I was a baby?</li> <li>How do I feel about these changes?</li> <li>What do I understand about keeping secrets?</li> <li>Who can I tell if I have a secret or worry?</li> <li>What is the difference between good touch and bad touch?</li> <li>How can I be a good friend?</li> <li>How do I like to be treated by people I know including friends and family?</li> <li>How am I different and similar to other people?</li> <li>Who do I tell if I am being bullied or if I know someone else is experiencing bullying?</li> </ul>

Sex and Relationships Education Guidance to Schools document written by the DCSF (2010) , 2014 Brook, PSHE Association and Sex Education Forum and RSE policy guidance by Sex Education Forum (2014) Keeping Children Safe in Education 2019.

<b>Key Stage 2 – Sex and Relationships Education in the Curriculum</b>		
<b>PSHE: Non-statutory Framework (NC, 1999)</b>	<b>Science: Programme of study (2014)</b>	<b>Questions to help pupils to explore RSE within the national curriculum</b>
<p>Pupils should be taught:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none"> <li>To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</li> </ul> <p>Developing a healthy, safer lifestyle</p> <ul style="list-style-type: none"> <li>About how the body changes as they approach puberty.</li> <li>To recognise the different risks in different situations and then decide how to behave responsibly, including...judging what kind of</li> </ul>	<p>Pupils should be taught:</p> <p>Living things and their habitats:</p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul> <p>Animals, including humans:</p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to</li> </ul>	<ul style="list-style-type: none"> <li>How do I feel about physical and emotional changes at puberty?</li> <li>What skills do I need to cope with my feelings such as mood swings?</li> <li>How do boys and girls' bodies change during puberty?</li> <li>What is the normal variation in our bodies – before and after puberty?</li> <li>How does puberty vary for each individual, including differences in age puberty starts and how puberty can be affected by disability or a medical condition?</li> <li>How is puberty part of my sexual development (including production of</li> </ul>

<p>physical contact is acceptable and unacceptable .How to take care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact, their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</p> <ul style="list-style-type: none"> <li>• That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</li> <li>• To recognise their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>• To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</li> </ul> <p>Developing good relationships and respecting the differences between people</p> <ul style="list-style-type: none"> <li>• That their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</li> <li>• To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.</li> <li>• To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so.</li> <li>• To recognise and challenge stereotypes</li> <li>• That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> <li>• Where individuals, families and groups can get help and support.</li> <li>• To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li> <li>• The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</li> </ul>	<p>old age.</p> <ul style="list-style-type: none"> <li>• Learn about the changes experienced in puberty.</li> </ul>	<p>eggs/sperm)?</p> <ul style="list-style-type: none"> <li>• How does the sperm and egg meet during sexual intercourse and can conception be prevented?</li> <li>• What do I understand about the different ways in which people are able to show love between parents/carers and children and between friends?</li> <li>• What are some of the ways that people behave in a loving and happy relationship?</li> <li>• What kinds of abuse could happen in relationships, including hurting feelings and violence?</li> <li>• Are there different expectations about how girls and boys behave in relationships and what other choices do they have?</li> <li>• What is sexist bullying and homophobic bullying and what skills do I need to do something about it?</li> <li>• Who can I talk to if I am unhappy or worried?</li> </ul>
---	---	---

Sex and Relationships Education Guidance to Schools document written by the DCSF (2010) , 2014 Brook, PSHE Association and Sex Education Forum and RSE policy guidance by Sex Education Forum (2014) Keeping Children Safe in Education 2019.

## **Equal Opportunities**

Young people may have varying needs regarding RSE depending on their circumstances and background. The school believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of the following:

- The needs of both boys and girls.
- Religious, ethnic and cultural diversity.
- Special Educational Needs.
- Varying home background.

## **Specific Issues**

The school aims to ensure consistency in terms of content and that sensitive issues will be approached at an age-appropriate level for the children within each year group. There will also be a focus on keeping children safe throughout the lessons and all the lessons will have a clear structure and are age appropriate. They are designed to demonstrate a wide range of teaching methodologies to equip teachers with the skills to deliver excellent RSE. The lesson will have clear aims and learning outcomes. RSE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. This may be necessary when the children learn about differences or changes to boys and girls. Below is a list of areas that may need to be taught in different groups:

- What changes happen to boys and girls e.g. hair, hormones and mood, skin, voice etc.
- The importance of keeping clean / hygiene.
- Scientific names for body parts.
- The physiological reasoning for periods.
- Girls = periods and what to do when you start. They will also be made aware of which members of staff they can see for sanitary products (Year 6 TA) and discuss how to use them. The girls are shown which toilets to use when needing disposal bins.
- Boys = Wet dreams and the fact that it is normal.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school.

## **Child Withdrawal Procedures**

The school is committed to supporting parents and abides by the Education Act of 1993, which states that children can be withdrawn by their parents from that part of RSE that is outside the compulsory elements contained in the Science National Curriculum.

The school encourages parents to allow their children to participate in non-compulsory RSE and will keep them informed of the timing and nature of work to be completed. However, if parents wish their child to be withdrawn from a lesson, then suitable arrangements with another class will be made. The contents of the lesson that a child has been withdrawn from will be given to the parents of that child. School is fully committed to supporting parents in fulfilling their responsibility to provide RSE at home.

Parents who wish to withdraw children will be invited into school to discuss their concerns with the Head teacher or Deputy.

## **Safeguarding, Child Protection and confidentiality**

All staff adhere to the school's safeguarding and child protection policy and confidentiality policy. It should be made clear that staff cannot offer or guarantee absolute confidentiality if approached by a pupil for help. Child protection procedures must be followed when any disclosure about abuse is made by immediately recording and reporting the disclosure to the Headteacher, the school's Designated Person for Safeguarding.

## **Assessment**

All children will complete an initial assessment for each topic which will outline the children's prior knowledge. The children will then complete a final assessment piece to outline their learning for the topic.

## **Resources**

Resources are reviewed each year and it is the responsibility of the PSHCE Co-ordinator to ensure that resources are purchased and updated as needed. Criteria used to select resources include ensuring they are appropriate for the age group using them, are suitable for all abilities in the class and fit within the school's ethos and culture. Class teachers are consulted to ensure a range of resources are available.

This policy was written by the PSHCE Co-ordinator in consultation with staff. It takes full account of the school's legal obligations with reference to Sex and Relationships Education Guidance to Schools document written by the DCSF (2010), 2014 Brook, PSHE Association and Sex Education Forum, Keeping Children Safe in Education 2019 and RSE policy guidance by Sex Education Forum (2014).

All parents have access to all of the school's policies should they require.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships. They also make Health Education compulsory in all schools except independent schools.

This policy will be reviewed in line with the new DfE Guidance published June 2019, following consultation with staff and parents this academic year. A new policy will be published alongside the new Relationships Education/ Relationships Sex Education (RSE) and Health Education curriculum next academic year (2020-2021).