



Relationships & Sex Education Policy

Knotty Ash Primary School



2021-2023

Loving Learning Together

This policy was agreed and ratified by the Governing Board in December 2021

Rationale and Ethos

This policy covers our school's approach to Relationships and Sex Education (RSE).

We define RSE as:

learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

The purpose of RSE is:

to help children and young people to be safe, healthy and happy as they grow up and in their future lives¹.

Schools are required by law to provide Relationships Education.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.²

Sex Education is not compulsory in primary schools. Nevertheless, we teach some aspects of this subject

We believe RSE is important for our pupils and our school because:

High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- RSE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

¹ Sex Education Forum www.sexeducationforum.org.uk



² Department for Education <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

We view the partnership of home and school as vital so:

- Children can confidently continue discussions about RSE at home
- Children receive the same messages of respect and responsibility at home as well as in school
- Families feel empowered to work in partnership with school to support children’s RSE understanding

RSE in the Inclusive Curriculum

Taken from our Curriculum Intent document 2021, these are the qualities that we aim to develop through our Inclusive Curriculum. Through RSE, we expect children to become more Responsible, Respectful, Resilient, Reflective, Collaborative and Self-Aware.

 Responsible Respectful Resilient	Confident Positive Curious	Informed Philosophical Balanced	 Reflective Collaborative Self-Aware
<p>They understand their own identity and their place within their family, school, local and global communities. They know their own cultural background and understand other cultures, beliefs and life-choices. Through studies of a range of significant figures, they recognise the personal qualities, attitudes and actions which have contributed to their achievements. They are responsible for their own actions and respectful of difference and diversity.</p>	<p>Children develop a love of learning through a curriculum which is relevant to them. They are engaged and challenged at each point of the curriculum, which encourages them to think independently, to make connections and to be inspired to subsequent research, deeper thinking or positive action. They will learn about significant people, events, discoveries and campaigns which have changed societies in the past and present.</p>	<p>They are aware of current global issues and form their own views while considering different perspectives. Through engaging and creative curriculum studies, they develop a broad knowledge base and are able to make increasingly sophisticated connections between disciplines. The curriculum is designed so that children’s knowledge is built up in interconnecting layers to form a rich foundation for future learning.</p>	<p>Children learn the skills of self-conduct and friendships. They know how to collaborate with others and understand the importance of valuing everybody’s strengths. We foster active engagement in the process of learning. Pupils know how they learn and can adapt their learning style to suit the task. They develop communication skills and interpersonal skills. They are encouraged to reflect on their own morals, ethics and identity.</p>

We ensure RSE is inclusive and meets the needs of all our pupils, including those with SEND by:

- Ensuring that RSE is always appropriate to the pupils’ age and stage of development
- Implementing a progressive curriculum with opportunities for revisiting and embedding learning
- Delivering personalized RSE for children whose level of understanding needs individual adaptations
- Intervention work on friendships and communication as appropriate

We ensure RSE fosters gender equality and LGBT+ equality by:

- Teaching about a variety of family structures from EYFS upwards
- Answering children’s questions openly at an age-appropriate level
- Planning for study of a diversity of significant people throughout the curriculum, including those from the LGBT+ community
- Tracking LGBT+ content throughout the PSHE curriculum
- Teaching respect for all people

The intended outcomes of our programme are that pupils will:

- **Know and understand**
 - That there are different types of relationships and what makes a healthy relationship
 - That there are different types of family structure and that a feature of positive family life is caring relationships (and what this means)
 - That marriage and civil partnership are legal declarations of commitment and that it is a crime to force anyone to marry against their will
 - What constitutes a positive healthy friendship (including online)
 - How friendships and other relationships can change over time
 - Online behaviours that may cause concerns or upset, and what to do about them
 - The concept of confidentiality or secrecy, when it's appropriate and when it's not
- **Understand they have a right to**
 - Feel safe in their family relationships, friendships, relationships beyond the home and online relationships
 - Seek support if they feel lonely or isolated
 - Not be pressured into behaviour that doesn't feel comfortable
 - Be treated politely and with respect by others, including when online
- **Understand they have a responsibility to**
 - Conduct themselves kindly in their friendships and other relationships, including online
 - Be respectful, especially to those who identify with one or more of the protected characteristics
 - Respect others' personal boundaries and behave appropriately
- **Develop the skills to**
 - Build positive friendships that support their wellbeing
 - Recognise if relationships (family, friendships. Online) are making them unhappy or unsafe
 - Recognise when others may feel lonely or excluded and strategies for how to include them
 - Seek help or support for themselves or others if they are worried
 - Resolve disputes
- **Develop the attributes of**
 - Respectful attitudes to others in friendships and relationships
 - Awareness of the protected characteristics and the importance of respect for diversity
 - Self-respect

Roles and Responsibilities

The RSE programme is led by the Headteacher, Curriculum Lead and PSHE Lead, Roanne Clements-Bedson. This is because PSHE is viewed as a central and integral aspect of our curriculum, taught explicitly and woven through each subject, particularly Science, History, RE, Art, PE and Geography. It therefore makes sense for Curriculum Lead to have an overview of PSHE, including RSE.

The RSE programme is woven through the Inclusive Curriculum and class-teachers are responsible for delivering lessons which deliver the knowledge and develop the skills outlined at each stage.

Other school policies which have relevance to RSE are:

- PSHE/Citizenship
- Equal Opportunities
- Safeguarding
- Behaviour/Anti-bullying
- Teaching and Learning
- Special Educational Needs
- Drugs Education

CONTENT

The RSE programme will:

- provide information that is relevant and appropriate to the age and developmental stage of the pupils
- develop skills of assertiveness, communication and effective dialogue in relationships
- encourage the exploration and clarification of values and attitudes
- foster self-esteem, positive self-image and confidence
- celebrate the value of all loving relationships

Topics and themes will be revisited from year to year taking account of the pupils' development. The content of the RSE programme will be based on the RSE strands of the Oxfam Global Citizenship Curriculum.

TEACHING AND LEARNING

RSE is taught by classroom teachers and if appropriate, outside visitors. A range of teaching methods which involve pupils' full participation are used to teach RSE. These include use of video, discussion, looking at case studies, drama and role-play. RSE is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

EYFS

Children learn about the concept of male and female and about young animals. In on-going PSHEe work, they develop skills to form friendships and think about relationships with others. They will also be taught:

- to recognise, name and deal with their feelings in a positive way.
- to think about themselves, learn from experiences and recognise what they are good at.
- to agree and follow rules for their group and classroom and understand how rules help them.
- to be able to name their body parts.

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 all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In PSHEe, children reflect on family relationships, different family groups and friendship.

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.

Children will be taught:

- to take part in discussions with one other person and the whole class.
- to recognise choices they can make and recognize the differences between right and wrong.
- to agree and follow rules for their group and classroom and understand how rules help them.
- that family and friends should care for each other.
- to maintain personal hygiene.

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 the physical, emotional and social changes at puberty, which include the importance of personal hygiene. In PSHEe, 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 pressures. Sex and relationship education should focus on the development of skills and attitudes, and not just the acquisition of knowledge.

Children will be taught:

- to talk and write about their opinions, and explain their views on issues that affect themselves and society.
- to research, discuss and debate topical issues, problems and events.
- why and how rules are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
- to resolve differences by looking at alternatives, making decisions and explaining choices.
- to recognize the different risks in different situations and then decide how to behave responsibly, including safe road use, and judging what kind of physical contact is acceptable or unacceptable.
- 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.
- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.
- 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 basic techniques for resisting pressure to do wrong.
- that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view. about how the body changes as they approach puberty.
- to be aware of different types of relationships including marriage and those between friends and families, and to develop skills to be effective in these relationships.

UPPER KEY STAGE 2

Online Presence & 'Sexting'

Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. RSE should encourage pupils to think about what they want others to know and see about them – whether on or offline. Internet safety although included in the new computing curriculum, doesn't cover the important relationship aspects of 'Sexting' and other self-

made images and messages of a sexual nature, raise particular issues of safety, privacy, peer influence and personal responsibility.

'Sexting' is a term used by adults, referring to sexual content and images sent by mobile phone (though other digital communication raises similar concerns). Young people may use their own terms, including 'selfies', 'nudes' or 'fanpics'.

Children will be taught:

- to develop communication skills, to understand the law, to know what acceptable and unacceptable behavior is, and how to seek help.
- to learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it's a picture of themselves. These laws have been created to protect children and young people.
- to explore the NSPCC resources to raise awareness of sharing image online and to make it easier for children and young people to get help about sexting:
<http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

DEALING WITH DIFFICULT QUESTIONS

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions, for example the use of an anonymous question 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. The governors support individual teachers in using their discretion and skill in these situations and can refer to the PSHEe Subject Leader/ Headteacher if they are concerned.

LEGAL REQUIREMENTS

The National Curriculum 2014 states :

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Sex and relationship education (RSE) is an important part of PSHE education.'

EQUAL OPPORTUNITIES

Every child is entitled to receive RSE, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, and looked after children. It is our intention that all pupils have the opportunity to

experience a programme of RSE at a level which is appropriate for their age and physical development, including differentiated provision if required.

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT+). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

SPECIAL EDUCATIONAL NEEDS

Teaching and resources will be differentiated as appropriate to address the needs of pupils with Special Educational Needs in order for them to have full access to the content of RSE.

This may mean additional support within lessons, small group or individual lessons and adapting of resources to enable access.

CHILD PROTECTION / CONFIDENTIALITY

All staff delivering RSE need to be aware that effective RSE, brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Should this situation arise, the staff member will inform the Head Teacher /Designated Child Protection person in line with the procedures for child protection and safeguarding based on the LA guidelines and recommendations.

Staff would make it clear to a child at this point that confidentiality cannot be assured if concerns exist. All members of staff at Knotty Ash Primary have attended Safeguarding training.

PROVISION FOR PUBERTAL PUPILS

Sanitary disposal units are located in KS2 Girls toilets. Girls requiring sanitary protection should speak to a member of staff with whom they feel comfortable and towels are available from the school office.

OUTSIDE AGENCIES

On occasion outside agencies may be involved in classroom-based work as part of the RSE programme. They will be required to work within the school's moral framework outlined earlier. Any agency representative will need to have a relevant DBS certificate if appropriate.

WORKING WITH PARENTS/CARERS AND PUPIL WITHDRAWAL PROCEDURES

Knotty Ash Primary School is committed to working together with parents/carers. Details of the RSE curriculum will remain accessible on the school website. Feedback and queries are encouraged for any parents wanting clarification or further information.

Under the 1993 Education Act pupils can be withdrawn by their parents/carers, from part of the RSE programme that is outside the compulsory elements of RSE in the National Science Curriculum.

Page 26, paragraph 5.7:

*'Parents have the right to withdraw their children from all or part of the sex and relationship education provided at a school **except** for those parts included in the statutory National Curriculum'*

*'Section 405 of the **Education Act 1996** provides the right of parental withdrawal from all or part of RSE provided at school **except** for those parts included in the National Curriculum (see sections 3.6 and 3.10)'*

RSE Guidance - DfES 2000

Parents/Carers wishing to exercise this right are asked to write to the Headteacher who will explore the concerns. They will discuss the possible impact that withdrawal may have on the pupil and will talk with the parents/carers about the pupil's possible negative experiences or feelings that may result from exclusions and ways which these can be minimised. Once a pupil has been withdrawn they cannot participate in sex and relationships education until the request of withdrawal has been removed.

DISSEMINATION OF THE POLICY

All staff members and governors will receive a copy of this policy via email and it will be available on the staff share policy folder. The RSE policy will be published on the school's website.

ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

THE HEADTEACHER

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

STAFF

PSHE Lead: Roanne Clements-Bedson

Staff are responsible for:

Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher or PSHE lead.

PUPILS

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

EMOTIONAL HEALTH AND WELLBEING

The implementation of this policy will be mindful of the emotional health and wellbeing of all members of Knotty Ash Primary (including staff, pupils and parents) which is fundamental to our philosophy/ethos.

We ensure that through the promotion of positive emotional health and well-being children are helped to understand and express their feelings, build their confidence and emotional resilience and their capacity to learn.

EVALUATION, MONITORING AND REVIEW

Elements of sex and relationships education within the science curriculum will be formally assessed. The policy will be reviewed using a consultative process which identifies teacher, pupil and parent feedback on the sex and relationship education programme.

The governors' 'Communities and Diversity Governor' will have a link role between the school and governing body.

Head teacher

Date

Chair of Governors

Date

Useful references

<http://www.sexeducationforum.org.uk/>

<https://www.education.gov.uk/publications/eOrderingDownload/RSE-Review-2008.pdf>

Expect Respect Toolkit

<http://www.womensaid.org.uk/page.asp?section=00010001001400100004§ionTitle=Education+Toolkit>

The NSPCC has produced resources to make it easier for children and young people to get help about sexting:

<http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

Big Talk has produced resources to help primary school teachers discuss a range of difficult issues – including sexting and explicit images – with children: <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

- CEOP (Child Exploitation and Online Protection) has developed

www.thinkuknow.co.uk, which contains a number of resources exploring the risks children and young people face online, including two films that address sexting issues: Exposed and First to a Million.

- Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP: <http://www.brook.org.uk/shop>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-RSE-21st-century>