



# Relationship and Sex Education Policy

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| <b>Approved by Governors:</b> | <b>2.3.23</b> |
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| <b>Review date:</b>           | <b>2.3.24</b> |

## **Introduction - Relationship and Sex Education (RSE)**

RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making. It supports our School's Christian views that we do not discriminate but celebrate difference and value all God's children. Valuing All God's Children is a document published by the Church of England which challenges homophobic, biphobic and transphobic bullying (**See Appendix 1**). RSE is part of the wider agenda of promoting positive relationships and sexual health for children and young people.

## **Statutory requirement & definitions of Relationships Education and Sex Education**

The DfE has made Relationships Education statutory for all state funded primary schools from September 2020. At High Ash C.E. School this is taught through the Jigsaw PSHE curriculum and teaches pupils what they need to know by the end of year 6 as defined by the DfE guidance (**See appendix 2**). Relationships Education gives pupils the information they need to help them develop healthy, nurturing relationships with other children and adults. It should enable them to know what a healthy relationship looks like, how to build and maintain happy, healthy relationships with others and recognise the importance of a range of relationships with friends, family, in school and in wider community in which they live. Relationships Education also teaches pupils to recognise unhealthy behaviours, how to keep safe, identify potential dangers in their on and off line lives and how to report any concerns or abuse and where to access help when needed.

Sex Education is recommended but not mandated for state funded primary schools by the DfE, and parents and carers have the right to withdraw their child from Sex Education. At High Ash C.E. School we teach Sex Education in the context of Relationships Education, using designated lessons from the Jigsaw PSHE curriculum. Sex Education teaches children the facts about conception and birth, consent, to recognise that sex is a natural part of intimate relationships for consenting adults. Sex education is taught in year 6.

## **RSE Intent**

- Develop effective interpersonal and communication skills
- Develop positive values and a moral framework that will guide their decisions and behaviour
- Develop understanding of the value of marriage, civil partnerships, stable relationships and family life as a positive environment for bringing up children.
- Respect themselves and others, their views, backgrounds, cultures and experiences
- Develop loving, caring relationships based on mutual respect
- Recognise we live in a diverse society and the damage the use of derogative terms can cause
- Be able to name the parts of the body and understand the process of human reproduction
- Be taught factual and correct information about this how a baby is conceived and born
- Be taught scientific vocabulary to refer to body parts.
- Explore in a safe and managed environment questions they may have about puberty and give them an age appropriate understanding of sexual development
- Understand that all intimate relationships should be consensual and based on love and respect
- Understand the law and are taught that intimate relationships are for consenting adults
- Recognise and avoid exploitative relationships
- Value, care for and respect their bodies
- Access additional advice and support

## **Teaching and Learning**

At High Ash C.E. School, RSE is taught within the PSHE framework. A lesson is taught each week by the class teacher. RSE is covered in the second half of Autumn Term in the unit 'Celebrating Difference' and then in both half terms in the Summer in the units 'Relationships' and 'Changing Me.'

- RSE is delivered by the class teachers as part of the PSHE curriculum.
- Teaching methods take into account the developmental differences of children
- There is an opportunity for discussion in whole class or small groups
- Teaching will focus on both boys and girls. Sessions will be taught in single sex groups.
- Each class will establish a set of ground rules that create a safe environment in which no-one feels anxious or embarrassed
- Teachers can protect children's privacy by using distancing techniques i.e. depersonalising discussions, using anonymous question boxes.
- Ground rules should reduce the chances of unexpected questions but in the event of inappropriate questions the teacher should return to it later.
- Techniques used in other subjects are effective in RSE e.g. pre assessment (what do we already know) what we want to find out, role play, discussion and reflection.

## **Expectations of RSE**

RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Specific ground rules will be established at the beginning of any RSE 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 and accessing information.
- Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or whether indeed they wish to answer it they will seek guidance from the Senior Leadership Team. When answering questions, we shall ensure that sharing personal information by adults, children or their families is discouraged. Where a question of comment from a child in the classroom indicates the possibility of abuse, teachers will pass this information on to the designated safeguard lead in line with school policy.

## **Inclusion**

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, culture and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the difference backgrounds of our children and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE curriculum meets the needs of all:

- We will not promote one particular lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage abuse and exploitation
- We will not ask any children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- Their need to develop self-esteem and positive body image
- The need to involve all staff, including carers, in policy development, planning and training
- The management of personal care
- Clarity about sources of support for children.

### **Working with Parents**

The school will seek to work in partnership with parents when planning and delivering RSE. The school's RSE programme is designed to complement and support the role that parents play.

Parents must be reassured that teachers' personal beliefs and attitudes won't influence teaching of RSE.

RSE is supported by the schools wider policy on PSHE to ensure sex education is received in wider context of relationships.

RSE contributes to the Spiritual, Moral, Social and Cultural Development (SMSC) of the children.

We are an open and inclusive school so we do encourage parents to ask if they have any questions or queries. Prior to the Summer term's teaching of Relationships and Sex Education we will hold information sessions for parents to view the materials we are using with the children in school to teach these topics.

## Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

| Age   |   |
|-------|---|
| 4-5   | Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.   |
| 5-6   | Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.  |
| 6-7   | Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.   |
| 7-8   | <i>Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.</i> |
| 8-9   | Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.         |
| 9-10  | Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.  |
| 10-11 | Children's universal rights; feeling welcome and valued; choices, consequences and  |

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|  | rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting. |
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## Right to Withdraw

Parents and carers **do not have the right** to withdraw their child from PSHE, which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty).

The National Science curriculum also includes content on human development, including reproduction, which there is **no right** to withdraw from.

At High Ash C.E. School, we encourage participation in PSHE for all, and highly recommend all students receive the full PSHE curriculum.

Parents and carers **have the right** to withdraw their children from non-statutory Sex Education provided at school (with the exception of the above stated statutory National Science curriculum and that included within statutory Relationships Education and Health Education). The protocol for withdrawal is as follows:

- Those parents/carers wishing to exercise this right to withdrawal from Sex Education are invited in to see the Headteacher or PSHE Lead who will explore any concerns and discuss any impact that withdrawal may have on the child.
- Once a child has been withdrawn they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed.
- Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home.

Policy written October 2019 by Kate Goodger, PSHE Lead

In consultation with Governors and Church Representatives, January 2020

In consultation with Parents through the Parent Forum on 22 January 2020. All parents were invited to attend either of the 2 Parent Forum sessions held. 22 attended.

Next Review date: October 2023

## **Appendix 1 – website link for Church of England Valuing All God's Children**

[https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)

## **Appendix 2 – website links for DfE guidance**

[https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary\\_](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary_)

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

**Appendix 3** – PSHE - Puberty Education, Relationship Education and Sex Education table - for reference only. It is the responsibility of the school to define what they choose to cover in non-statutory Sex Education

| Health Education (Puberty) statutory  | Relationships Education - statutory  | Sex Education (Pregnancy to birth) Not statutory and in addition to the science curriculum - suggestions   |
|---|--|--|
| <p>Pupils learn about the changing adolescent body.<br/>Pupils should know:</p> <ul style="list-style-type: none"> <li>• Key facts about puberty – particularly from age 9 -11, including physical and emotional changes</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> <p>e.g Pupils :</p> <ul style="list-style-type: none"> <li>• identify the physical, emotional and behavioural changes that occur during puberty for both males and females</li> <li>• understand that puberty is individual and can occur any time between 8-17</li> <li>• understand that body changes at puberty are related to becoming an adult</li> <li>• name the male and female sex cells and reproductive organs ( good practice to teach biologically correct terminology but not statutory)</li> </ul> | <p>Pupils learn about different types of relationships:</p> <ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul> <p>e.g Pupils :</p> <ul style="list-style-type: none"> <li>• recognise the different types of relationships they have in their everyday life</li> <li>• recognise and maintain positive and healthy relationships</li> <li>• recognise when a relationship is unhealthy</li> <li>• understand loving relationships and marriage are for adults and there are different types of relationships</li> <li>• recognise and respect different types of relationships and understand the equalities agenda</li> <li>• know how to keep safe and recognising their bodies belong to them</li> <li>• recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to report concerns or abuse , and have the vocabulary and confidence needed to do so</li> </ul> | <p>Pupils learn about human reproduction in the context of the human lifecycle</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• can describe how babies are made and explain how sexual intercourse is related to conception</li> <li>• can name the male and female sex cells and reproductive organs</li> <li>• understand that sex or making love may be one part of an intimate relationship between adults</li> <li>• can explain the similarities and differences between friendships and intimate relationships</li> </ul> <p>Pupils learn how a baby is made and grows</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• know the male and female body parts associated with conception and pregnancy</li> <li>• can define conception</li> <li>• know what pregnancy is, where it occurs and how long it takes</li> </ul> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• can identify some of the skills and qualities needed to be a parent and carer</li> <li>• understand the variety of ways in which parents and carers meet the needs of babies and children</li> <li>• can recognise that both men and women can take on these roles and responsibilities</li> </ul> |